

# English KS3 Curriculum



| Year 7   |  |   |  |          |  |   |
|--|--|---|--|----------|--|---|
|  | Autumn 1   | Autumn 2  | Spring 1   | Spring 2 | Summer 1   | Summer 2  |
| <b>Content:</b><br>What will students know         | <b>Through the Looking Glass:</b> use features of descriptive and autobiographical writing   | <b>Pictures with words:</b> learn about poetic terms and techniques and skills for analysis | <b>Narrative Adventures:</b><br>Class study of a whole novel with a good narrative!<br>Knowledge of themes, ideas, characters, plot                                |          | <b>Dramatic Dickens:</b> an introduction to more complex C19th extracts - context and characters             | <b>Telling Tales:</b><br>examine language change and brief history of English Literature (Old English to present) and plan and write extended narrative |
| <b>Skills:</b><br>What will students be able to do | Build on their writing skills from primary to add detail to their writing / develop vocab / SPG (built into whole year)  | Analyse poetry using quotations and terms / develop own creative writing                    | Develop skills for close analysis, including finding quotations and understanding how a writer creates meaning. Interleaving of own creative writing - quest story |          | Develop precise analysis and detail; understand complex vocab in context of text; dramatic and creative work | Plan, draft and redraft own writing building on skills learnt throughout the course. Creative thinking skills, structure ideas                          |
| <b>Other:</b><br>Literacy/Numeracy/<br>Ethos       | Vocabulary - <b>students will each have a vocabulary "treasure trove" to use across school and home</b> - continued all year / extended writing / adapting writing for purpose and audience / empathy / reflective learners/ <b>Library lessons once a week to develop library skills and active reading skills, including reading awards and "Catch-Up" groups - continued all year</b> | Vocabulary / reading complex texts spelling   | Vocabulary / reading a whole text / skimming and scanning selecting information / SMSC issues in text / discussion   |          | Speaking and listening skills / complex vocab / reading challenging texts                                    | Speaking and Listening / editing and improving writing / reading and deciphering language   |
| <b>Assessment:</b>                                 | Creative and/or autobiographical pieces of creative writing  | Analytical essay on one poem  | Analytical essay based on character or theme (with opportunities for assessment of extended creative writing)  |          | Assessment of reading and writing in Year 7 exams / Dramatic role play                                       | Extended creative writing   |

# English KS3 Curriculum



| Year 8   |  |  |  |  |   |          |
|--|--|--|--|--|---|----------|
|  | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2 |
| <b>Content:</b><br>What will students know         | <b>Magical Shakespeare (The Tempest or A Midsummer Night's Dream):</b> First study of a Shakespeare play - focus on enjoying plot and drama and get to know language   | <b>Fantasy Writing:</b> A creative writing unit with a genre focus- students will learn the conventions of fantasy writing and learn to write a well structured piece of writing | <b>Ballads:</b> study of ballads from our literary heritage, building on knowledge of poetic techniques learnt in year 7 - understand conventions of ballad form | <b>Campaigning for Change:</b> A persuasive writing scheme with a focus on animals: students will learn rhetorical techniques and features of persuasive texts | <b>Novel in Context:</b> Class study of a novel with a focus on its interesting context - e.g. dystopian, Victorian, WW2  |          |
| <b>Skills:</b><br>What will students be able to do | Become familiar with Shakespeare's language / develop analytical skills using specific literary terminology  | Own crafted and structured writing; work on skills for technical accuracy of written work  | Use poetic terms in sustained analysis; develop ideas about a text in a structured way / identify common features in texts                                       | Write their own persuasive texts using a range of rhetorical devices; adapt writing for different purposes   | Extending reading skills; discussion of key issues; selecting information from substantial text; comprehension and analysis in context  |          |
| <b>Other:</b><br>Literacy/Numeracy/<br>Ethos       | Shakespeare's themes / group reading and work/ reading aloud / <b>Library lessons once a week to develop library skills and active reading skills, including reading awards and guided reading groups - continued all year</b> | Sentence structures / SPAG / paragraphing and structure  | Vocabulary building and reading skills/ themes and contexts in ballads   | Engage in debate/ writing skills / SMSC issues in non-fiction charity texts  | Engage with key themes / morals in novel and understanding of wider cultural/social/historical/literary significance; sustained reading skills including comprehension                                  |          |
| <b>Assessment:</b>                                 | Analytical essay exploring key scene and its dramatic effect on audience   | Creative writing in fantasy genre  | Essay exploring one ballad from literary heritage  | Persuasive Writing assessment and persuasive speech in groups  | Year 8 exams in reading and writing; short analytical essay/ review (to revisit persuasive skills) of the novel at the end of the year (teacher's choice to build on skills learnt throughout the year) |          |



# English KS3 Curriculum

| Year 9   |  |   |   |   |  |          |
|--|--|---|---|---|--|----------|
|  | Autumn 1   | Autumn 2  | Spring 1  | Spring 2  | Summer 1   | Summer 2 |
| <b>Content:</b><br>What will students know         | <b>The Gothic:</b> Genre Study with a main focus on C19th fiction. Students will learn and recognise generic conventions and learn complex vocabulary along the way                | <b>Shakespeare: Much Ado About Nothing</b><br>Study of full play by Shakespeare; learn more of his context and language; dramatic features; plot, character, themes | <b>Cultures and Identities:</b> A poetry unit to read a range of modern poetry from different cultures and traditions, learning more poetic techniques along the way. | <b>People and Places:</b> Continuing with theme of different places, a focus on travel writing. Learn a range of non-fiction and rhetorical language techniques | <b>Modern Classics (Currently Of Mice and Men):</b> novel study with modern classic; learn about challenging ideas and contexts; build on literary devices repertoire; understand plot, character, themes  |          |
| <b>Skills:</b><br>What will students be able to do | Students will build on their ability to recognise how a writer shapes meaning, and use skills, with increasing subtlety and sophistication, in own writing, building on last year. | Students will build on their ability to analyse Shakespeare in more depth than in Year 8. Enjoy the play as a piece of drama and comedy. Write to analyse.          | Develop confidence in analysing poetry, and be able to make links and comparisons between poems   | Read and understand a range of texts. Understanding how opinions are conveyed; practise own travel writing combining descriptive and persuasive skills          | Interleaving: bring together debate, argument, speech and writing with reading skills. Students will practise close analysis of extracts, engage with themes in debates and spoken language presentations to argue a case, and write creatively in character |          |
| <b>Other:</b><br>Literacy/Numeracy / Ethos         | Writing skills, including spag, punctuation for effect, complex vocabulary, complex sentence structures; literary themes and C19th context   | Reading a complex text; drama and speaking and listening group activities; historical context, including gender stereotypes   | Big ideas and themes in contemporary poetry: cultural/identity focus  | Debate and discussion; structure of ideas; reading a range of literary non-fiction; comprehension and inference   | Debate and discussion (e.g. on themes of poverty and homelessness); historical/social/cultural contexts; reading skills  |          |
| <b>Assessment:</b>                                 | Writing assessment - opening of a gothic story with a focus on generic conventions, setting and atmosphere   | Analytical essay to focus on close study of key scene(s).   | Comparative poetry essay  | "Non-fiction" travel writing to present viewpoint on place  | Year 9 exams in reading and writing; spoken language presentations   |          |