



English Key Stage 3 Curriculum Map

The aims and rationale of the curriculum in Y7- 9 in English:

Building on the students' experiences at Key Stage 2, we aim to develop reading, writing and speaking and listening skills year-on-year as students experience a growing range of texts, genres and contexts. As students develop both socially and experientially, we aim to provide lessons which deliver challenging and interesting texts and stimuli, opportunities for talk and discussion, and foster a love of learning, reading and language. We want our students to be real readers and real writers.

Year 7						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content: What will students know	Pictures With Words Will start with a focus on letter writing and autobiography. Study of a range of pre-1900 and contemporary poetry and learn poetic techniques. Descriptive writing techniques through reading a range of prose and poetry texts.		Narrative Adventures Class study of a whole novel with a focus on: narrative, themes, characterisation. Text choices include authors such as Katherine Rundell, Michelle Paver and Kiran Millwood Hargrave.		The Adventure of English Students will experience a literary tour through time, including an introduction to Old English, Chaucer in Middle English and Shakespeare, considering language change and oral traditions in literature. This will lead to a genre study where students will produce their own creative writing with a fantasy genre focus - students learn the conventions of the genre through extracts of prose fiction and craft their own creative writing.	

Skills: What will students be able to do	Build on their writing from primary school to add detail, develop description and improve accuracy and effect (in poetry and prose). Sustain writing and draft and edit their own texts. Analyse poetry (including pre-1900) using quotations and terminology. Read a range of fiction and non-fiction.		Continue to strengthen analytical skills and reading skills, including work across a whole text. Produce a range of transactional and creative writing, including letters and articles.	Produce crafted and structured narrative writing, building upon descriptive and narrative writing skills. Read challenging texts from literary heritage, including extracts from Chaucer in Middle English and Beowulf in Old English, Shakespeare and Dickens, as well as a modern short story.
Other: Literacy/ Numeracy/ Ethos	Oracy - discussion skills Vocabulary - introduction of the Treasure Trove (vocab book) that students will use across school and at home. Reading Skills Lessons every fortnight in the Library - continued all year.		Reading stamina, and reading for pleasure. Skimming and scanning. SMSC issues in the text; discussion. Comprehension and information retrieval. Writing for different audiences/forms. Spoken Language Work	Reading and encountering new words and language change Etymology and language change. Oral traditions. Empathy; engaging with themes and big ideas Extended writing, editing and SPG. Spoken Language Work
Assessment:	Writing: Descriptive writing task	Reading: analysis of a poem	Reading: analysis of a character or chapter from the novel	Writing: Fantasy creative writing

Year 8						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content: What will students know	Telling Tales: Ballads Conventions of a ballad and poetic techniques.	Magical Shakespeare: A Midsummer Night's Dream or The Tempest	Power of Persuasion Rhetorical techniques and features of	Visions of the Future A sci-fi genre study using	Novel in Context: Building on the learning of Year 7 and the start of Year 8, this is a literary study of a novel in context. Teachers will choose from a range of	

	How to write an essay. There will also be opportunities to engage with other narratives in verse, including modern poetry and verse novels, as well as some myths, legends or fables to inspire their own creative work.	Study of a Shakespeare play with a focus on plot, character and drama. Students will explore Shakespeare's original language and explore Shakespeare's craft.	persuasive texts through a scheme of work with a focus on animals and the environment..	extracts and short stories, including some media texts. Students will learn the conventions of the genre and write their own creative work.	novels with rich themes and contexts.
Skills: What will students be able to do	Read a range of texts from literary heritage. Analyse how a writer shapes meaning and experiment with their own poetry.	Explore Shakespeare's language, developing confidence with analytical skills and understand plot, character and key ideas; Use drama and creative writing skills to explore the play	Adapt writing and speaking for different purposes, forms and audiences.	Adapt writing to engage and interest the reader, considering language, style, structure and shape. Increase vocabulary and technical skills, including SPAG	Read a whole novel and develop analytical skills in context. Produce a range of writing inspired by the text, adapting their writing to suit purpose, audience and form.
Other: Literacy/ Numeracy/ Ethos	Treasure Trove (vocab book) that students will use across school and at home. Reading Skills Lessons every fortnight in the Library -	Reading a complex text, drama and oracy; group work. Relationships and empathy	Persuasive speaking and writing skills; sensitive listening skills and group work; engagement with multi-media texts.	Empathy; engaging with themes and big ideas Extended writing, editing and SPG; Reading and comprehension skills	Reading and comprehension skills / skimming and scanning. SMSC; Engagement with contexts and themes through discussion and creative tasks. Spoken Language work

	continued all year. Oral traditions (from around the world).				
Assessment:	Reading: Analysis of a Ballad	Writing: Character monologue	Spoken Language - persuasive speaking	Writing: sci-fi creative writing	Reading: Essay on the novel

Year 9						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content: What will students know	The Gothic Genre study with focus on C19th and C20th/C21st extracts. Students learn generic conventions and new and complex vocabulary.	Much Ado About Nothing Study of a full play by Shakespeare. Students will learn about context, plot, character and themes.	People and Places Read a range of poetry from different cultures, places and traditions, and learn how to compare poetry in essays. Using non-fiction texts and fiction texts, study different viewpoints and perspectives. Learn a range of rhetorical techniques and figurative language devices.		The Modern Novel Students will read and study a modern novel. They will engage with themes, contexts and the writer's craft. Students will use a range of writing and oracy skills to explore their literary text. Texts are chosen by the teacher and include <i>Salt to the Sea</i> by Ruta Sepelts, <i>Roll of Thunder, Hear My Cry</i> by Mildred D. Taylor, <i>Animal Farm</i> by George Orwell, <i>Lord of the Flies</i> by William Golding and <i>The Curious Incident of the Dog in the Night-time</i> by Mark Haddon.	
Skills: What will students be	Recognise the conventions of the Gothic and horror and use them in	Develop confidence with Shakespeare's language and	Read and compare poetry analytically, exploring the impact of contexts. Experiment with their own poetry.		Read a whole text and engage in plot, themes and contexts. Discuss big ideas and explore ideas sensitively.	

able to do	their own writing. Use skills with increasing subtlety and sophistication building on genre and creative writing work in Y7 and 8.	analyse the ways in which he creates meanings. Enjoy the play as a piece of comic drama, building on skills earlier in KS3 in preparation for KS4.	Adapt their speaking and writing for different forms, purposes and audiences, using a range of rhetorical and figurative devices to express their ideas and viewpoints.		Give their own spoken presentations to an audience, adapting their speech and listening to others. Develop their reading and writing skills.
Other: Literacy/ Numeracy/ Ethos	Writing skills, including SPG and complex vocab and sentences	Reading a complex text, drama and oracy; group work. Historical context, including stereotypes.	Reading a range of texts. Big ideas and themes in contemporary poetry including identity, equality, celebration, conflicts. Engage with debates and explore viewpoints and perspectives.		Debate and discussion on challenging themes and contexts in the novel. Reading skills, including comprehension and research. Explore viewpoints and perspectives.
Assessment:	Writing: Opening of a Gothic Story - focus on setting and atmosphere	Reading: Analytical essay on character / key scenes	Reading: Comparative poetry essay	Spoken Language (speeches) and persuasive writing	Reading assessment Writing assessment based on the novel