

## 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 (from Sept 2021)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Content: What will students know</b>	<b>Pictures With Words</b> Will start with a focus on letter writing and autobiography. Study a range of pre-1900 and contemporary poetry and learn poetic techniques. Descriptive writing techniques through reading a range of prose and poetry texts.		<b>Narrative Adventures</b> Class study of a whole novel with a focus on: narrative, themes, characterisation. Text choices include authors such as Katherine Rundell, Michelle Paver, Neil Gaiman, and Anita Desai.		<b>The Tempest: Magical Worlds</b> First study of a Shakespearean play with a focus on enjoying plot and drama and getting to know language. Creative writing with a fantasy genre focus - learn the conventions of the genre through extracts of prose fiction.	
<b>Skills: What will students be able to do</b>	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.		Become familiar with Shakespeare's language and develop analytical skills. Produce crafted and structured narrative writing, whilst building upon descriptive and narrative writing skills.	
<b>Other: Literacy/</b>	Oracy - discussion skills Vocabulary - introduction of the		Reading stamina, and reading for pleasure.		Group work, including drama and discussion	

<b>Numeracy/ Ethos</b>	Treasure Trove (vocab book) that students will use across school and at home. Reading Skills Lessons every fortnight in the Library - continued all year.		Skimming and scanning. SMSC issues in the text; discussion. Comprehension and information retrieval. Writing for different audiences/forms.		Reading aloud and encountering new words and language change Empathy; engaging with themes and big ideas Extended writing, editing and SPG.
<b>Assessment:</b>	Writing: Descriptive writing task	Reading: analysis of a poem	Reading: analysis of a character or chapter from the novel	Writing task - describe and narrate	Reading and writing assessment in Year 7 end of Year exams  Spoken Language work.

Year 8						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Content: What will students know</b>	<b>Ballads: Telling Tales</b> Conventions of a ballad and poetic techniques. How to write an essay. There will also be opportunities to engage with myths, legends and fables.	<b>Power of Persuasion</b> Rhetorical techniques and features of persuasive texts through a scheme of work with a focus on animals.	<b>Dystopian Fiction</b> Genre study including <i>The Hunger Games</i> by Suzanne Collins as an anchor text. Study extracts from other literature and learn conventions of the genre. Creative writing techniques.		<b>Novel in Context: Animal Farm</b> Building on the learning of the spring term, this is a literary study of Orwell's classic text in context.	<b>The Adventure of English: Tales Across Time</b> This unit comes full circle: students will study early poetry and how language has changed over time, including Beowulf and Chaucer, then

					explore extracts from Shakespeare and Dickens. There will also be opportunities to read short stories.	
<b>Skills: What will students be able to do</b>	Read a range of texts from literary heritage. Analyse how a writer shapes meaning and experiment with their own poetry.	Adapt writing and speaking for different purposes, forms and audiences.	Write their own extended narrative texts using conventions of the genre. Analyse the writer's craft through the anchor text ( <i>The Hunger Games</i> ) and a range of other challenging extracts, and explore the ways in which meaning is shaped.		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.	Read challenging texts from literary heritage, including extracts from Chaucer in Middle English and Beowulf in Old English
<b>Other: Literacy/ Numeracy/ Ethos</b>	Treasure Trove (vocab book) that students will use across school and at home. Reading Skills Lessons every fortnight in the Library - continued all year. Oral traditions (from around the world).	Persuasive speaking and writing skills; sensitive listening skills.	Discussion of challenging themes and big ideas. Empathy and engagement with social, moral issues. Reading skills.		Reading and comprehension skills / skimming and scanning. SMSC; Engagement with contexts and themes through discussion and creative tasks.	Etymology and language change. Oral traditions.
<b>Assessment:</b>	Reading: Analysis of a Ballad	Writing: Persuasive task Spoken Language Presentation	Reading: Analysis of extract from The Hunger Games	Writing: Dystopian narrative writing	Reading and writing assessment in Year 8 end of Year exams	

Year 9						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Content: What will students know</b>	<b>The Gothic and Tales with a Twist</b> Genre study with focus on C19th extracts and C20th short stories. Students learn generic conventions and new and complex vocabulary.	<b>Much Ado About Nothing</b> Study of a full play by Shakespeare. Students will learn about context, plot, character and themes.	<b>People and Places</b> Read a range of poetry from different cultures, places and traditions, and learn how to compare poetry in essays. Using non-fiction texts (including media and travel writing) and fiction texts, study different viewpoints and perspectives. Learn a range of rhetorical techniques and figurative language devices.		<b>The Modern Novel</b> Students will read and study a modern novel. They will engage with themes, contexts and the writer's craft. Students will also learn how to give a formal presentation on a theme inspired by their novel Text choices include <i>The Lord of the Flies</i> by William Golding, <i>Salt to the Sea</i> by Ruta Sepyts, <i>The Book Thief</i> by Marcus Zusak and <i>The Curious Incident of the Dog in the Night-time</i> by Mark Haddon.	
<b>Skills: What will students be able to do</b>	Recognise the conventions of the Gothic and horror and use them in their own writing. Use skills with increasing subtlety and sophistication building on genre and creative writing work in Y7 and 8.	Develop confidence with Shakespeare's language and 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.	Read and compare poetry analytically, exploring the impact of contexts.  Experiment with their own poetry.  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.		Read a whole text and engage in plot, themes and contexts. Discuss big ideas and explore ideas sensitively. Give their own spoken presentations to an audience, adapting their speech and listening to others. Develop their reading and writing skills.	
<b>Other: Literacy/ Numeracy/ Ethos</b>	Writing skills, including SPG and complex vocab and sentences	Reading a complex text, drama and oracy; group work. Historical context,	Reading a range of texts. Big ideas and themes in contemporary poetry including identity, equality, celebration, conflicts Engage with debates and explore		Debate and discussion on challenging themes and contexts in the novel. Reading skills, including comprehension and research. Explore viewpoints and perspectives.	



		including stereotypes.	viewpoints and perspectives.		
<b>Assessment:</b>	Writing: Opening of a Gothic Story - focus on setting and atmosphere	Reading: Analytical essay on character / key scenes	Reading: Comparative poetry essay	Writing: non-fiction viewpoint writing.	Reading and writing assessment in Year 9 end of Year exams  Spoken Language Presentations