



English Key Stage 3 Curriculum Map - from September 2021

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
Content: What will students know	Pictures With Words 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.		The Tempest: Magical Worlds First study of a Shakespearean play - focus on enjoying plot and drama and get to know language. Creative writing with a fantasy genre focus - learn the conventions of the genre through extracts of prose fiction.		Narrative Adventures Class study of a whole novel with a focus on: narrative, themes, characterisation. Text choices include authors such as Katherine Rundell, Beverley Naidoo, Michelle Paver and Anita Desai.	
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.		Become familiar with Shakespeare's language and develop analytical skills. Produce crafted and structured narrative writing, whilst building upon descriptive and narrative writing skills.		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.	
Other: Literacy/	Oracy - discussion skills Vocabulary - introduction of the Treasure Trove (vocab book) that		Group work, including drama and discussion Reading aloud and encountering new		Reading stamina, and reading for pleasure. Skimming and scanning.	



Numeracy/ Ethos	students will use across school and at home. Reading Skills Lessons every fortnight in the Library - continued all year.		words and language change Empathy; engaging with themes and big ideas Extended writing, editing and SPG.		SMSC issues in the text; discussion. Comprehension and information retrieval. Writing for different audiences/forms.
Assessment:	Writing: Descriptive writing task	Reading: analysis of a poem	Reading: analysis of a scene / extract from The Tempest	Writing: Opening of a fantasy story	Reading and writing assessment in Year 7 end of Year exams Spoken Language work.

Year 8 (from Sept 2022)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content: What will students know	Ballads and Epics: Telling Tales Early poetry and how language has changed over time. Conventions of a ballad and poetic techniques. How to write an essay. Myths, legends and fables.	Campaign for Change Rhetorical techniques and features of persuasive texts through a scheme of work with a focus on animals.	Dystopian Fiction 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.		Novel in Context Class study of a whole novel to focus on the text in context, whilst studying narrative, themes and characterisation. Text choices include <i>The Ruby in the Smoke</i> by Philip Pullman, <i>The Book Thief</i> by Markus Zusak and <i>The King of Shadows</i> by Susan Cooper.	



<p>Skills: What will students be able to do</p>	<p>Read challenging texts from literary heritage, including Chaucer in Middle English. Analyse how a writer shapes meaning and experiment with their own poetry.</p>	<p>Adapt writing and speaking for different purposes, forms and audiences.</p>	<p>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.</p>		<p>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.</p>
<p>Other: Literacy/ Numeracy/ Ethos</p>	<p>Treasure Trove (vocab book) that students will use across school and at home. Reading Skills Lessons every fortnight in the Library - continued all year. Etymology and language change. Oral traditions (from around the world).</p>	<p>Persuasive speaking and writing skills; sensitive listening skills.</p>	<p>Discussion of challenging themes and big ideas. Empathy and engagement with social, moral issues. Reading skills.</p>		<p>Reading and comprehension skills / skimming and scanning. SMSC; Engagement with contexts and themes through discussion and creative tasks.</p>
<p>Assessment:</p>	<p>Reading: Analysis of a Ballad</p>	<p>Writing: Persuasive task Spoken Language Presentation</p>	<p>Reading: Analysis of extract from The Hunger Games</p>	<p>Writing: Dystopian narrative writing</p>	<p>Reading and writing assessment in Year 8 end of Year exams</p>



Year 9						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content: What will students know	The Gothic and Tales with a Twist Genre study with focus on C19th extracts and C20th short stories. 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 (including media) 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 seminal piece of modern literature. 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>Animal Farm</i> by George Orwell, <i>The 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 able to do	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.	
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	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.	



		stereotypes.			
Assessment:	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