

GENERAL OVERVIEW:

<p style="text-align: center;">Year 7</p> <p style="text-align: center;">8 x 1hr units across the fortnight, comprising of:</p>	<p style="text-align: center;">Year 8</p> <p style="text-align: center;">7 x 1hr units across the fortnight, comprising of:</p>
<p>4 x classroom based Reading and Writing lessons</p> <p>2 x Accelerated Reading lessons</p> <p>2 x Drama lessons (using poetry, Shakespeare and famous speeches as stimulus)</p> <p><i>Please see below for more information on this content.</i></p>	<p>6 x classroom based Reading and Writing lessons</p> <p>1 x library/Reading Challenge lesson</p> <p><i>Please see below for more information on this content.</i></p>

NB: When we refer to KS3 English at STMLC, we mean Year 7 and 8.

Year 9 is a GCSE preparatory year and structured as a carousel of 5 units, each unit taught by a different member of the Department so as to ensure that pupils receive the best specialist curriculum and fully understand the requirements of and expectations at GCSE level. Nevertheless, its design is very much in line with the KS3 requirements of the National Curriculum. **Please see the Year 9 GCSE Preparatory Year curriculum overview for more information.**

KEY STAGE 3 ETHOS

- Our KS3 curriculum has been carefully considered to ensure the following: strict adherence to the requirements of the newly revised NC framework (DfE July 2013); progression of skills throughout the two years (7 and 8); in-depth coverage of a wide range of texts from across the ages; appropriate pace and the opportunity for regular monitoring and assessment.
- The emphasis throughout Years 7 and 8 is on STUDENT-DRIVEN LEARNING. The typical KS3 English lesson will see a great deal of INDEPENDENT STUDY AND READING, GROUP EXPLORATION and EXTENDED WRITING, with most of the teacher-led activity being based around modelling of VITAL LITERACY SKILLS such as punctuation and grammar.

SUBJECT CONTENT:

The following extract has been adapted from pp.85-87 of the NC framework (DfE, July 2013).

Any points that represent a particular change from previous statutory requirements have been highlighted.

Reading

Pupils should be taught to:

- develop an appreciation and love of reading, and read increasingly challenging material independently through:
 - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: English literature, both pre-1914 and contemporary, including prose, poetry and drama; Shakespeare (two plays) and seminal world literature.
 - choosing and reading books independently for challenge, interest and enjoyment (**NB:** The Accelerated Reading programme more than suffices here)
 - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.
- understand increasingly challenging texts through:
 - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
 - making inferences and referring to evidence in the text
 - knowing the purpose, audience and context of the writing and drawing on this knowledge to support comprehension
 - checking their understanding to make sure that what they have read makes sense.
- read critically through:
 - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisation features present meaning
 - recognising a range of poetic conventions and understanding how these have been used
 - studying setting, plot and characterisation and the effects of those
 - understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play

- making critical comparisons across texts
- studying a range of authors, including at least two authors in depth each year.

Writing

Pupils should be taught to:

- Write accurately, fluently, effectively and at length for pleasure and information through:
 - Writing for a wide range of purposes and audiences including:
 - ✓ well-structured formal expository and narrative essays
 - ✓ stories, scripts, poetry and other imaginative writing
 - ✓ notes and polished scripts for talks and presentations
 - ✓ a range of other narrative and non-narrative texts, including arguments, personal and formal letters.
 - summarising and organising material and supporting ideas and arguments with any necessary factual detail
 - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
 - drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.
- Plan, draft, edit and proof-read through:
 - considering how their writing reflects the audiences and purposes for which it was intended
 - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness (**NB:** The Green-Pen policy applies here)
 - paying attention to accurate grammar, punctuation and spelling; applying to the spelling patterns and rules set out in Appendix 1 to the key stage 1 and 2 programmes of study (**NB:** please see NC framework 2013 document)

Grammar and vocabulary

Pupils should be taught to:

- Consolidate and build on their knowledge of grammar and vocabulary through:

- studying the effectiveness and impact of the grammatical features of the texts they read
- drawing on new vocabulary and grammatical constructions from their reading and listening and using these consciously in their writing and speech to achieve particular effects
- knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
- using Standard English confidently in their own writing and speech
- discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.

Spoken English

Pupils should be taught to:

- Speak confidently and effectively, including through:
 - using Standard English confidently in a range of formal and informal contexts, including classroom discussion
 - giving short speeches and presentations, expressing their own ideas and keeping to the point
 - participating in formal debates and structured discussions, summarising and/or building on what has been said
 - improvising, rehearsing and performing play scripts and poetry in order to discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

Therefore, the KS3 curriculum is designed around the four essential strands of English:

- Reading
- Writing
- Grammar and vocabulary
- Spoken Language.

READING and WRITING lessons:

Within these classroom-based lessons, aspects of the following NC framework **READING** and **WRITING** requirements should be met:

When **reading**, pupils should be taught to:

- develop an appreciation and love of reading, and read increasingly challenging material independently
- understand increasingly challenging texts
- read critically.

Some aspects of the NC framework **GRAMMAR AND VOCABULARY** and **SPOKEN LANGUAGE** requirements can also very readily be met within these lessons. More sophisticated planning might also see links being made between the content of these lessons and those of the Accelerated Reading programme.

When **writing**, pupils should be taught to:

- think about and write fluently, accurately and at length on a regular basis
- take responsibility for the accuracy and effectiveness of one's own writing through the application of The Green-Pen Policy.

ACCELERATED READING lessons:

Within these specialised, Library-based lessons, aspects of the following NC framework **READING** requirements should be met:

Pupils should be taught to:

- develop an appreciation and love of reading, and read increasingly challenging material independently
- understand increasingly challenging texts.

More information on the Accelerated Reading programme and our policy can be found in supplementary documentation. However, in short, the primary and most important aspect of these lessons is to **foster a life-long commitment to, and love of reading**. Therefore, whilst part of these lessons will involve pupils choosing their own reading material, following the programme's structure and quiet independent reading, they should also involve teacher-directed, active learning activities designed to switch pupils onto reading and the empowering skills therein.

DRAMA lessons (Year 7 only):

Within these specialised, Drama-based lessons, aspects of the following NC framework **SPOKEN ENGLISH** requirements should be met:

Pupils should be taught to:

- Speak confidently and effectively, including through:
 - using Standard English confidently in a range of formal and informal contexts
 - improvising, rehearsing and performing play scripts and poetry in order to discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

KEY STAGE 3 CURRICULUM OVERVIEW

THE UNITS OF STUDY

(PLEASE NOTE: SOME OF THESE UNITS WILL OCCUR MORE THAN ONCE WITHIN A YEAR, FOCUSING ON DIFFERENT TEXTS)

Novel Study – pre-1900s and contemporary	Non-fiction and Literary non- fiction	Drama	Poetry collection – pre 1900s and contemporary	Extended writing and Literacy
<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> To be able to approach and de-code literary texts with confidence; To consider the tools used by authors to create a sense of character and atmosphere; To be able to identify and respond to the social, moral and spiritual issues within literary texts; To be able to <i>compare</i> two literary texts in terms of theme, characterisation or style; To be able to read and write analytically about literary texts. <p><u>Suggested assessment opportunities:</u></p> <p>READING – A comparison of a theme shared by two literary texts. WRITING – Book review. S&L – Interview with the author(s).</p>	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> To be able to understand the purpose and intended audience of a range of non-fiction and literary non-fiction texts and to develop a personal response; To be able to identify how tone and implied meaning is used by the creators of non-fiction and literary non-fiction texts to achieve their purpose; To become familiar with the language and graphology of non-fiction and literary non-fiction texts; To be able to read and write analytically about non-fiction and literary non-fiction texts. <p><u>Suggested assessment opportunities:</u></p> <p>READING – Analysis of a collection of letters from the 19th C. WRITING – Newspaper front cover/Opinion column/Magazine article. S&L – Newsroom bulletin or live news report.</p>	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> To be able to approach and de-code a dramatic text with some confidence; To develop an appreciation of stagecraft and dramatic technique; To consider how playwrights creates a sense of dramatic character; To be able to identify and consider dramatic theme, motive and outcome; To be able to read and write analytically about dramatic texts. <p><u>Suggested assessment opportunities:</u></p> <p>READING – A personal response to a particular scene. WRITING – Character study. S&L – A dramatic performance/ debate about theme and character.</p>	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> To be able to approach and de-code a range of poetry with confidence; To experiment with the idea of poetry as a form of personal expression; To become familiar with a range of poetic forms; To be able to consider a range of poetic devices used by poets to express meaning; To be able to <i>compare</i> two poems in terms of theme, style or linguistic merit; To be able to read and write analytically about poetry. <p><u>Suggested assessment opportunities:</u></p> <p>READING – Analytical annotation of two or more poems: techniques, effects and merits. WRITING – Own poetry. S&L – A debate concerning the themes and merits of two contrasting poems.</p>	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> To be able to recognise and use the linguistic, structural and layout tools we can use to create texts; To be able to effectively write and produce a range of different texts types; To be able to write accurately and to take responsibility for improving personal literacy levels; To take responsibility for developing extended pieces of personal writing. <p><u>Suggested assessment opportunities:</u></p> <p>READING – A response to an established text: its style, theme and effect. WRITING – Extended fictional narrative. S&L – Peer assessment of personal writing.</p>

NB: For more detailed information about the content and structure of this Key Stage 3 English curriculum, please approach the Head of Department in the first instance. The English Department is also very happy to share its unit overviews, schemes of work and resources. These are held on the College's central staff-shared server.