

KS3 English

Curriculum Overview 2020-2021

Core intent of the subject at key stage 3

Reading is the golden thread of the whole curriculum. The ability to read and understand has a direct effect upon progress and attainment in all areas of the curriculum, as well as upon children's self-esteem and motivation to learn. It is our intent that all students at Brine Leas should become both competent and confident readers – able to read for information and understanding, to decode and deconstruct concepts, to develop knowledge at a deeper level, and achieve their potential.

In English lessons, reading is at the heart of everything we do. We aim to provide students with the skills they need to appreciate the beauty of language and structure through the exploration of the writer's craft. Our curriculum is knowledge-rich; students are immersed in inspirational texts, engaging with a broad range of genres, time periods, contexts and authors, from canonical classics to relevant contemporary works. These are under constant review to ensure students are equipped with the knowledge and cultural capital they need to become reflective and life-long learners in an ever-changing world. The breadth and depth of these texts – both fiction and non-fiction – offers a spiritual, moral, social and cultural education: by empathising with writers, characters and contexts, students reflect on their own beliefs, the world around them and the faiths, feelings and values of others, in order to develop mutual tolerance and respect.

A love of reading is key to both personal development and life-long learning. We want students to choose to read for pleasure – pleasure in reading should be separate from attainment pressures and an opportunity to develop and express their own passions and interests alongside widening their understanding of the world in which we live. We offer a range of motivational tools and initiatives: a dedicated wider-reading lesson each fortnight, a well-resourced library, carefully planned book recommendations and enrolment in the Accelerated Reader programme.

It is also our intent that our students develop their communication skills to a high standard, both in speaking and listening and in writing. Communication is similarly fundamental to personal development and successful study in English; students undertake a journey to confident communication through the explicit teaching of vocabulary, spelling, grammar, punctuation and essay writing skills. They will prepare and perform speeches, take part in exploratory discussions to express, develop and challenge their own opinions, and discover and utilise their written voice.

Imagination and creativity are also central to writing; throughout our curriculum, students are given the opportunity to write a broad and wide range of creative and transactional responses, from travel memoirs and poems to opinion articles and mythical stories. Our curriculum is structured through accessible and relatable thematic links at KS3, enabling students to use their understanding of the author's craft to emulate inspirational and purposeful writing and thus achieve this mastery in their own work.

Beyond the classroom, we offer challenging enrichment opportunities to place the subject in context. These include visits from prominent authors and poets, public speaking and performance poetry competitions, book clubs and creative writing clubs, competitive reading challenges and theatre performances.

Assessment

Assessment opportunities are highlighted across each unit of work to ensure consistency across year groups and abilities. For each topic, at least one key assessment piece is written into students' Progress Book. This book is kept throughout KS3 to allow students to clearly see the progress they have made in skills and knowledge over the course of the curriculum; each piece assesses both ongoing skills (such as spelling, grammar, punctuation, reading comprehension) and important knowledge from that unit (such as genre conventions, terminology, structure, language techniques, writer's craft). Frequent low stakes knowledge quizzes will help address gaps and misconceptions in learning.

Homework

Two pieces of homework per fortnight: this includes an independent reading homework (once a fortnight) and an additional task including learning spellings or key terms, online knowledge quizzes, research and creative tasks. Each year group in KS3 completes a longer Home Learning Project for a whole half term once per year, replacing the second homework task and taking place alongside independent reading.

Clubs and intervention

All students are enrolled on the Accelerated Reader programme. There are termly reading and quizzing competitions. Thinking Reading is used to provide targeted intervention.

Parental/Carer support

Videos and resources will be provided on how to read and learn with your child at home and address gaps in learning. Year 7 Parents/Carers can also attend a 'Help Your Child' evening in November. You can find more detail on how the English department approaches [setting in this information document](#).

Helpful sources of information

KS3 Reading Lists: [Year 7 Recommended Reads](#), [Year 8 Recommended Reads](#), [Year 9 Recommended Reads](#)
[Accelerated Reader](#) (link for students) / [How to access Accelerated Reader and take a quiz](#) (user guide)
 Knowledge Organisers for each unit of work will be uploaded to Microsoft Teams at the start of each unit

Year 7 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
Autumn	Introduction to English: Storytelling			
	Develop descriptive and narrative techniques			
	➤ Structuring a story	➤ W: baseline assessment – write a short story	➤ Story writing forms the basis of creativity in English.	➤ Narrative writing links to any career involving written

<ul style="list-style-type: none"> ➤ Using language for effect ➤ Accurate writing (SPaG) 	<p>based on the extract (A Monster Calls by Patrick Ness) or continue the story</p> <ul style="list-style-type: none"> ➤ First STAR (Standardised Reading Age) Test. ➤ Spelling, punctuation and grammar knowledge quizzes 	<ul style="list-style-type: none"> ➤ KS4: English Language Paper 1 (Q5) ➤ Allows an explicit revision of skills introduced at KS2 to identify gaps and misconceptions in learning 	<p>communication, e.g. journalism. The emphasis on reading a text as a starting point provides opportunities for information retrieval and inference which links to careers in politics, teaching.</p> <ul style="list-style-type: none"> ➤ Narrative and descriptive writing form a core part of understanding literature as a whole.
<p>Introduction to English: Non-Fiction</p> <p>Understand the differences between fiction and non-fiction</p>			
<ul style="list-style-type: none"> ➤ Tone, Audience, Purpose ➤ Non-fiction genre conventions ➤ Writing to persuade (rhetorical devices) 	<ul style="list-style-type: none"> ➤ W: non-fiction writing task set by No More Marking 	<ul style="list-style-type: none"> ➤ Develop confidence in communication skills ➤ KS4: English Language Paper 2 (Q5) ➤ Allows an explicit revision of skills introduced at KS2 to identify gaps and misconceptions in learning 	<ul style="list-style-type: none"> ➤ Non-fiction and transactional writing links to functional literacy in all careers and aspects of life
<p>Myths and Legends</p> <p>Read for meaning and begin to trace the history of literature from ancient myths and legends to modern fantasy</p>			
<ul style="list-style-type: none"> ➤ Range of myths and stories involving legendary figures and mythical creatures ➤ The function and purpose of myths 	<ul style="list-style-type: none"> ➤ R: essay on character or setting in 'Sir Gawain and the Green Knight' (higher) or 'Beowulf' (lower) ➤ W: the opening to an original myth or legend 	<ul style="list-style-type: none"> ➤ Reading for meaning, using inference, commenting on author's craft – all fundamental skills used throughout study of English ➤ Develop both accuracy and imagination in writing 	<ul style="list-style-type: none"> ➤ The home-learning project encourages independence and responsibility. The creative content itself connects with careers in the visual arts such as graphic design, fine art, media

	<ul style="list-style-type: none"> and legends in society ➤ Morals and parables ➤ Todorov's Narrative Theory ➤ Propp's Character Archetypes ➤ Structural and language techniques ➤ Author's craft 	<ul style="list-style-type: none"> ➤ Spelling tests and knowledge quizzes ➤ Vocabulary quizzes 	<ul style="list-style-type: none"> ➤ SMSC: spiritual beliefs and British society ➤ Using evidence and developing analysis skills – builds on KS2 and addresses gaps 	
Spring	<p>Poems Through The Ages</p> <p>Experience different styles and techniques through reading and writing a range of poems</p>			
	<ul style="list-style-type: none"> ➤ Read, watch and listen to a range of poetry ➤ Poetic techniques (language, form and structure) ➤ Self-conscious crafting ➤ Literary contexts (e.g. Poet Laureate, WW1 poets, the Romantics, performance poetry) 	<ul style="list-style-type: none"> ➤ R: selection of imaginative, original poems and a commentary to explain the craft ➤ Inter-House Poetry Competition ➤ Knowledge quizzes 	<ul style="list-style-type: none"> ➤ KS4 Literature Paper 2 – unseen poetry and poetry discussed by the teacher ➤ War Poetry (Y9) ➤ SMSC: different cultures and social ideas 	<ul style="list-style-type: none"> ➤ The poetry scheme encourages communication in a creative way, rather than in a transactional manner. The performance poet, subsequent workshops, inter-house poetry competition all encourage careers in creative writing, music and the performing arts.
	<p>The Great British Novel</p> <p>Develop reading stamina with a challenging novel. Discuss character, theme, structure, social/historical context of the novel – in depth study</p>			

	<ul style="list-style-type: none"> ➤ Read a whole novel in depth ➤ British Values and the Literary Canon ➤ Connectives to develop and sustain an argument ➤ Author's craft ➤ Todorov & Propp ➤ Language and structure techniques – using terminology 	<ul style="list-style-type: none"> ➤ R: question, 'How far do you agree..?' An opinion essay based on a character or aspect of the narrative, e.g. themes, motifs ➤ Spelling tests and knowledge quizzes 	<ul style="list-style-type: none"> ➤ KS4: both Literature and Language Paper 1 Q4 ➤ Wider reading (and independent reading) across all year groups is supported ➤ SMSC: British Values, morality, social and cultural issues 	<ul style="list-style-type: none"> ➤ 'The Great British Novel' (regardless of the novel) places emphasis on concepts such the way in which humans interact with one another and the world around them/ Connections to careers in the church, counselling, law, social work and the arts. The discussion and planning in the lead up to writing evaluative essays links strongly with the legal world and politics. ➤ Encourages knowledge and understanding of the literary canon, linking to careers in writing, journalism, education.
Summer	<p>Travel Writing</p> <p>Experience a range of non-fiction and transactional texts. Write for a specific task/tone, audience and purpose.</p>			
<ul style="list-style-type: none"> ➤ Genre conventions from blogs and brochures to memoirs ➤ Identify tone, audience and purpose ➤ Structural and presentational devices ➤ Rhetorical language devices ➤ Accurate writing (SPaG) 	<ul style="list-style-type: none"> ➤ W: literary non-fiction – an original piece of travel writing Examined assessment – planned in class and written in timed conditions 	<ul style="list-style-type: none"> ➤ KS4: Language Paper 2 focuses on literary non-fiction ➤ Develops the understanding of genre and non-fiction introduced in Y7 –About Me ➤ SMSC: learning about other cultures, discussing social issues (such as refugees) 	<ul style="list-style-type: none"> ➤ Transactional writing genres strongly link to careers in journalism, the hospitality industry, customer relations and advertising. ➤ Exam preparation completed challenges students' time-management, resilience and autonomy. 	

Year 8 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
Autumn	A History of English Study the history of the English Language from Old English to modern slang, including two of the most influential writers – Chaucer and Shakespeare			
	<ul style="list-style-type: none"> ➤ Archaic language, etymology of words ➤ Suffixes and prefixes ➤ Emojis, slang, Standard English ➤ Language change over time: abbreviations, blending, clipping, acronyms ➤ Dialect, idiolect, accent ➤ Literary contexts: how Chaucer and Shakespeare influenced us 	<ul style="list-style-type: none"> ➤ W: historical fiction linked to The Canterbury Tales ➤ R: ‘How far do you agree?’ opinion essay linked to language change and technology. ➤ Spelling tests and knowledge quizzes 	<ul style="list-style-type: none"> ➤ KS4: Language Paper 1 Q4 and Language Paper 2 Q5 (opinion writing) ➤ Familiarity with pre-20th Century language and syntax for KS4 and later in KS3 ➤ Application of context for KS4 (AO3/AO4) ➤ SMSC: British values, cultural heritage ➤ Range of literature, genres and forms (both fiction and non-fiction) can be studied to allow for gaps or misconceptions 	<ul style="list-style-type: none"> ➤ A-level English Language and degrees in language or linguistics ➤ Any other university degree linked to writing at length such as media, law, humanities ➤ Contextual knowledge helps with historical knowledge and empathy and an understanding of the world to enable students to participate in their community effectively ➤ The home-learning project encourages independence and responsibility. The creative content itself connects with careers in the visual arts such as graphic design, fine art, media
Spring	Literary Shorts Develop knowledge of genre, genre conventions, writing style and structure			

	<ul style="list-style-type: none"> ➤ Read a range of short stories – different genres/ authors ➤ Structuring a story ➤ Using language for effect ➤ Accurate writing (SPaG) ➤ Author’s craft ➤ Todorov & Propp ➤ Language and structure techniques – using terminology 	<ul style="list-style-type: none"> ➤ W: an original short story which demonstrates the conventions of a specific genre Examined assessment – planned in class and written in timed conditions ➤ R: essay on tension or structure in a short story ➤ Spelling tests and knowledge quizzes 	<ul style="list-style-type: none"> ➤ KS4: Creative Reading and Writing (Language Paper 1) ➤ Analysis of the writer’s technique is fundamental to the study of English ➤ SMSC: equality, diversity, justice 	<ul style="list-style-type: none"> ➤ Accuracy and imagination in writing link to all essay based degree subjects and their associated careers (law, humanities, English) ➤ A self-awareness is developed through studying analysis which will aid functional skills such as: job applications, letter writing
<p>Detective Fiction</p> <p>Extend understanding of the genre and conventions of “detective fiction”. Develop independent study of character, setting, structure, theme.</p>				
	<ul style="list-style-type: none"> ➤ Read a whole detective novel, mostly independently ➤ British Values and the Literary Canon ➤ Author’s craft ➤ Todorov & Propp ➤ Whole text structure ➤ Genre conventions e.g. motive, suspect, plot twist 	<ul style="list-style-type: none"> ➤ Accelerated Reader ➤ Knowledge quizzes ➤ Literary non-fiction piece to replicate the skills from the Y7 travel writing unit missed 	<ul style="list-style-type: none"> ➤ Develops and extends the skills from Y7 Great British Novel ➤ KS4: recognising genre is a key skill for Language Paper 1 ➤ Familiarity with a 19th Century text 	<ul style="list-style-type: none"> ➤ Particularly focused on how authors work and craft – a suitable introduction to a career as a novelist, journalist, historian
<p>Summer</p>	<p>Shakespeare</p> <p>Read for meaning. Discuss drama in performance and character, theme, context, motif – in depth study.</p>			

	<ul style="list-style-type: none"> ➤ Read a whole Shakespeare play in depth ➤ British Values and the Literary Canon ➤ Author's craft ➤ Dramatic techniques e.g. soliloquy, dramatic irony, stage directions ➤ Comparative connectives/adjectives 	<ul style="list-style-type: none"> ➤ R: An essay which compares two characters, ideas or speeches from <i>The Tempest</i> (higher) or <i>Romeo and Juliet</i> ➤ S&L: dramatic performance of an extract or scene ➤ Knowledge quizzes 	<ul style="list-style-type: none"> ➤ Introduces study of a Shakespeare play and the genre conventions of drama ready for KS4 literature ➤ Builds on the skills of in depth study from Y7 Great British Novel ➤ SMSC: cultural heritage ➤ Y9 War Unit – comparison skills 	<ul style="list-style-type: none"> ➤ Close links to drama and history study at school and beyond ➤ This unit draws on verbal skills and awareness of non-verbal techniques as well as writing. This links to career pathways in the Media, expressive arts and the theatre.
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Year 9 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
	<p>The Gothic Genre</p> <p>Read and comment on layers of meaning. Discuss characters, themes, motifs, context – in depth study</p>			
Autumn	<ul style="list-style-type: none"> ➤ Genre conventions of the Gothic ➤ Read Gothic short stories and a whole Gothic novel for an in depth study ➤ Author's craft ➤ Language and structure techniques – using terminology 	<ul style="list-style-type: none"> ➤ R: evaluation of how a writer uses the features of the Gothic genre is a short story studied ➤ W: an original gothic short story or opening of a story ➤ Spelling tests and knowledge quizzes 	<ul style="list-style-type: none"> ➤ Familiarity with 19th Century texts before GCSE ➤ Consolidation of genre, novel analysis and in depth study skills from Y7 Great British Novel and Y8 Detective Fiction 	<ul style="list-style-type: none"> ➤ English literature degree, emotional intelligence and understanding of British values of culture and history. Students will look into the conditions of living in Victorian Britain such as the issues with poverty, industrialisation and work conditions. This is useful for students to understand what the issues are in society in the past, but also how they connect to our current issues in society so that

				the previous issues are not repeated.
	The War Unit			
	Respond to and compare two texts, looking at writer's intentions and different interpretations			
Spring	<ul style="list-style-type: none"> ➤ Read a range of war poetry, focusing on WW1 poets ➤ Comparative connectives and adjectives ➤ Poetic techniques (language, form and structure) ➤ Literary contexts – propaganda and the role of literature in WW1 ➤ Extract from Shakespeare history play to address Y8 lost learning and misconceptions 	<ul style="list-style-type: none"> ➤ R: comparative essay on two poems, <i>Dulce et Decorum Est</i> and <i>Who's for the Game?</i> ➤ S&L: debate on a controversial topic e.g. Marine A or Deserters ➤ Knowledge quizzes ➤ Performance of a speech to the class to encourage engagement and self-esteem 	<ul style="list-style-type: none"> ➤ Comparative skills are developed from Y8 Shakespeare ➤ Poetry analysis skills developed from Y7 ➤ KS4: Language Paper 2 Q2 & Q4 (comparison and synthesis) ➤ KS4: an introduction here to the themes and skills for the Conflict and Power poetry anthology study ➤ KS4: tackling unseen poetry ➤ SMSC: questioning the world and belief systems 	<ul style="list-style-type: none"> ➤ Students will have to be able to compare things in later life and form a balanced opinion on two contrasting things, such as fake news and real news. In a world where there is a lot of choice, students will have to make the choice between different media sources. Adults find it difficult to ascertain what the truth is a lot of the time, so this is crucial for students to learn about this at an early age. ➤ Shows students that speaking and listening is an important skill that is crucial in everyday life and will be key for them in the future and their future careers. In any career, students will need to communicate clearly with people so that they progress in their career.
Summer	Taking A Stand			
	Develop an understanding of how literature can be used to show a writer's viewpoint. Write about their own opinions confidently.			

<ul style="list-style-type: none"> ➤ Read a range of literature from diverse genres and cultures, especially black writers ➤ Engage with context in depth ➤ Read and research around the topic (e.g. newspaper articles) ➤ Author's craft ➤ Rhetorical devices ➤ Tone, audience, purpose ➤ Accurate writing (SPaG) 	<ul style="list-style-type: none"> ➤ W: non-fiction opinion article or letter to express a viewpoint inspired by this scheme ➤ W: descriptive writing task based on an image and line from a poem ➤ Spelling, punctuation and grammar quizzes 	<ul style="list-style-type: none"> ➤ Consolidation of poetry, short story (Y8 Literary Shorts) and non-fiction (Y7 Travel Writing) analysis skills ➤ KS4: Language Paper 2 topics, especially Q5 ➤ KS4: Language Paper 1 Q5 – using an image as writing stimulus ➤ KS4: An Inspector Calls 	<ul style="list-style-type: none"> ➤ Students need to be aware of political and current issues as they are the generation who can create change and an end to injustice. In the current climate, there are issues that students need to be aware of at an early age. This unit will help students discuss important issues with maturity and confidence. ➤ Links strongly to careers in the public sector such as education, politics, law
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Seminal World Literature

Read for meaning. Discuss characters, themes, context, motif and craft a detailed and personal response to a text – in depth study

<ul style="list-style-type: none"> ➤ Read a whole challenging text for an in depth study ➤ Engage with texts from another culture ➤ Author's craft ➤ Using connectives and developing an argument ➤ Writing at length ➤ Analysing in depth 	<ul style="list-style-type: none"> ➤ R: extract analysis of the studied text – <i>To Kill A Mockingbird</i> (higher) or <i>Of Mice and Men</i> (lower) ➤ Knowledge quizzes 	<ul style="list-style-type: none"> ➤ KS4: Extract style questions in Literature Paper 1 ➤ Develops ideas from the previous topic, Taking A Stand ➤ Consolidation of novel analysis and in depth study skills from Y7 Great British Novel, Y8 Detective Fiction and Y9 Gothic Genre units 	<ul style="list-style-type: none"> ➤ For students to learn about different cultures and various other beliefs of people in the world. In a world where people are now more educated than they were on issues such as racism, discrimination and hate crimes, it is important that future generations are aware of different cultures, religions and issues that are prevalent across the globe. This will help them participate in the working world
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	<ul style="list-style-type: none">➤ Language and structure techniques – using terminology			<p>and their community in a sensitive way.</p> <ul style="list-style-type: none">➤ Analysis skills are closely linked to any essay based degree subject and associated career.➤ Global political issues might especially inspire an interest in International Relations or the diplomatic service.
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