

KS3 English

Curriculum Intent 2023-2024

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 texts that inspire, 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. Imagination and creativity are also central to writing; throughout our curriculum, students are given the challenging opportunity to write a broad and wide range of creative and transactional responses, from travel memoirs and poems to opinion articles and mythical stories. Similarly, at KS4, English Language and Literature are closely intertwined in our curriculum (albeit assessed separately), empowering students to use their analysis of the nuances of language, structure and authorial intent to develop their own fluency, personal voice and creative flair.

Studying English at Brine Leas builds resilience and encourages ambition and aspiration. The critical, analytical and evaluative skills that students develop through the subject are invaluable future preparation for employment and community involvement. We pride ourselves on using the strong moral purpose of literature to prepare our students for a future in which they can find their place in society – to participate fully in, and contribute positively to life in modern Britain.

Assessment

Assessment opportunities are highlighted within 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 see the progress they have made in skills and knowledge over the KS3 curriculum; each piece assesses both ongoing skills (such as spelling,

grammar, punctuation, comprehension) and important knowledge from that unit (such as genre conventions, terminology, structure, language techniques, writer's craft). Two assessments each year will focus on comprehension – inference and deduction. Details can be found on the Assessment Record for each year group. Frequent low stakes knowledge quizzes will help address gaps and misconceptions in learning as a result of lockdowns and remote learning.

Homework

Two pieces of homework per fortnight: this includes one independent reading homework (once a fortnight) with the opportunity to take Accelerated Reader quizzes and a second task such as learning spellings or key terms from knowledge organisers, completing online [knowledge quizzes using Seneca](#) or completing tasks based directly on content in the lesson.

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 to students most behind in reading skills. In addition we run a Year 7 and Sixth Form Book club, as well as a homework club.

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 as well as printed for students' books

Future learning and pathways

Studying English at key stage 3 supports learning in a wide range of subjects at key stage 4 and beyond, including GCSEs in English Language and English Literature, drama, humanities, media, sciences, social sciences, ...etc.

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. A self-awareness is developed through studying analysis which will aid functional skills such as: job applications, letter writing. The creative content itself connects with careers in the visual arts such as graphic design, fine art, media. Narrative writing links to any career involving written 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. The poetry scheme encourages communication in a creative way, rather than in a transactional manner. The inter-house poetry competition encourages careers in creative writing, music and the performing arts. '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. Transactional writing genres strongly link to careers in journalism, the hospitality industry, customer relations and advertising. Global political issues in year 9 might especially inspire an interest in International Relations or the diplomatic service. Links to functional literacy in all careers and aspects of life.

Furthermore, 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 (media literacy). 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. 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.

Year 7 Overview

Term	Knowledge	Assessment	Connections to learning
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Autumn	Introduction to English: Opinion writing Develop non-fiction techniques How can we use language to have the greatest impact? How can we best communicate our thoughts and feelings?		
	➤ Using language for effect ➤ Accurate writing (SPaG) Cultural capital through the knowledge of rhetoric to strengthen our communication skills.	➤ W: baseline assessment – A non-fiction speech using rhetoric to argue and persuade? ➤ First STAR (Standardised Reading Age) Test. ➤ Spelling, punctuation and grammar knowledge quizzes	➤ KS4: English Language Paper 1 (Q5) ➤ Allows an explicit revision of skills introduced at KS2 to identify gaps and misconceptions in learning ➤ Non-fiction writing form a core part of understanding language as a whole. ➤ 1. personal development/ SMSC: Communication skills, constructing an argument and standing up for what you believe
	Myths and Legends Read for meaning and begin to trace the history of literature from ancient myths and legends to modern fantasy Why is it so many stories are familiar? Does it make a difference if the hero is male or female?		
Spring	➤ Range of myths and stories involving legendary figures and mythical creatures ➤ The function and purpose of myths and legends in society ➤ Morals and parables ➤ Todorov's Narrative Theory ➤ Propp's Character Archetypes ➤ Structural and language techniques ➤ Awareness of myths and legends that are intrinsic to many facets of modern society and enriches cultural capital ➤ Author's craft	➤ R: essay on character or setting in 'Sir Gawain and the Green Knight' (higher) or 'Beowulf' (lower) or 'Geleert' (lowest) ➤ W: the opening to an original myth or legend ➤ Spelling tests and knowledge quizzes ➤ Vocabulary quizzes	➤ 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 ➤ Using evidence and developing analysis skills – builds on KS2 and addresses gaps ➤ 6. Cultural development: knowledge of myths as precursors to modern stories as well as British society ➤ 4 spiritual development: beliefs and smaller references to Norse gods
	Poems Through The Ages Experience different styles and techniques through reading and writing a range of poems What do poets teach us about society at a particular time? How do poems communicate social ideas?		
	➤ Read, watch and listen to a range of poetry	➤ R: selection of imaginative, original poems and a commentary	➤ KS4 Literature Paper 2 – unseen poetry and poetry discussed by the teacher

	<ul style="list-style-type: none"> ➤ Poetic techniques (language, form and structure) ➤ Self-conscious crafting ➤ Literary contexts ➤ Knowledge that enriches cultural capital such as Poet Laureates, WW1 poets, the Romantics, performance poetry) 	<p>to explain the craft (number according to ability)</p> <ul style="list-style-type: none"> ➤ Knowledge quizzes 	<ul style="list-style-type: none"> ➤ War Poetry (Y9) ➤ SMSC: different cultures and social ideas. ➤ 5. Moral development Why writers make choices and can be viewed as role models
<p style="text-align: center;">The Great British Novel</p> <p style="text-align: center;">Develop reading stamina with a challenging novel. Discuss character, theme, structure, social/historical context of the novel – in depth study</p> <p style="text-align: center;"><i>What can a novel tell us about morality? What do stories teach us about a changing society?</i></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 ➤ Knowledge to enrich cultural capital including role model authors like C.S. Lewis and Michael Murpurgo 	<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 ➤ 5 moral development – exploration of morality, social and cultural issues
Summer	<p style="text-align: center;">Travel Writing</p> <p style="text-align: center;">Experience a range of non-fiction and transactional texts. Write for a specific task/tone, audience and purpose.</p> <p style="text-align: center;"><i>How can writing expand our knowledge of the world? Why is it important to see events through the eyes of others?</i></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"> ➤ writing for a specific TAP ➤ W: writing to argue: To what extent do you agree that the man...? 	<ul style="list-style-type: none"> ➤ KS4: Language Paper 2 focuses on literary non-fiction ➤ Develops the understanding of genre ➤ 5. Moral development - learning about other cultures, discussing social issues (such as refugees) ➤ Develop confidence in communication skills prior to year 8 assessment

	<ul style="list-style-type: none"> ➤ Non-fiction genre conventions ➤ Knowledge to enrich cultural capital includes climbers as role models that can do the impossible. 		<ul style="list-style-type: none"> ➤ KS4: English Language Paper 2 (Q5) ➤ Allows an explicit revision of skills introduced at KS2 to identify gaps and misconceptions in learning
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Year 8 Overview

Term	Knowledge	Assessment	Connections to learning
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 How has society changed over time? Why has society changed over time?		
	<ul style="list-style-type: none"> ➤ Archaic language, etymology of words ➤ Suffixes and prefixes ➤ Emojis, slang, Standard English 	<ul style="list-style-type: none"> ➤ W: Write short story ➤ R: 'How far do you agree?' opinion essay linked to language change and technology. 	<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

	<ul style="list-style-type: none"> ➤ Language change over time: abbreviations, blending, clipping, acronyms ➤ Dialect, idiolect, accent ➤ Language and identity through poetry ➤ Cultural Capital - Contextual knowledge helps with empathy and an understanding of the world. Literary contexts: how Chaucer and Shakespeare influenced us. 	<ul style="list-style-type: none"> ➤ Spelling tests and knowledge quizzes 	<ul style="list-style-type: none"> ➤ Application of context for KS4 (AO3/AO4) ➤ 6. Cultural development 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. Iconic literary role models
Spring	<p style="text-align: center;">Literary Shorts</p> <p style="text-align: center;">Develop knowledge of genre, genre conventions, writing style and structure</p> <p style="text-align: center;"><i>How do we learn about the lives of others? How do we develop an empathy for those different from us?</i></p>		
	<ul style="list-style-type: none"> ➤ Read a range of short stories – different genres/ authors ➤ Structuring a story ➤ Using language for effect – literary methods differentiated by ability ➤ Accurate writing (SPaG) ➤ Author's craft ➤ Todorov & Propp ➤ Language and structure techniques – using terminology ➤ Cultural Capital through stories which explore: women, men and women of colour, LGBTQI, working classes, people with disabilities 	<ul style="list-style-type: none"> ➤ W: an original short story which demonstrates the conventions of a specific genre ➤ 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 ➤ 1. Personal development - equality, diversity, justice and learning our own sense of self.
	<p style="text-align: center;">Detective Fiction</p> <p style="text-align: center;">Extend understanding of the genre and conventions of "detective fiction". Develop independent study of character, setting, structure, theme.</p> <p style="text-align: center;"><i>What themes do different genres explore? How were 19th Century texts different?</i></p>		
	<ul style="list-style-type: none"> ➤ Read a whole detective novel, mostly independently ➤ Author's craft ➤ Whole text structure 	<ul style="list-style-type: none"> ➤ Accelerated Reader ➤ Knowledge quizzes ➤ Description of detective ➤ Study of characterisation 	<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 texts

	<ul style="list-style-type: none"> ➤ Genre conventions e.g. motive, suspect, plot twist ➤ Cultural capital explored through British Values and the Literary Canon 		<ul style="list-style-type: none"> ➤ 6. Cultural development - Understanding morality and crime, motive and punishments in functioning societies.
Summer	<p style="text-align: center;">Shakespeare</p> <p style="text-align: center;">Read for meaning. Discuss drama in performance and character, theme, context, motif – in depth study.</p> <p style="text-align: center;">Why is Shakespeare still relevant in society today? How do his stories help us understand ourselves and each other?</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/adjective ➤ Cultural capital enriched by looking at heritage, influential and iconic writer Shakespeare 	<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 ➤ 5. Moral development – morals and issues explored through narrative ➤ Y9 War Unit – comparison skills

Year 9 Overview

Term	Knowledge	Assessment	Connections to learning
Autumn (into Spring)	The War Unit Respond to and compare two texts, looking at writer's intentions and different interpretations How does poetry allow us to understand the difference between reality and propaganda? Why is understanding past world wars still important?		
	<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 ➤ Cultural capital through media literacy and the ability to read between the lines for the truth. 	<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> <ul style="list-style-type: none"> ➤ S&L: A speech on a controversial topic e.g. Marine A or Deserters ➤ Knowledge quizzes 	<ul style="list-style-type: none"> ➤ Comparative skills are developed from Y8 Shakespeare <ul style="list-style-type: none"> ➤ 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 ➤ 2. Social development SMSC: questioning the world and belief systems, political influences, war heroes ➤ KS4 component 3: Spoken Language NEA
Spring into 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. Why is diversity so important? How can we share our opinions openly and sensitively?		
	<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) 	<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 ➤ Core exam R 	<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

	<ul style="list-style-type: none"> ➤ Author's craft ➤ Rhetorical devices ➤ Tone, audience, purpose ➤ Accurate writing (SPaG) ➤ Cultural capital enriched by discussing role models such as: Martin Luther King and Rosa Parks. 	<ul style="list-style-type: none"> ➤ Spelling, punctuation and grammar quizzes 	<ul style="list-style-type: none"> ➤ KS4: An Inspector Calls ➤ 2 and 6 Social and political development - issues of race, gender explored and discussed. ➤ Links with religious education, geography and history. 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 <ul style="list-style-type: none"> ➤ SMSC: 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 and their community in a sensitive way.
<p style="text-align: center;">The Gothic Genre</p> <p style="text-align: center;">Read and comment on layers of meaning. Discuss characters, themes, motifs, context – in depth study</p> <p style="text-align: center; color: purple;">How do historical issues connect to current issues in society? Why is historical context so integral to 19th century texts?</p>			
	<ul style="list-style-type: none"> ➤ Genre conventions of the Gothic Traditions of 19th Century text ➤ Read Gothic short stories and a whole Gothic novel for an in depth study ➤ Author's craft ➤ Language and structure techniques using terminology ➤ Cultural capital through the knowledge of living conditions in Victorian Britain such as the issues with poverty, industrialisation and work conditions. Dickens as a role model of social reform. 	<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 ➤ 6. Cultural development - Connections with history and geography through understanding of British values of culture and history.