



Key Stage 3 English Curriculum

Key Stage 3

Reading: 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)
 - seminal world literature
 - choosing and reading books independently for challenge, interest and enjoyment.
 - 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 for 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 organisational features, presents meaning
 - recognising a range of poetic conventions and understanding how these have been used
 - studying setting, plot, and characterisation, and the effects of these
 - 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.



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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, and 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
 - paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.

Grammar and vocabulary - Pupils should be taught to:

- consolidate and build on their knowledge of grammar and vocabulary through:
 - extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts
 - 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 generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.



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Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Holes or Harry Potter and the Philosopher's Stone	Poetry	The Zoo	David Walliams: Boy in a Dress	Introduction to Shakespeare: Midsummer Night's Dream	
Knowledge	Pupils will learn how to read, understand, and respond to text by reading a whole text. They will develop good reading comprehension skills through shared and independent reading – learning to develop the metacognitive skills needed for good reading.	Pupils will explore many types of poems through the ages. Students will study poets such as Zephaniah, Blake, Wordsworth and Shakespeare while learning the basics of poetry analysis. The unit will end with an essay style question based on one of the poems studied.	The topic will be introduced using illustrations/photos of animals in zoos to stimulate discussion about zoos and ethics. Pupils will practise skills in debating, presenting and transfer those skills to writing persuasively.	Pupils will build on the reading skills learned in Autumn 1 by studying a whole text. They will gain an understanding of character development and language choices. Pupils will develop their group discussion skills and be introduced to different forms of non-fiction writing, inspired by the text.	Pupils will be immersed in the world of Shakespeare, learning about the Elizabethan era and life and times of the playwright before studying A Midsummer Night's Dream. Pupils will begin to understand key Shakespearean methods and grow familiar with the language and style within his poetry.	
Skills	Reading: Identify and understand the main points, ideas and details in texts; Use knowledge of punctuation to aid understanding of straightforward texts Writing: write a letter using Word; write a review of the book, learning to maintain a critical style and develop an informed personal response; using textual references, including quotations (learning the statement and quotation part of SQUID paragraphs), to support and illustrate their interpretations.	Pupils will learn to explain, comment on, and analyse the language, form and structure used by a writer to create meanings, effects, and influence reader, using relevant subject terminology where appropriate to support their views. SQUID paragraphs will be explicitly taught in this module – building on the statement and quotation elements used in the previous topic. Pupils will learn how to make inferences from a quotation and develop their points by linking these to the wider themes of the text.	Pupils will use model texts to infer meaning from pictures and distinguish between fact and opinion. They will develop their speaking skills by delivering a formal presentation, where they make an argument and use spoken Standard English effectively. They will develop their listening skills by responding appropriately to others' presentations, including asking relevant questions and giving feedback. Pupils will then create a piece of persuasive writing, using the AFOREST persuasive language features.	Reading skills: understanding vocabulary, retrieval, inference, summary skills, prediction, language choices, and comparisons. Writing: write various forms of non-fiction, inspired by the text (including: diary writing, summarising, instructions, etc. Pupils will review and build on their ability to read, understand and respond to texts. Students should be able to use textual references, including quotations, to support and illustrate their interpretations. Pupils will build on their SQUID paragraph skills – focusing on 'developing'.	Pupils will learn to analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate; as well as, show understanding of the relationships between texts and the contexts in which they were written. While reading the texts, pupils will explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium. Continue to develop SQUID paragraphs.	
Vocabulary	Adjective, simile, metaphor, synonym, antonym, first person, characterisation, yours sincerely/faithfully, critical style, references, quotations	Infer, deduce, personification, verbs, figurative language, literal meaning, viewpoint, stanza, interpretation	Present, formal language, standard English, argument, persuasive language, alliteration, facts, opinion, rhetorical questions, repetition, emotive language, statistics, triples	Summarise, Instructions, adjectives, First, Second, third person, ellipses, Inference, Imperative, synonym, Commentary, Prediction	Plot, Elizabethan, theme, conflict, narrative, genre, comedy, folklore, theme, monologue, iambic pentameter, structure, form, perspective, proof reading, social and historical context, irony, wordplay, satire, audience, recount	

KS2
Knowledge
and Skills

Key
Knowledge
Transfer to
Year 8
Shakespeare
topic



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Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Gothic Literature	The Loch Ness Monster	Dystopian Fiction		Advertising	Historical Fiction or Shakespeare (Othello)
Knowledge	Pupils will read and explore the key ideas within gothic literature (character, atmosphere, and themes), drawing upon their understanding of plot and character from Year 7 to develop an appreciation for the structure of a text. They will be introduced to several modern and historical narratives and poems. They will learn how to compare and contrast language used in different texts, periods, and forms.	Building on the knowledge and skills learned in Year 7's Zoo unit, This topic will be review and extend pupils' knowledge of persuasive speech and writing, and forming arguments. Pupils will form an opinion, based on 'evidence'. They will read eye witness accounts and write their own. Pupils will look at both sides of the argument and be supported to take part in a small-group debate; before learning how to write a balanced argument in a formal style.	Through a selection of extracts, pupils will build an understanding of the dystopian genre. Pupils will then study a full novel, ('Final Girl' Tim Collins BL 4.4; 'Paradise' Tim Collins BL 4.7; 'The Giver' by Lois Lowry BL 5.7), identifying the features which are synonymous with the genre and developing a good understanding of character. Non-fiction extracts will complement the study of genre and allow pupils to delve deeper into a writer's intention through the lens of social and political issues.		Pupils will review their knowledge of persuasive writing techniques, by analysing the features used in advertisements: looking at the advertising techniques used both on screen and in print and discuss how effective these are in a number of examples. They will compare magazines of different genres and create a magazine article that develops their skills in writing for an audience.	Pupils will read and explore the key ideas within the novel, drawing upon their understanding of plot and character from Year 7 to develop an appreciation for the structure of a text. (White Bird: A Wonder Story BL 3.5) (Number the Stars BL 4.5) (The Book Thief BL 5.1) Studying a text will be used to embed an understanding of the relationship between text and context
Skills	Focus on the textual features (language, structure, form) that are used to create meaning and effects for different audiences and purposes. Pupils will develop their critical and fictional writing skills, by focusing on sentence-level work. Pupils will be encouraged to annotate extracts to help them write good, analytical responses that include relevant subject terminology. Continue to develop SQULD paragraphs.	Pupils will develop their speaking and listening skills by being given scaffolds to help them take part in a group debate. They will explicitly learn to express opinions and argument; turn taking; follow, understand, and respond appropriately to discussions; and use appropriate language registers. They will then develop these skills into writing balanced arguments.	Pupils will develop their reading and responding to texts skills. They will focus on understanding meaning; selecting appropriate textual evidence; and referencing contexts and methods. Pupils will develop their written responses to texts through looking at the writer's use of language and structure. Continue to develop SQULD paragraphs – paying particular attention to inference and development of points.		Pupils will review persuasive writing techniques and sensory descriptions, by analysing how they are used in advertisements. They will further their discussion and debate skills by expressing opinions backed by evidence. Pupils will then develop their understanding of the structure of article writing by focusing on the paragraph and structural level of writing texts.	Pupils will develop their skills in reading for meaning; selecting appropriate textual evidence; showing an awareness of a writer's use of language and structure; and explaining how the text fits into its context. Pupils will develop their understanding of historical texts in context, developed in Year 7's Shakespeare unit. They will focus on key themes in context.
Vocabulary	Gothic, writer's craft, setting, atmosphere, foreshadowing, foreboding, epigraph, structure, analyse, extract, modern, pathetic fallacy, annotate, digital media. Narrative, literary devices, dramatic,	Balanced argument, formal language, informal language, debate, evidence, sentence openers, signposting, turn taking, interjection, rhetoric	Dystopian, utopia, dystopian conventions, sensory detail, juxtaposition, descriptive writing, common features, skimming, scanning, reading for meaning, mood, propaganda		Introduction, main body, conclusion, advertisement, sensory detail, alliteration, telegraphic writing, expert opinion/endorsement, word play, rhetorical questions, emotive language, imperatives, hyperbole, fact and statistics, direct address, humour	Key themes, historical fiction, quotation, genre, context, structure, setting description, sensory detail, adjectives, adverbs

Knowledge and skills learned from studying whole texts to be developed into knowledge about structural features of texts (language choices, structure and form). Pupils will learn how to analyse language in more depth.

Key Knowledge Transfer from Year 7 and to Year 9's Shakespeare topic



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Learning from Years 7 and 8 will be consolidated and extended in Year 9, in preparation for transitioning onto Key Stage 4. There will be a focus on deepening knowledge of text – structure, language, and context. As well as, improving writing skills. Scaffolding will be slowly removed from previously learned work and more independence encouraged, through writing skills processes.

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Heroes - Robert Cormier or Pig-Heart Boy Malorie Blackman	Modern Drama: Blood Brothers	Stories Through Time: Greek Myths		Shakespearean Tragedy: Romeo and Juliet	Hidden Voices
Knowledge	Pupils will study a whole text and use this to be introduced to exam questions in Key Stage 4. They will deepen their understanding of the writer's use of language to effect readers; as well as, looking at key themes of heroism. Pupils will learn how to annotate extracts, pull out factual information, and write well-structured answers to language analysis questions.	Pupils will study the modern Willy Russell drama Blood Brothers, building upon their understanding of dramatic convention; their studying Shakespeare plays in Years 7 and 8 preparing them for their study of modern play An Inspector Calls in Year 10. Pupils will explore in more depth the contexts that underpin meaning in a text, tracking character development throughout, and securing an understanding of stagecraft.	Pupils will read a variety of Greek myths, before studying one in more depth. They will deepen their ability to read for meaning and refer to text in answers. They will use Talk4Writing strategies to understand the structure of Greek myths and mythical stories, before writing their own. Throughout this unit, pupils will expand on their understanding of the structures, language, and conventions of different nonfiction texts, including reports, newspaper articles, and information leaflets. They will learn to prioritise and order information, as well as the correct format and language for each text type. This topic will also link to the art unit, where pupils will learn about different art genres throughout history and do an in-depth study of Titian's 'Bacchus and Ariadne' to accompany the myth being studied here.		Pupils will enhance their prior learning of Shakespeare throughout KS3 by studying the genre of tragedy, identifying and analysing the features within a number of extracts from different tragic plays. Pupils will study Romeo and Juliet as their main text, honing their essay writing skills to explore themes within a play.	Pupils will study a range of literary texts under the theme of 'Hidden Voices', appreciating the role language and literature plays in the world and how it can be a tool for societal change. Pupils will simultaneously learn the art of rhetoric, allowing them to use powerful language in a spoken language presentation
Skills	Pupils will focus on deeper understanding of text, developing their summarising skills to enhance reading for meaning. Evaluate texts critically and support this with appropriate textual references (quotation). They will develop their ability to communicate clearly and effectively; organise information and ideas; and develop their writing skills from planning, structuring, to editing effectively.	The focus here will be on evaluating texts critically, with appropriate textual references, with written responses to the text (SQulD). Pupils will learn to match their writing styles to audiences and ensure they are writing an appropriate length. They will learn to structure their writing well, using planning, paragraph level work, and editing skills. Their writing should begin to develop a personal voice and style.	Pupils will develop their writing skills by learning to plan their work; to build interesting characters; to build tension; how to write a good ending; and how to edit their work effectively. Building on the speaking skills pupils learned in Year 7 and 8, pupils will learn to create and sustain a role. They will also use speech to underpin their writing. Working at the word level, pupils will learn to use powerful verbs to add description and excitement to their writing. They will also improve their writing at the sentence level by varying the length of sentences to create tension and drama. Boxing up and analysing the underlying structure of Greek Myths will enable pupils to improve their paragraphing also. Pupils will also respond to the texts using SQulD paragraphs – focusing on making inferences.		Pupils will develop their reading response skills, by being supported to have thoughtful and detailed understandings of the meaning of texts. They will review and deepen their ability to select appropriate textual references and comment on language choices with a detailed exploration of their meaning and structure. Pupils' writing will be developed by looking at writing models for good answers (perfecting SQulD)	Pupils will develop their speaking and listening skills, in preparation for GCSE and functional skills. They will learn to speak with confidence, using specific structure, effective vocabulary, and good intonation and emphasis. They will learn about rhetoric and how it is used in speeches; learning to apply the techniques to their own.
Vocabulary	Summarise, simile, quotation marks, referencing, direct quote, contrast, opening, theme, heroism	Foreshadowing; Repetition; Cyclical; Pivotal; Superstition; Violence; Fate; Tragedy; Authorial intent; motif	Aetiological; Allusion; Archetypal; Epic; Heroism; Hubris; Moral; Myth; Nemesis; Psychological		Tragedy, Elizabethan, chivalry, feud; prologue, iambic pentameter; patriarchy; Sonnet; verse; Foreshadow; prophetic; Fate	Prejudice; Discrimination; Metaphor; Racism; Stereotype; Foreshadowing; Rhetorical appeals; Ethos; Pathos; Logos

Pupils will be split into academic and vocational pathways, depending upon their level at the end of Year 9. Pupils will have developed the skills needed to progress onto GCSE or functional skills qualifications in Key Stage 4.