

Key Stage 3 English

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.

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.

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Watson Year 7 Sensory	Book study: Gangsta Grandma Developing students' reading and listening skills. Developing writing for different pieces, for example, police report, diary. Using language features, for example, expanded noun phrases, fronted adverbials, ellipsis to enhance writing HR: SPaG and Guided Reading/Accelerate	Gothic Writing Developing students' reading and listening skills. Developing writing for different pieces, particularly with sequencing a story Using language features, for example, expanded noun phrases, fronted adverbials, ellipsis to enhance writing HR: SPaG and Guided Reading/Accelerated reader in liaison	Roald Dahl Poetry Audiences Structure of poems Poetry features alliteration, onomatopoeia. Investigating Roald Dahl as an author HR: SPaG and Guided Reading /Accelerated reader in liaison with RH HR: SPaG and	Book study: The London Eye Mystery Investigate what prediction is by showing examples and talking about this with peers. Writing their own predictions from watching short video clips and reading the beginning of a text and predicting what happens Character Description, feelings Setting- 5 senses	Book study: The London Eye Mystery Investigate what prediction is by showing examples and talking about this with peers. Writing their own predictions from watching short video clips and reading the beginning of a text and predicting what happens Characters	Persuasive Writing Looking at animal rights. Persuasive language modal verbs/ emotive language/ personal/ hyperboles Letter writing. HR: SPaG and Guided Reading /Accelerated reader in liaison with RH

	d reader in liaison with RH	with RH	Guided Reading /Accelerated reader in liaison with RH	HR: SPaG and Guided Reading /Accelerated reader in liaison with RH	Description, feeling Setting- 5 senses HR: SPaG and Guided Reading /Accelerated reader in liaison with RH	
Adams Year 7 Social	<p>Roald Dahl poetry Audiences</p> <p>Structure of poems</p> <p>Poetry features alliteration, onomatopoeia. Similes and metaphors.</p> <p>Investigating Roald Dahl as an author</p> <p>HRye worked on persuasive techniques</p>	<p>Book study: Harry Potter and the Philosopher's Stone</p> <p>Developing students' reading and listening skills. Developing writing for different pieces. Using language features, for example, expanded noun phrases, fronted adverbials, ellipsis to enhance writing</p>	<p>Book study: Harry Potter and the Philosopher's Stone</p> <p>Exploring structure of a story - beginning, middle, end, suspense and plot twist/cliff hanger. Write their own story from POV of evacuee. Development of writing techniques.</p>	<p>Newspaper/ Advertisement</p> <p>Investigate newspaper features headlines, images, factual language, slang.</p> <p>Types of newspapers Tabloid/ Broadsheet</p> <p>Book study: Charlie and the Chocolate Factory</p> <p>Developing students' reading and listening skills. Developing writing for different pieces.</p> <p>HRye worked on</p>	<p>Creative writing</p> <p>Development of language use within writing. Creating characters, building suspense, exploring story structure, understanding inference and how the author uses language to develop the reader's understanding.</p> <p>Book study: Charlie and the Chocolate Factory</p> <p>Developing</p>	<p>Persuasive Writing</p> <p>Looking at animal rights.</p> <p>Persuasive language modal verbs/ emotive language/ personal/ hyperboles Letter writing</p> <p>Book study: Charlie and the Chocolate Factory</p> <p>Developing students' reading and listening skills. Developing writing for different pieces.</p>

				SPaG	students' reading and listening skills. Developing writing for different pieces.	
Parks Year 8 Sensory	Newspaper Writing Features and language of a newspaper Headlines Using current newspaper articles SPAG - focusing on speech, paragraphs, past tense and sentence structure. Create their own article	Fantasy Writing SPAG - focusing on individual targets, expanded noun phrases Features of a fantasy story. Create characters - heroes and villains Use pobble 365 Images to help with imagination Plan and write a fantasy story - dilemmas and mysterious endings	Book study: How to Train Your Dragon Reading and listening skills Character and setting descriptions Writing from a character's point of view Writing for different purposes, for example, diary entry, instruction writing, letters. SPAG - Capital letters, full stops and imperative verbs to enhance writing. Book Review.	Persuasive Writing Letter writing, adverts and posters. Persuasive language - paragraphs, emotive language and adverbs.	Book study : Holes Prediction Language used in the book Setting and Character descriptions What makes a good hook? Reading and Listening skills Sentence structure and paragraph writing	Book Study: Holes Researching an author Building tension Retelling the story Writing for different purposes - Newspaper report, diary entry, Letter home. Comparison to the book Book review Film review End of year assessment

Newton Year 8 Social	Book study: The Savage Reading and listening skills Character and setting descriptions Writing from a character's point of view Writing for different purposes, for example, diary entry, instruction writing, letters. SPAG - Capital letters, full stops and imperative verbs to enhance writing. Book review	Fantasy Writing SPAG - focusing on individual targets, expanded noun phrases Features of a fantasy story Create characters - heroes and villains Use pobble 365 Images to help with imagination Plan and write a fantasy story - dilemmas and mysterious endings	Newspaper Writing Features and language of a newspaper Headlines Using current newspaper articles SPAG - focusing on speech, paragraphs, past tense and sentence structure. Create their own article	Persuasive Writing Letter writing, adverts and posters. Persuasive language - paragraphs, emotive language and adverbs	Book study : Holes Prediction Language used in the book Setting and Character descriptions What makes a good hook? Reading and Listening skills Sentence structure and paragraph writing	Book Study: Holes Researching an author Building tension Retelling the story Writing for different purposes - Newspaper report, diary entry, Letter home. Comparison to the book Book review Film review End of year assessment
Curie Year 9 Sensory	Travel Writing - Non Fiction Writing for different purposes and audiences eg to entertain, inform, persuade.	The Garbage King - Book Study Reading and listening skills. Exploring other	The Garbage King - Book Study Character and setting descriptions Writing for different	Pop and Poetry Comparing poems and music How poems and songs are structured	Kindertransport - Book/Play Study Cross curricular - exploring the context of WW2, The Holocaust and	Debates and Balanced Arguments Writing to persuade Encouraging class

	<p>Exploring past and contemporary texts</p> <p>Finding features within the text that make it effective eg adjectives, extended metaphors</p> <p>Bill Bryson - analysis of short story writing</p> <p>SPAG - paragraphs, descriptive writing, expanding sentences.</p>	<p>cultures and making comparisons.</p> <p>Identifying features and structure of a good story eg emotive language, cliff hangers.</p>	<p>purposes and different points of view eg diary, newspaper article</p> <p>Develop writing skills, eg used expanded noun phrases, fronted adverbials and punctuation</p> <p>Book review</p>	<p>Exploration of voice, place and identity</p> <p>Writing similes, metaphors, hyperbole</p> <p>Creating their own poem inspired by a pop song</p>	<p>evacuation</p> <p>How plays are written and structured</p> <p>Emotive language</p> <p>Opportunity to perform and read out loud</p> <p>Writing for different purposes and from different perspectives eg diary entries</p>	<p>debate and forming evidenced arguments.</p> <p>SPAG - how to structure an argument eg paragraphs, evidence and using language to persuade</p> <p>Animal testing, should zoos be banned</p>
<p>Castner Year 9 Social</p>	<p>Gothic Literature</p> <p>Communicate information, ideas and opinions clearly, Write the opening of a story giving the appropriate level of detail to meet the needs of purpose and</p>	<p>Functional Skills - Level 1 English - Reading</p> <p>Developing good reading skills. Enabling pupils to read a range of texts with confidence and understanding. Familiarise pupils</p>	<p>Functional Skills - Level 1 English - Speaking and listening</p> <p>Communicate information, ideas and opinions clearly, coherently and accurately. Write text of an appropriate level</p>	<p>Functional Skills - Level 1 English - Speaking and Listening</p> <p>Develop the speaking and listening skills learned in Autumn 1. Follow and understand discussions and make contributions relevant</p>	<p>Functional Skills - Level 1 English - Reading</p> <p>Compare information, ideas and opinions in different texts. Identify meanings in texts and distinguish between fact and opinion. Recognise that</p>	<p>Functional Skills - Level 1 English - Writing</p> <p>Developing the skills learned in Spring 1. .Communicate information, ideas and opinions clearly, coherently</p>

	<p>audience. Use format, structure and language appropriate for audience and purpose. Write consistently and accurately in complex sentences, using paragraphs where appropriate.</p>	<p>with the format. of FS exam questions. Develop specific reading skills (skimming, scanning, indepth). Identify and understand the main points, ideas and details in texts. Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings,</p>	<p>of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience. Use format, structure and language appropriate for audience and purpose. Write consistently and accurately in complex sentences, using paragraphs where appropriate Covering: articles, letters, emails, reviews; information/advice sheets.</p>	<p>to the situation and the subject. Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium. . Respect the turntaking rights of others during discussions, using appropriate language for interjection.</p>	<p>language and other textual features can be varied to suit different audiences and purposes. Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive) Read and understand a range of specialist words in context. Use knowledge of punctuation to aid understanding of straightforward texts</p>	<p>and accurately. Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience. Use format, structure and language appropriate for audience and purpose. Write consistently and accurately in complex sentences, using paragraphs where appropriate Covering: eyewitness accounts;</p>
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