

Key Stage 3 English and Literacy Curriculum

In order to teach and support every pupil at The Observatory School, we aim to personalise their learning as much as possible. Throughout the English and Literacy Curriculum, the policy is to set pupils based on their ability, enabling the learning to be more appropriately structured and to meet the needs of every pupil. Below is the curriculum map for Key Stage 3, however this may differ in the class to cater for the individual child's needs.

Reading is supported through The Observatory School's own reading programme which is varied and personalised to each pupil. Any prior knowledge of phonics is developed and built upon, as well as repetition and recapping of key words, sounds and stories.

Parks Year 7 Sensory	<p>Book study: Gangsta Grandma</p> <p>Developing students' reading and listening skills.</p> <p>Developing writing for different pieces, for example, police report, diary.</p> <p>Using language features, for example, expanded noun phrases, fronted</p>	<p>Roald Dahl Poetry</p> <p>Audiences Structure of poems</p> <p>Poetry features alliteration, onomatopoeia. Investigating</p> <p>Roald Dahl as an author</p> <p>HR: SPaG and Guided Reading /Accelerated</p>	<p>Newspaper/ Advertisement</p> <p>Investigate newspaper features- headlines, images, factual language, slang</p> <p>Types of newspapers Tabloid / Broadsheet</p> <p>HR: SPaG and Guided Reading /Accelerated reader in liaison with RH</p>	<p>Book study: The London Eye Mystery</p> <p>Investigate what prediction is by showing examples and talking about this with peers.</p> <p>Writing their own predictions from watching short video clips and reading the beginning of a text and predicting what happens</p>	<p>Book study: The London Eye Mystery</p> <p>Investigate what prediction is by showing examples and talking about this with peers.</p> <p>Writing their own predictions from watching short video clips and reading the beginning of a text and predicting what happens Characters</p>	<p>Persuasive Writing</p> <p>Looking at animal rights.</p> <p>Persuasive language modal verbs/ emotive language/ personal/ hyperboles Letter writing.</p> <p>HR: SPaG and Guided Reading /Accelerated reader in liaison with RH</p>
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	<p>adverbials, ellipsis to enhance writing</p> <p>HR: SPaG and Guided Reading/Accelerated reader in liaison with RH</p>	<p>reader in liaison with RH</p>		<p>Character Description, feelings</p> <p>Setting- 5 senses</p> <p>HR: SPaG and Guided Reading /Accelerated reader in liaison with RH</p>	<p>Description, feeling</p> <p>Setting- 5 senses HR: SPaG and Guided Reading /Accelerated reader in liaison with RH</p>	
<p>Newton</p> <p>Year 7 Social</p>	<p>Book study: Michael Morpurgo - friend or foe</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: Michael Morpurgo - friend or foe</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>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>Newspaper/ Advertisement</p> <p>Investigate newspaper features headlines, images, factual language, slang.</p> <p>Types of newspapers Tabloid / Broadsheet</p>	<p>Book study: Gangsta Grandma</p> <p>Developing students' reading and listening skills. Developing writing for different pieces, for example, police report, diary.</p> <p>Using language features, for example, expanded noun phrases, fronted adverbials, ellipsis to enhance writing</p>	<p>Persuasive Writing</p> <p>Looking at animal rights.</p> <p>Persuasive language modal verbs/ emotive language/ personal/ hyperboles Letter writing</p>
<p>Curie</p>	<p>Newspaper Writing</p>	<p>Fantasy Writing</p>	<p>Book study: How to Train Your Dragon</p>	<p>Persuasive Writing</p>	<p>Book study : Holes</p>	<p>Book Study: Holes</p>

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

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	<p>adjectives, extended metaphors</p> <p>Bill Bryson - analysis of short story writing</p> <p>SPAG - paragraphs, descriptive writing, expanding sentences.</p>	<p>structure of a good story eg emotive language, cliff hangers.</p>	<p>Develop writing skills, eg used expanded noun phrases, fronted adverbials and punctuation</p> <p>Book review</p>	<p>metaphors, hyperbole</p> <p>Creating their own poem inspired by a pop song</p>	<p>Opportunity to perform and read out loud</p> <p>Writing for different purposes and from different perspectives eg diary entries</p>	<p>evidence and using language to persuade</p> <p>Animal testing, should zoos be banned</p>
<p>Turing Year 9 Social</p>	<p>Functional Skills - Level 1 English - Speaking and Listening</p> <p>Analysing and developing good communication skills. Enable pupils to communicate effectively - sharing their ideas confidently and convey their ideas and opinions clearly, coherently and confidently.</p> <p>Identify relevant information and lines of argument in explanations or</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 with the format of FS exam questions. Develop specific reading skills (skimming, scanning, indepth). Identify</p>	<p>Functional Skills - Level 1 English - Writing</p> <p>.Communicate information, ideas and opinions clearly, coherently 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</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 to the situation and the subject. Use appropriate phrases, registers and adapt</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 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.</p>	<p>Functional Skills - Level 1 English - Writing</p> <p>Developing the skills learned in Spring 1. .Communicate information, ideas and opinions clearly, coherently 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,</p>

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	<p>presentations Make requests and ask relevant questions to obtain specific information in different contexts Respond effectively to detailed questions. Communicate information, ideas and opinions clearly and accurately on a range of topics. Express opinions and arguments and support them with evidence.</p>	<p>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>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>contributions to take account of audience, purpose and medium. . Respect the turntaking rights of others during discussions, using appropriate language for interjection.</p>	<p>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>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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