

What are the aims and intentions of this curriculum?

The aim of our KS3 English Curriculum is to engender a love for reading and writing. As such, we engross our students in a range of renowned classic, contemporary literary and non-literary texts. Students are supported on their journey to answer why writers produce the texts they do and how they achieve their purposes, whilst giving them opportunities to build upon and develop their own writing craft. The activities in each lessons are geared towards developing the students' inferential, critical and evaluative skills. The students will be required to comment on 'writer's method', from sentence forms, structure and literary techniques, as well as, garner the skills of comparing these.

| Term | Topics | Knowledge and key terms | Skills developed | Assessment |
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| Autumn 1 | <p>Poetry from different cultures</p> <p>(Literature: Poetry)</p> | <ul style="list-style-type: none"> • Students to understand concepts of transcendentalism, the sublime and discrimination • Students to discover the techniques of enjambment, extended metaphor, tone, use of sounds (alliteration, assonance, sibilance), imagery, similes and personification. • Introduction to various forms of poetry including lyric, monologue, narrative, ballad and free verse. • Explore poetic elements such as title, persona, narrative perspective, rhyme and figurative language. • Examine the poets' use of language and structural techniques to create meanings; establish tone and mood and explore themes. • Identify and comment on various images and experiences conveyed by the poet. • Establish and evaluate the poets' aims/message. | <ul style="list-style-type: none"> ✓ Writing with confidence ✓ Reading with understanding ✓ Critical thinking - making judgements influenced by own opinion of studied poems ✓ Speaking & Listening ✓ Researching ✓ Assessing the impact of language, form, genre, structure and context of a poem and how they influence meaning ✓ Selecting judicious evidence from the text to support opinions ✓ Assess how ideas/message from the studied poems link to modern society | <p>Students will be assessed on their understanding of the writer's craft in two of the studied poems.</p> |

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| <p>Autumn 2</p> | <p>A Midsummer Night's Dream</p> <p>(Literature: Shakespeare)</p> | <ul style="list-style-type: none"> • Emphasis on the conventions of Shakespearean comedy. Use of humour, malapropisms, chorus and happy endings. Themes of love, marriage, mistaken identity and family relationships. • Establish and analyse techniques used by Shakespeare in exploring character and themes. • Determine Shakespeare's message/aims in presenting themes/characters. • Make contextual links to life in Elizabethan England: the role and perception of women within a patriarchal society; the institute of marriage; perceptions and beliefs of the supernatural/magic. • Essay writing – demonstrate how to write cohesively and critically. • Students to discover human and cultural concepts of Elizabethan theatre, theme of fantasy, comedy, rule of law, role of women and character relationships. | <ul style="list-style-type: none"> ✓ Writing with confidence ✓ Reading with understanding ✓ Critical thinking - making judgements influenced by own opinion of the studied text ✓ Speaking & Listening ✓ Researching ✓ Exploring the importance of language, form, genre, structure and context of a text and how they influence meaning ✓ Selecting ambitious quotes from the text to support opinions ✓ Assess how ideas/messages from the studied text link to modern society | <p>Written assessment will focus on an extract from the play with reference to the wider play. Students will be asked to examine either a character or a specific theme starting with the extract. A closed book test with an extract provided.</p> |
| <p>Spring 1</p> | <p>Reading and Writing Fiction</p> <p>(Language: Fiction)</p> | <p>Reading and Writing Fiction:</p> <ul style="list-style-type: none"> • Identify explicit and implied information; respond to comprehension questions at literal and inferential level. • Summarise main ideas of a given extract. • Examine how writers establish setting, develop characters and sequence events in the extracts. • Look at how writers use literary and language devices to create and establish meaning: metaphors, similes, personification; alliteration, potent verbs, adjective and adverbs etc. • Explore structural techniques used to appeal to readers: description of character and setting; flashback; flash forward; shift in focus; en medias res. • Make inferences based on implicit and explicit information given. <p>Writing about Fiction: Forms of writing <i>Descriptive Writing</i></p> <ul style="list-style-type: none"> • Utilise descriptive writing techniques to create aural, tactile, gustatory, olfactory and visual imagery. <p>Write a variety of descriptions on people, place and events.</p> | <ul style="list-style-type: none"> ✓ Reading for understanding ✓ Listening and speaking ✓ Writing clearly with confidence ✓ Information retrieval ✓ Using quotations effectively ✓ Language analysis ✓ Structural analysis (whole extract) ✓ Establishing coherent opinions ✓ Evaluation of writer's craft ✓ Using pictures as stimuli to write a description ✓ Using a statement as a story prompt | <p>Written assessment using an unseen literary fiction extract. Students will examine the role of language and structure in shaping meaning. Also, they will be given a picture or a story prompt to write a creative fiction text.</p> |

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| <p>Spring 2</p> | <p>Reading and Writing about Non-Fiction</p> <p>(Language: Non-Fiction)</p> | <p>Reading and Writing Non-fiction:</p> <ul style="list-style-type: none"> Highlight the differences between fiction and non-fiction writing. Pinpoint target audience and purpose of articles. Identify and explore techniques used in non-fiction writing: emotive language, direct address, authorial appeal and statistical data, as well as a variety of figurative devices (simile, metaphors, personification, etc) <p>Writing about Non-fiction:</p> <table border="1" data-bbox="488 408 1205 555"> <tr> <td>Forms of writing: <i>To Advise</i> <i>To inform (Expository)</i></td> <td>Modes of Writing <i>Blogs</i> <i>Pamphlets/Leaflets</i> <i>letters</i></td> </tr> </table> <ul style="list-style-type: none"> Outline the structure of various forms of non-fiction writing including heading and sub-headings; greeting audience; attention grabbing openings; anecdotal references; letter formats. <p>Create a variety of non-fiction writing, utilising appropriate structures and techniques.</p> | Forms of writing: <i>To Advise</i> <i>To inform (Expository)</i> | Modes of Writing <i>Blogs</i> <i>Pamphlets/Leaflets</i> <i>letters</i> | <ul style="list-style-type: none"> ✓ Reading with accuracy and comprehension ✓ Listening and speaking ✓ Writing confidently and coherently ✓ Information retrieval ✓ Language analysis ✓ Using quotations effectively ✓ Critical thinking ✓ Summary writing ✓ Evaluation of ideas and perspectives ✓ Comparing ideas across centuries ✓ Comparing writer's craft | <p>Written assessment using unseen literary non-fiction extracts. Students will examine the role of language, summarising similar or different viewpoints of writers, comparing writers' ideas and viewpoints in shaping meaning.</p> |
| Forms of writing: <i>To Advise</i> <i>To inform (Expository)</i> | Modes of Writing <i>Blogs</i> <i>Pamphlets/Leaflets</i> <i>letters</i> | | | | | |
| <p>Summer 1</p> | <p>The Silver Sword</p> <p>(Literature: Prose)</p> | <ul style="list-style-type: none"> All aspects of literature including development of setting, character, plot and themes and the writer's use of language and structural techniques to develop each element. Discuss the context of the text: German invasion of Poland; events and impact of World War One; the family as a unit. Establish and examine life lessons conveyed by the author through the characters and series of events. Compare and contrast characters and how they interact with other characters and situations. Students will come across key terms like: Holocaust, regime, oppression, zakyna, Nazi, storm troops, the third Reich, invasion, dispirited, discrimination, prejudice, tarpaulin, ammunition, Polish Council, Warsaw, Hitler, piston, devastation, morality, concentration camps, pathetic fallacy, benevolence, symbolism, personification, dictator and autocracy. Examine key themes and make connection to wider society- Freedom, hope, family, psychological effects of war, benevolence of man and new beginnings. | <ul style="list-style-type: none"> ✓ Writing with confidence ✓ Reading with understanding ✓ Critical thinking - making judgements influenced by own opinion of the studied text ✓ Speaking & Listening ✓ Researching ✓ Exploring the importance of language, form, genre, structure and context of a text and how they influence meaning ✓ Selecting ambitious quotes from the text to support opinions ✓ Assess how ideas/message from the studied text link to modern society | <p>Written assessment will focus on an extract from the novella with reference to the wider story. Students will be asked to examine either a character or a specific theme starting with the extract. A closed book test with an extract provided.</p> | | |

Summer 2

The Valley of Fear

(Literature: Play Text)

- Students to consider: Symbols, allegory and motifs, metaphors and simile, irony, imagery, literary elements and related links.
- Contextual activities based on 1914-15 society, ideas and aims.
- Read the play text whilst identifying the use of writer's methods
- Understand the narrative of Arthur Conon Doyle and significant turning points within the narrative (largely based on Irish issues.
- Essay writing – demonstrate how to write cohesively and critically.
- Analyse the construction of the text in presenting the writer's aims and idea within context.

- ✓ How to approach reading a modern play.
- ✓ Understand the relationship between the text and time period it was penned
- ✓ Encourage and maintain a critical style and develop personal responses informed by the text.
- ✓ Writing with confidence
- ✓ Reading with understanding
- ✓ Critical thinking - making judgements influenced by own opinion of the studied text
- ✓ Speaking & Listening
- ✓ Researching
- ✓ Exploring the importance of language, form, genre, structure and context of a text and how they influence meaning
- ✓ Selecting ambitious quotes from the text to support opinions
- ✓ Assess how ideas/message from the studied text link to modern society

Written assessment will focus on an extract from the play with reference to the wider play. Students will be asked to examine either a character or a specific theme starting with the extract. A closed book test with an extract provided.