

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
Autumn 1	Poetry in the making (Literature: Poetry)	<ul style="list-style-type: none"> Students to discover the concepts of: Anthropomorphism, enjambment, language heritage, cultural influence, transcendentalism and the sublime. Student to confidently identify and discuss the use of: poetic devices, narrative voice, use of sounds and tone. Students to make inferences, justify inferences and analyse writer's craft within the context of each poem and across poems. 	<ul style="list-style-type: none"> ✓ Justification of inference ✓ Writing with confidence ✓ Reading with understanding ✓ Critical thinking - making judgements influenced by own opinion of studied poems ✓ Speaking & Listening ✓ 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 studied poem link to modern society 	Students will be assessed on their understanding of the writer's craft in two of the studied poems.
Autumn 2	Romeo & Juliet (Literature: Shakespeare)	<ul style="list-style-type: none"> Elements of tragedy in Shakespearean play. Elements of plots, subplots, stage directions and props. 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 and the institute of marriage. Essay writing – demonstrate how to write cohesively and critically 	<ul style="list-style-type: none"> ✓ Writing with confidence ✓ Reading with understanding ✓ Critical thinking - making judgements influenced by own opinions 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 text to support opinion ✓ Assess how ideas/message from studied poem 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.

		<ul style="list-style-type: none"> Students to discover human and cultural concepts of: Elizabethan theatre and theme of tragedy; rule of law and role of women; death; revenge; morality, sympathy; malapropism; oxymoron; inference, connotations and soliloquy. 		
<p>Spring 1</p>	<p>Reading and Writing about Fiction</p> <p>(Language: Narrative Writing)</p>	<p>Discover a range of vocabulary linked to different themes completed throughout the year. Focus on SPaG and structural methods to maintain reader's interest.</p> <p>Writing:</p> <ul style="list-style-type: none"> Highlight differences between fiction and non-fiction writing. Selecting appropriate language for the correct audience. Communicate clearly, effectively and imaginatively for different forms, purpose and audience. Organise information and ideas, using structural and grammatical features to support cohesion and coherence of texts. <p>Reading:</p> <ul style="list-style-type: none"> To identify implicit and explicit information in texts Explain, comment and analyse how writers have used subject terminology to support their views. Compare writer's ideas and perspectives. Evaluate texts critically and support with appropriate textual references. 	<ul style="list-style-type: none"> ✓ Reading for understanding ✓ Listening and speaking ✓ Writing clearly with confidence ✓ Activities where students retrieve information for section of a text. ✓ Structural analysis (whole extract) ✓ Evaluation opinion ✓ Using picture stimulus 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>
<p>Spring 2</p>	<p>Reading and Writing about Non-Fiction</p> <p>(Language: Persuade, Argue)</p>	<p>Focus on the language and structural methods to engage, hook and maintain readers' interest.</p> <p>Reading:</p> <ul style="list-style-type: none"> - Locating and retrieving information from texts. - Compare and contrast information from texts showing writer's ideas and perspectives. - Showing personal opinions/impressions of writer's methods. - Demonstrate viewpoint and attitudes towards writer's opinions. 	<ul style="list-style-type: none"> ✓ Write for a variety of audiences and purpose. ✓ Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. ✓ Organise information and ideas, ✓ Use a range of vocabulary and sentence structures for clarity, purpose and effect. 	<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>

		<p>Writing:</p> <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. - Create a variety of non-fiction writing, utilising appropriate structures and techniques. 		
<p>Summer 1</p>	<p>Animal Farm (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: leadership and corruption; control over the intellectually inferior; lies and deceit; dreams; hope and plans; religion. • They will also learn about Dystopian literature while discovering new key words: Fable, satire, allegory, communism, propaganda and etc. • Compare and contrast characters and how they interact with other characters and situations. 	<ul style="list-style-type: none"> ✓ Writing with confidence ✓ Reading with understanding ✓ Critical thinking - making judgements influenced by own opinions 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 text to support opinion ✓ Assess how ideas/message from 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>
<p>Summer 2</p>	<p>Dracula Play Text (Literature: Play Text)</p>	<ul style="list-style-type: none"> • Read and understand the conventions of a Gothic text. • Analyse language, form and structure used by writer to create meaning. • Understand the relationship between text and context and writer's intention. • Use a range of vocabulary and sentence structures for clarity. • Themes: sex, marriage, drugs and alcohol, passivity, gender, good vs evil • Key words: Queer, diligence, idolatrous, dawdle, polyglot etc. 	<ul style="list-style-type: none"> ✓ 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 	<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>

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| | | | <ul style="list-style-type: none">✓ Assess how ideas/message from the studied text link to modern society✓ Analyse the writer's methods of language, form and structure to present their ideas in relation to the context. | |
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