

## 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	<b>Gothic Short Stories</b>  <b>(Literature: 19th/20<sup>th</sup> century Fiction)</b>	<p>The following short stories will be used to explore the gothic genre and how different authors presents themes, characters, plot: Short stories:</p> <ul style="list-style-type: none"> <li>- Masque of the Red Death by Edgar Allen Poe</li> <li>- Tell Tale by E. A Poe</li> <li>- The Story of an Hour by Kate Chapin</li> <li>- The Gift of the Magi by William Porter</li> <li>- Examination Day by Henry Slesar</li> <li>- Journey by Night by Undine, Giuseppe</li> </ul> <p>For the lower ability students, the collection:</p> <ul style="list-style-type: none"> <li>- Edgar Allen Poe's Murder and Mystery illustrated by the Gris Grimly.</li> </ul> <ul style="list-style-type: none"> <li>• Elements of short story including, main plots, sub plots, point of view, character construction, themes.</li> <li>• Emphasis and usage of specific convention explored in stories - Gothic, dystopian, realism, science fiction</li> <li>• Establish and analyse techniques used by writers in exploring character, setting and themes, including narrative form, symbolism, motif, allegory</li> <li>• Determine and evaluate writer's message/aims in presenting themes/characters</li> <li>• Make contextual links to life in the specific time period of each short story: American Gothic literature, Masquerade culture. Authorial influences and reception of piece based on time period.</li> <li>• Write evaluative essays that demonstrate understanding of how writer's message is conveyed through themes, characters and other methods effectively.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Skills developed across this unit focus on:</li> <li>✓ building students' analytical skills whereby they can confidently view a range of texts across a specific genre</li> <li>✓ understand how writers have used language techniques and be able to comment with multiple layers of inference on word choices made by the authors.</li> <li>✓ Spelling of key vocabulary associated with specific stories if applicable</li> <li>✓ Use quotes and paraphrase correctly and explore depth of each</li> <li>✓ Write cohesively and exploring of art of writing and developing argument/viewpoint- using a structure to first establish a key focus/thesis, then use the text to support argument</li> </ul>	<p>In line with GCSE Literature Paper 1 Section B – Literature AO's: AO1, AO2 and AO3</p> <p>Written assessment will focus on an extract from one of the short stories 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>

Autumn 2	<b>Othello</b>  <b>(Literature: Shakespeare)</b>	<ul style="list-style-type: none"> <li>• Understand the origins and conventions of tragedy from Aristotle’s definition of tragedy and a tragic hero.</li> <li>• Contextual activities based on Shakespeare’s society, ideas and aims.</li> <li>• Read the play text whilst identifying the use of writer’s methods</li> <li>• Understand the narrative of Othello and significant turning points within the narrative.</li> <li>• Analyse the construction of the text in presenting the writer’s aims and idea within context.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Literary assessment objectives, with a view to studying <i>Macbeth</i> in Year 10 which is also a set text in the final examination series.</li> <li>✓ Literacy Focus:</li> <li>✓ Subject Verb agreement</li> <li>✓ Homophones/ Confusing words</li> <li>✓ Spelling of key vocabulary associated with text</li> <li>✓ Use quotes and paraphrase correctly and explore depth of each</li> <li>✓ Write cohesively and exploring the art of writing and developing argument/viewpoint- using a structure to first establish a key focus/thesis, then use play to support argument.</li> </ul>	<p>In line with GCSE Literature Paper 1 Section A – Literature AO’s: AO1, AO2 and AO3</p> <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>
Spring 1	<b>Reading and Writing about Fiction</b>  <b>(Language: Fiction)</b>	<p>Sources range from 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries literary fictions</p> <ul style="list-style-type: none"> <li>• Identify and interpret explicit and implicit information and ideas from a variety of texts across eras.</li> <li>• Select and synthesise information from different texts.</li> <li>• Explain, comment and analyses how writes use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.</li> <li>• Be able to produce descriptive</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understanding language devices used by writers in order to achieve a desired effect.</li> <li>✓ To evaluate the effectiveness of responses using the success criteria to guide self-reflection.</li> <li>✓ Write cohesively and exploring the art of writing descriptively-</li> <li>✓ To create imaginative texts prompted by an image or story structure.</li> </ul>	<p>In line with GCSE Language Paper 1 Section A and B – AO’s: AO1 and AO2</p> <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>
Spring 2	<b>Reading and Writing about Non-Fiction</b>	<p>Articles range from 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries using different approaches- speech, essay, article)</p> <ul style="list-style-type: none"> <li>• Identifying and interpreting themes, ideas and information in a</li> </ul>	<ul style="list-style-type: none"> <li>✓ Summarise and synthesise information or ideas from texts</li> <li>✓ Compare how texts are written.</li> <li>✓ Use knowledge gained from wide</li> </ul>	<p>In line with GCSE Language Paper 2 Section A and B – AO’s: AO1 and AO2</p>

	<p><b>(Language: Persuade, Argue)</b></p>	<p>range of literature and other high-quality writing</p> <ul style="list-style-type: none"> <li>• comparing and evaluating the usefulness, relevance and presentation of content for these purposes</li> <li>• drawing inferences and justifying these with evidence</li> <li>• supporting a point of view by referring to evidence within the text.</li> <li>• Understanding writing for impact.</li> <li>• Analyse how a writer may have selected, organised and emphasised facts, ideas and key points</li> <li>• Citing evidence and quotation effectively and pertinently to support views</li> </ul> <p>Creating emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices.</p>	<p>reading to inform and improve writing</p> <ul style="list-style-type: none"> <li>✓ Write effectively and coherently using Standard English appropriately</li> <li>✓ Use grammar correctly and punctuate and spell accurately</li> <li>✓ Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.</li> </ul>	<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><b>Summer 1</b></p>	<p><b>Blood Brothers</b></p> <p><b>(Literature: Prose)</b></p>	<ul style="list-style-type: none"> <li>• Understand how characterisation is developed according to a writer's intentions.</li> <li>• Explore how to deconstruct meaning and interpret a writer's craft.</li> <li>• Develop inferential ability in how the writer creates an impact on the reader.</li> <li>• interpret characters, themes and plot within a play text.</li> <li>• Explore the range of themes in the text practically and then through reflective question and answer opportunities</li> </ul>	<ul style="list-style-type: none"> <li>✓ Read and evaluate texts critically Literary assessment objectives, with a view to studying <i>An Inspector Calls</i> in Year 10 which is also a set text in the final examination series.</li> <li>✓ Literacy Focus:</li> <li>✓ How to approach reading a modern play.</li> <li>✓ Develop understanding of relationships and influences of social contexts in the time a piece was written.</li> <li>✓ Encourage and maintain a critical style and develop personal responses informed by the text.</li> </ul>	<p>In line with GCSE Literature Paper 2 Section A – Literature AO's: AO1, AO2 and AO3</p> <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

### Poetry across decades

#### (Literature: Poetry)

- There are 6 poems in the Anthology that need to be studied
- Poetry across decades including themes such as – Nature, war and identity
- Contextual activities based on each poem to understand the writer's aims and ideas.
- Analyse the writer's methods of language, form and structure to present their ideas in relation to the context.
- Practise comparing poems, writer's aims and writer's craft.

- ✓ This introductory unit is to expose the students to the type of language and general themes of conflict poetry.
- ✓ They will also be revising the different language, structure and form methods that are used in poetry
- ✓ Analysis of how writers create meanings through their selection of methods.
- ✓ This unit will also encourage students to learn and remember quotations off by heart in preparation for the expectations of the GCSE study.

In line with GCSE Literature Paper 2 Section B – Literature AO's: AO1, AO2 and AO3

Students will be assessed on their understanding of the writer's craft in two of the studied poems. One poem will be provided with students referring to another poem of their choice unseen.