

Curriculum Statement

Faculty: English

Subject: English

Year group: KS3

7-9

<p>Subject Overview: During KS3, students take part in a wide variety of engaging activities, developing their skills in Reading, Writing and Speaking and Listening. They explore, analyse and create a wide range of fiction and non-fiction, including poetry, prose and media texts and they also participate in Speaking and Listening activities, such as role-play, group discussions and presentations.</p>	
<p>Key topics:</p> <p>Year 7</p> <p>'The Island'</p> <p>Poetry</p> <p>Media: magazines and advertising</p> <p>A novel: 'Skellig' by David Almond or 'Private Peaceful' by Michael Morpurgo</p> <p>Horror stories</p> <p>'Macbeth' by William Shakespeare</p> <p>Year 8</p> <p>'Frankenstein'</p> <p>Music Project</p> <p>Slavery</p> <p>Poetry</p> <p>A novel</p> <p>Year 9</p> <p>Place: holiday brochures, settings, travel writing etc.</p> <p>'A Christmas Carol' by Charles Dickens</p> <p>'Much Ado about Nothing' by William Shakespeare</p>	<p>Key skills:</p> <p>Reading</p> <p>Pupils are taught to develop an appreciation and love of reading, and read increasingly challenging material independently through:</p> <ul style="list-style-type: none"> ▪ 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 pre-1914 and contemporary literature, 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: <ul style="list-style-type: none"> ▪ 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

'Blood Brothers' by Willy Russell

Power and Conflict poetry

19th century non-fiction

Creative writing

knowledge to support comprehension

- checking their understanding to make sure that what they have read makes sense.

Pupils are taught to 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 are 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

Pupils are taught to 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

Grammar and vocabulary

Pupils are taught to consolidate and build on their knowledge of grammar and vocabulary through:

- extending and applying the grammatical knowledge acquired at KS2
- 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

	<p>consciously in their writing and speech to achieve particular effects</p> <ul style="list-style-type: none"> ▪ 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. <p>Spoken English</p> <p>Pupils are taught to speak confidently and effectively through:</p> <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> • 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.