

MNSP English Curriculum

Meeting and Exceeding the KS3 National Curriculum

From the National Curriculum KS3 Programme of Study for English	How this is embedded in the MNSP English KS3 Curriculum
Reading	
Reading a wide range of fiction and non-fiction, including in particular whole books, short stories and plays with a wide coverage of genres, historical periods, forms and authors.	Whole texts studied: Y7 <i>October October</i> by Katya Balen Short stories from Stephen Fry's <i>Mythos</i> Short stories from Neil Gaiman's <i>Norse Mythology</i> Short stories from Hanan Al-Shaykh's <i>One Thousand and One Nights</i> <i>Sir Gawain and the Green Knight</i>, Michael Morpurgo <i>A Midsummer Night's Dream</i>, William Shakespeare Y8 'Coram Boy', Helen Edmundson, adapted from the novel by Jamila Gavin Short stories in the Gothic genre with examples from authors such as Mary Shelley and Bram Stoker Short stories in the Sci-fi genre, with examples from authors such as Ray Bradbury and Margaret Atwood
English Literature, both pre-1914 and contemporary, including prose, poetry and drama.	Poetry units for Y7&8 include both pre- and post-1914 texts. Additional Pre-1914: Y7 - <i>A Midsummer Night's Dream</i> Y8 - Gothic short stories i.e. 'The Red Room' by HG Wells, <i>Coram Boy</i> by Helen Edmundson/Jamila Gavin

	Additional Post-1914: Y7 - <i>October, October</i> by Katya Balen Y8 - <i>Animal Farm</i> by George Orwell
Shakespeare	Y7 - <i>A Midsummer Night's Dream</i>
Seminal World Literature	Y7 - Myths and Legends introduces the foundational stories and allusions of Western Literature, as well as exploring a global perspective. As with all our poetry units, we want to make sure a diverse range of voices and perspectives - texts such as James Berry's 'Hurricane' reflect a commitment to exploring world perspectives on this issue Y8 - ensuring Poetry of the First World War, a canon typically comprised of male British voices, makes space for the voices of others who served on the front line and the impact on women back home.
Choosing and reading books independently for challenge, interest and enjoyment	Each school has a separate policy for Reading, encompassing Reading for Pleasure
Writing	
Well-structured formal expository and narrative essays	Essay writing begins with paragraph structures at the start of Y7, developing through KS3 to complete essay writing including thesis statements, integrated references and fluent analytical paragraphs. Y7 - <i>October, October</i>, responses to nature poetry Y8 - <i>Great Expectations</i>, responses to war poetry (comparative to build on Year 7) We increase student exposure to this form as the curriculum moves from Year 7-9. We also stagger the introduction of 'Themes and Contexts' into our assessment approach, giving time in Year 7 to secure student understanding of analysis and building on their work at KS2 around AO1 predominantly.
Stories, scripts, poetry and other imaginative writing	Narrative writing builds on students' existing skills from KS2, introducing and returning to the concept of C-SPACE (characters, setting, problem, action,

	consequence and emotion) throughout the Key Stage to build familiarity and deepen understanding of these elements of stories. Y7 - Writing individual pieces which show understanding of literary contexts and use studied stories as inspiration. Y8 - Writing within specific genres - The Gothic, Science Fiction Students write and evaluate their own poetry in Year 7's Nature Poetry unit. Year 9 sees students adapting chapters from the novel <i>Small Island</i> into a script format through their homework.
Notes and polished scripts for talks and presentations	Y7 - Roots of English - students deliver a presentation on the etymology of their name Y8 - Students give a talk on the relevance of the sci fi genre or a reading of their story in our <i>Futuristic Fiction</i>.
A range of other narrative and non-narrative texts, including arguments, and personal and formal letters	Y7 - Our Year 7 baseline sees students begin by producing autobiographical writing (building on likely exposure at KS2) Roots of English: speeches and debate contributions. Your Planet Needs You: letters, articles, speeches Y8 - Crime and Non-Fiction: focuses on the conventions of editorials
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	All writing units contain specific lessons on editing work. Students are taught specifically to edit for both accuracy and effect, explicitly considering the audience and intentions of their writing.
Grammar and Vocabulary	
Consolidate and build on their knowledge of grammar and vocabulary through: extending and applying the grammatical	Our Progression Grid builds on KS2 and specifies how schools should plan for progression with specific grammatical constructions (e.g. mastering correlating conjunctions and conditionals at various points throughout KS3)

knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts 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 consciously in their writing and speech to achieve particular effects	Writing units are scheduled to follow reading/language units in order to allow pupils to apply their knowledge about language when crafting their own work. For instance: Y7 - Myths and Legends follows Roots of English Y8 - Crime Editorials, considering how an aspect of crime has changed over the last 200 years, follows Great Expectations with its focus on Magwitch. In addition, all units include models of effective writing in order to teach students particular skills and features of genre. This allows pupils to extend their knowledge of textual features and tier 2 vocabulary before being given the chance to apply this in their own work.
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	Y7 - Roots of English explicitly teaches register, and embeds this in historical understanding of the development of English. Students are taught differences between formal and informal speech and writing. Y8 - Units on <i>Coram Boy</i> and <i>Great Expectations</i> explore how represented accent and dialect contributes to characterisation.
Using Standard English confidently in their own writing and speech	Y7 - Roots of English explicitly teaches SE as a dialect of English, and compares it to regional British dialects and global Englishes. Students learn about the appropriate contexts for SE, preparing them for in-class debates about the value of SE and how it should be applied.
Discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology	The understanding, retention and recall of linguistic and literary terminology is embedded in every unit. See MNSP English Progression Grid for precise sequence for introducing key terminology and threshold concepts in the KS3 curriculum. Each unit has a Knowledge Organiser to support students in mastering linguistic and literary terminology.
Spoken Language	
Using Standard English confidently in a range of	Spoken language is embedded throughout all units and we are committed to our

formal and informal contexts, including classroom discussion. • Giving short speeches and presentations, expressing their own ideas and keeping to the point • Participating in formal debates and structured discussions, summarising and/or building on what has been said.	teachers securing high-quality classroom talk as a feature of excellent English lessons. Key units with oracy outcomes include Roots of English (Y7), Your Planet Needs You (Y7), Futuristic Fiction (Y8). The range of contexts students encounter for spoken language at KS3 include: normal classroom discussion, presentations, group discussions with peers, debates with peers.
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.	Students perform from playscripts during: Y7 - <i>A Midsummer Night's Dream</i> Y8 - <i>Coram Boy</i> Our first poetry unit in Year 7 sees students writing, and having the opportunity to perform, their own poetry.