

English

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Key Stage Three Leader: Mrs S Simpson

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Curriculum Intent: We teach English to enable students to become better communicators: better at reading, better at writing and better at speaking and listening. In English, we follow a spiral curriculum. This means that all core skills are revisited each year with an increased level of challenge as the years progress.

	Core Knowledge	Procedural Knowledge
Autumn	Topics: Dystopia: descriptive and story writing. Modern play: analytical writing.	Students will: Write a descriptive narrative inspired by the dystopian genre with a picture stimulus. - Describe and story tell successfully - making a variety of language and structural choices to have an intended effect. - Analyse a literature text, considering a range of language and structural effects of the choices made - Confidently apply rules of grammar to writing embedding them to create an intended effect Analyse how the relationship between two characters is presented across the play. - Become a confident reader with strategies to unpick challenging texts. - Analyse a literature text, considering a range of language and structural effects of the choices made - Understand a writer's message and reasoning for writing a text.
Spring	Topics: Romeo and Juliet: analytical writing. Love and Relationships poetry: analytical, comparative writing.	Students will: Analyse how a character is present across the play. - Become a confident reader with strategies to unpick challenging texts. - Analyse a literature text, considering a range of language and structural effects of the choices made - Understand a writer's message and reasoning for writing a text. Write an analytical essay comparing how two poets present love in each poem. - Become a confident reader with strategies to unpick challenging texts. - Analyse a literature text, considering a range of language and structural effects of the choices made - Compare and contrast two texts. - Understand a writer's message and reasoning for writing a text.

Summer	Topics: 19th century: writing to persuade. Teen problems and solutions: speaking and listening.	Students will: Write an article to show their opinion on how far we've come since the 19th century • Write persuasively successfully – making a variety of language and structural choices to have an intended effect. • Analyse a non-fiction text, considering a range of language and structural effects of the choices made. Present a speech on a topic of their choice • Write persuasively successfully – making a variety of language and structural choices to have an intended effect. • Analyse a non-fiction text, considering a range of language and structural effects of the choices made. • Engage with discussion and be courteous towards my peers.
Homework: A reading homework will be set weekly for all students in KS3. This will be set on Bromcom weekly where parents/carers are expected to sign to show that their child has completed the reading.		
Assessment: Progress tasks in all lessons. Self and peer assessment to check progress. Descriptive/story teacher marked assessment. Writing to persuade teacher marked assessment. One teacher marked literature assessment. Speaking and listening assessment.		
Links to Personal Development: Promoting inclusivity and diversity of all protected characteristics. Social development: Practise using a range of social skills in different situations. Confidence, Resilience and Knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships. Character: Reflect Wisely, learn eagerly, behave with integrity, cooperate. Moral development: Recognising the difference between right and wrong. Cultural development: Understanding the wide range of cultural influences that shape an individual.		
How is my knowledge further developed in Year 9? How is my knowledge developed further at GCSE? The curriculum intent stays the same: better communicators All skills taught in Key Stage Three will be revisited in Key Stage Four. We follow a spiral curriculum where all skills visited in KS3 will be revisited in Year 10 with a higher level of challenge. ○ Reading challenging texts from a range of genres, time periods and writers ○ Writing analytical and comparison essays ○ Writing stories and description ○ Writing persuasively ○ Speaking and listening		