



Overview plans for academic year 2026-2027

Subject: Reading

Year group/cohort:

KS3

	Knowledge and Understanding	Knowledge and Understanding	Skills	Skills	Assessment	Subject specific literacy	Cross curricular links
	Components (Key concepts)	Composite (Bigger picture)	Components (Key concepts)	Composite (Bigger picture)	What is being assessed, how, and when?	Key Vocabulary	Including Personal Development and SMSC
Autumn Term 1	Pupils to read extracts from the following stories: work based on "Scrambles Amongst the Alps in the years 1860-69"; work based on "The Siege" and "To Build a Fire" in three parts.	<u>Survival Part I</u> Thematic reading based on stories about survival.	Pupils will engage in reading texts which are unfamiliar from sources including both poetry and prose.	Pupils will engage in collaborative exploration and the development of thinking skills, meant to improve comprehension skills and improving written responses. Pupils to improve vocabulary through use of visual and physical structure diagrams, to include word banks.	Paired pupils to create an outline of a story with ideas about the different ways survival can be shown in a text (harsh landscapes, predators, physical hardships, mental challenges etc.).	Narrator, Narration, Point of view, First person, Third person.	English Social – understanding how societies treat the individual; Moral – investigating moral need to punish others; Spiritual – exploring faith in times of turmoil; Cultural – exploring how cultures accept others with

							different views and beliefs.
Autumn Term 2	Pupils to read extracts from the following survival stories: "Juliane Koepcke: How I survived a plane crash"; work based on Levi Premis' "The Survivor"; Sassoon's poem "Survivors".	<u>Survival Part II</u> Thematic reading based on stories about survival.	Pupils will gain a better understanding of first-person narration and how the writer's point of view is interpreted by the reader.	Pupils to use oracy and spoken language skills to put forth and active and imaginative approach to discussing topics and presenting ideas. Pupils to improve vocabulary through use of visual and physical structure diagrams, to include word banks.	Using inspiration from the selection read in the Survival themed unit, students to create and perform a short playscript about a survival adventure.	Dramatic, Realistic, Tension, Credible, Mood.	Science Social – participating in survival through cooperation; Moral – recognising what is meant by ethical; Spiritual – understanding human feelings and emotions; Cultural – understanding and appreciating the importance of nature.
Spring Term 1	Pupils will explore a variety of poems and excerpts from non-fiction and fiction texts from the 19th, 20th and 21st centuries. Included in the selection are: The	<u>Journeys Part I</u> Thematic reading based on stories about adventures.	Pupils will further explore the narrative voice and improve their critical reading skills.	Quotations about journeys, formal versus informal and understanding unusual or unfamiliar words. Pupils to improve vocabulary through use of visual and physical structure	Students to write a continuation of one of the three texts they have read.	Theme, Quotation, Passage, Description, Metaphor, Simile, Mood.	Geography/PSHE Social – work successfully as a member of a team/group; Moral – express own views on ethical issues and personal values;

	Wanderer by Sharon Creech, work based on “Modestine, The Donkey” and an excerpt from “Travels with a Donkey in the Cévennes” by Robert Louis Stevenson.			diagrams, to include word banks.			Spiritual – demonstrate an understanding of others’ religions; Cultural – understand social context in other cultures.
Spring Term 2	In the second part of Journeys, pupils will explore a variety of extracts and poems such as “The further adventures of Toad” from The Wind in the Willows by Kenneth Grahame; work based on “The life story of a Polish sweatshop girl” from “The Life Stories of Undistinguished Americans as Told by Themselves”	Journey’s Part II Thematic reading based on stories about adventures.	Pupils will engage by tackling unseen and challenging texts, introducing the narrative voice and improving their critical reading skills.	Pupils will infer what characters actually said, describe a scene, text ordering, correct word choice.	Students to write a short narrative about an incident or a meeting on a journey. They could make this up, or they could write about something that has actually happened to them.	Dialogue, Dialect, Cautious, Word choice, Effect.	English Social – understand the necessity of the individual in society; Moral – understanding consequences of life choices; Spiritual –using imagination and creativity in learning; Cultural – appreciating the mix of cultures inhabiting in time and place.

	and work based on the poem “The Road not Taken” by Robert Frost.						
Summer Term 1	Pupils will read extracts from the following stories: ‘The Things We Ate’ by Kit de Waal (2019); “Dear Nobody” by Alex Wheatle (2019) and “Thank You, Ma’am” by Langston Hughes.	Diverse Short Stories I Reading based on stories from a variety of cultures.	Students will explore each writer’s craft, as well as how short story writers develop characters, use dialogue, and experiment with form and structure. They will learn how short story authors experiment with openings and endings.	Skim reading of the story to form impressions and personal reactions to texts, re-reading passages to highlight key words and unfamiliar vocabulary.	Summarise three of the stories read in 30 words or less.	Genre, Science-fiction, Adventure, Fantasy, Auto-biography.	Science Social – participating through discussion about creating natural spaces for all; Moral – recognising what practices are sustainable; Spiritual – understanding human feelings and emotions; Cultural – understanding and appreciating the importance of nature preservation.
Summer Term 2	For the second half of the term, pupils will explore extracts from the following stories: “Promise Me” by	Diverse Short Stories II Reading based on stories from a variety of cultures.	Learners will understand more about how writers use a variety of narrative voices and perspectives, by looking at first-person	Exploring language and literary techniques.	Pupils to choose the most memorable story or poem read over the course of the year and	Narrative voice, Repetition, Listing, Elliptical, (incomplete) sentences,	English Students will revisit all of the SMSC links made throughout the

	Dorothy Koomson (2012); “The Colour of Humanity” by Bali Rai (2016) and “Into the Future” by Jeffrey Boakye (2022)		confessional narratives and unreliable narrators, as well as third-person omniscient narration. They will also explore longer stories.		write a one-page report about it.	Sensory, Textural, Diction, Description, Literal, Figurative.	year’s course of study.
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Subject Information including exam board details:

Broad topics for KS3 pupils which provides learning for future GCSE exam options.

Careers linked to this subject area:

Writing, Journalism, Geographers, Historians, Social Work, Languages, Religious Education.

Enrichment Opportunities:

Select films, documentaries and other literary sources.