

KS3 English Curriculum at St Edward's

What do we want from our curriculum?

High student and teacher engagement in thematic schemes of work

High quality literature given more prominence (as it has at GCSE)

Students to study whole texts

Students to be given more time to rehearse the main writing types that feature in the GCSEs

Students given more time to write extended pieces

More formative assessment and carefully chosen and well-timed common summative assessments

A greater emphasis on speaking and listening skills

A greater emphasis on independence and confidence to tackle unseen texts

What have we changed?

Schemes of work run over one term and are linked by theme

Poetry, writing and non-fiction are now connected by theme to a main literary text

We have increased the number of novels by two over the three years

We have changed the common assessment tasks to include poetry and oracy tasks

Assessments have been approached in an EDUQAS style where appropriate

Year 7 English	Term 1 'Oh, What a Lovely War'	Term 2 'Sail The Creative Seas'	Term 3 'We are such stuff that dreams are made of'			
Unit Texts	Private Peaceful, War Poetry: Dulce et Decorum Est, Who's for the Game, The Soldier and Counter Attack.	Pirate themed extracts in our St Edward's anthology: Treasure Island, Moon fleet Poetry: sea shanties, Island Man	A Midsummer Night's Dream Poetry (sonnets/love/fairies)			
Non-fiction	Propaganda posters, War plane article World War 1 letters	Modern day pirates (Article on Somalian Pirates)	Selection of literary non-fiction linked to themes in the play: dreams/fairies/magical/mystical/love/marriage (Article on fake fairy tale)			
Writing Focus	Writing to argue and persuade: persuasive speeches	Writing to describe	Writing to advise			
	Writing Skills	Reading Skills	Writing Skills	Reading Skills	Writing Skills	Unit Reading skills
Unit specific skills	Revise and use the conventions of writing speeches	Trace the presentation and development of a character and of relationships between characters in an unfamiliar novel	Learn, use and spell new descriptive vocabulary accurately	Comment on language for effect, including building on knowledge of figurative language (imagery, similes)	Learn, use and spell new vocabulary to advise accurately	Revise and explore a range of dramatic devices used for effect
	Plan, draft and write persuasive texts independently	Explore the presentation of themes	Generate ideas from a picture	Revise and explore how writers describe setting and characters	Plan a structure for writing to advise	Trace the development of characters in detail through the play
	Identify and use formal/informal language	Build on existing knowledge of WW1 context and make links to the novel	Structure (plan) ideas or writing a description independently. Proof read and re-draft a description			Comment in greater detail on language for effect , including figurative language
	Learn, use and spell new persuasive and emotive vocabulary accurately		Experiment with a range of narrative perspectives			Trace the development of themes in a play
Whole year mastery of writing to build on KS2	Grammar content includes: Independently writing in complete and full simple, compound and complex sentences (avoiding fragments; avoiding fused sentences (comma splicing); independently matching subject-verb agreement, consistent tense use; independently using regular and irregular past simple verbs correctly; independently using capital letters accurately; using pronouns for effect; using a range of sentences (simple, compound and complex); paragraphing; revising a range of punctuation (full stops, commas, parenthesis, question marks and exclamation marks), using modal verbs for effect, imperative verbs for effect, use adjectives for effect, return to common homophone errors					
Mastery of reading to build on KS2	Read fiction and non-fiction for pleasure, make independent inferences about presentation of characters and setting, use evidence from the text to support inference in the form of quotation, comment on the effects of individual words and phrases					
Mastery of oracy to build on KS2	Talk in pairs and remain focussed on the set activity, confidence to speak in complete sentences to the class or teacher					
Speaking and listening	Pair/group discussions/Delivering a speech	Pair/group discussion/group newsreel	Pair/group improvisation			
CURRICULUM LINKS:	Within English: Conflict theme in Year 8 and Year 10, context for An Inspector Calls in Year 10 Beyond English Links to WW1 in History	Within English: 19 th Century short stories in Year 9, 19 th Century novel in Year 10 Beyond English Links to ethical dilemmas in RE	Within English: Romeo and Juliet in Year 9, Macbeth in Year 11, The Tempest in Year 12, Circus in Drama Beyond English Links to Tudor English in History Year 8, ethical dilemmas in Religious Education			
Assessment:	Half term teacher assessment: Reading: Responding to a character End of Unit Assessment: Reading: Responding to a poem, 'Who's For the Game?'	Half term teacher assessment: Reading: Questions on the presentation of characters in Treasure Island End of Unit Assessment: Oracy: Poetry performance	Half term teacher assessment: Writing: Writing a letter to advise End of Unit Assessment: Writing: Creative writing inspired by the magical world			

Year 8 English	Term 1 ‘Walk in Their Shoes’	Term 2 ‘Who Dunit?’	Term 3 ‘Trapped’			
Fiction	Novel: ‘Boy 87’ by Ele Fountain	19 th Century focus-Sherlock Holmes- ‘The Speckled Band’ and short detective stories, Texts from Smart unit ‘Crime and Detection’ (poems and extracts)	Play: Frankenstein Extracts from the novel Frankenstein			
Non-Fiction	Information texts linked to experiences of conflict	Smart unit ‘Crime and Detection’ non-fiction	Persuasive texts around animal cruelty/captivity			
Writing focus	Writing to inform/explain	Writing to narrate (story writing)	Writing to argue and persuade on the theme of animals in captivity and environmental issues			
Unit specific skills	Writing skills	Reading skills	Writing skills	Reading skills		
	Generate ideas and plan independently for writing to inform	Annotate an extract with ideas about the text, including language use	Generate ideas for and plan non-fiction writing	Follow and summarise the ideas and perspectives in a non-fiction text	Generate passionate ideas for persuasive texts independently (speech, article, leaflet)	Examine dramatic methods and language in a play
	Learn, use and spell new writing to inform and explain vocabulary accurately	Examine the effects of figurative language	Use language, including figurative language creatively and for a specific effect	Comment the effects of how writers structure the opening of texts	To revise and build on knowledge and use of persuasive techniques	Trace characters and plot development
		Write a summary of a text	Be able to explain how language has been used in own writing		Begin to compare texts	Summarise a writer’s argument and begin to compare perspectives and how they are presented
			Learn, use and spell new descriptive vocabulary accurately		Learn, use and spell new emotive and persuasive vocabulary accurately	Begin to make links to Victorian culture where appropriate/interesting
Mastery of writing to build on Year 7	Specific grammar content includes: use subordinate clauses including adverbs, adjectives and relative conjunctions; revise and consolidate full range of punctuation for effect: in particular commas, speech marks and apostrophes; possessive pronouns for effect; write in cohesive paragraphs with discourse marks to link paragraphs, experiment with synonyms and antonyms,					
Mastery of reading	Read fiction and non-fiction for pleasure; make independent inferences with fiction and non-fiction texts; use evidence from the fiction and non-fiction text to support inference in the form of quotation; comment in increased detail and independence on the effects of individual words and phrases; know, identify and comment on a range of literary devices (metaphor, simile, repetition); comment on how writers structure the opening of narratives					
Mastery of oracy	Discuss a range of topics in pairs and groups with clarity, purpose and confidence					
Speaking and Listening	Small group discussion	Role play news report	Individual speeches/class debate			
CURRICULUM LINKS:	Within English Development of character and setting from Private Peaceful in Year 7 Beyond English Globalisation and population dynamics in Geography,	Within English Build on knowledge of language and structure from Year 7, links to 19 th Century fiction in Year 10 Beyond English Sweeney Todd in Drama,	Within English Links to 19 th Century fiction in Year 10 Beyond English Ethical dilemmas in RE and Science			
Assessments	Half term teacher assessment: Reading: Responding to a theme End of unit Assessment: Oracy: Presentation on Boy 87	Half term teacher assessment: Reading: Questions on presentation of character End of term common task: Reading: Responding to a poem	Half term teacher assessment: Writing: Creative writing End of term common task: Writing: Writing a speech			

Year 9 English	Term 1 ‘The Woman in Black’		Term 2 ‘Love and Loss’		Term 3 ‘Dystopian Discoveries’	
Fiction	Reading: The Woman in Black Poetry: The Raven by Edgar Allen Poe, The Snowman on the Moor by Sylvia Plath		Shakespeare: Romeo and Juliet key scenes Poetry from the AQA booklet: Love and Relationships (once a fortnight is a poetry lesson)		Extracts from Dystopian novels and short stories, Poetry imagining the future	
Non-fiction	Non-fiction texts on themes related to the novel		Articles about family life (relationships, behaviour, education, diet, health, computers)		Non-fiction texts on discovery of new places	
Writing focus	Writing to describe and narrate		Writing to evaluate and analyse		Writing to describe and narrate	
	Writing skills	Reading skills	Writing skills	Writing skills	Writing skills	Reading skills
Unit specific skills	Use a range of devices to narrate and describe and knowing the differences between	Make confident inferences and taking risks with their interpretations	Use a range of devices to narrate and describe and knowing the differences between	Use a range of devices to narrate and describe and knowing the differences between	Generating engaging ideas, plan and draft for an article	Make confident inferences and taking risks with their interpretations
	Build on skills for creating characters effectively	Refer to evidence independently	Build on skills for creating characters effectively	Build on skills for creating characters effectively	Build on knowledge of the conventions of an article	Refer to evidence independently
	Build on skills for describing a setting effectively	Analysing language and structure using subject terminology	Build on skills for describing a setting effectively	Build on skills for describing a setting effectively		Analyse language and structure using subject terminology
		Making explicit links to relevant context and exploring how contextual information contributes to understanding of the text				Comparing points of view
		Critically evaluate a text				Making explicit links to relevant context
Mastery of writing to build on Year 8 and look forward to GCSE	Specific grammar content includes: complex sentences with multiple clauses (quantifiers; appositives); past perfect tenses; future perfect tenses; using conditionals; cohesion within and between paragraphs (formal discourse markers); imaginative, ambitious and accurate vocabulary; varied sentences and full range of punctuation for effect and purpose					
Mastery of reading	Read a range of fiction and non-fiction for pleasure, make independent inferences for fiction and non-fiction texts, use evidence from across and between fiction and non-fiction texts to support inference in the form of quotation, analyse and evaluate the effects of individual words and phrases, identify and comment on specific language features and devices, make strong and relevant links to contextual knowledge					
Mastery of oracy	Discuss a range of topics in group with confidence and purposes, talk to the whole class on a topic with clarity and expression					
Speaking and Listening	Individual talks, Group/pair discussions		Shakespeare in performance		Pair/group discussion, Individual presentations	
CURRICULUM LINKS	Within English Build on knowledge of the Gothic developed in studying Frankenstein (play) in Year 8. Preparation for novels of a Gothic context (A Christmas Carol, Jekyll and Hyde) at GCSE level.		Within English Build on A Midsummer Night’s Dream in Year 7, Macbeth (tragedy) in Year 11 Beyond English Tudor England in History		Within English Build on knowledge of language and structure from Year 7 and 8, links to Year 12 Dystopian unit (1984 and The Handmaid’s Tale) Beyond English Human impact on the environment in Geography and Science	
Assessments	Half term teacher assessment: Writing: Writing to describe End of Unit Assessment: Reading: Extract response to Woman in Black		Half term teacher assessment: Reading: Extract response to R&J End of Unit Assessment: Reading: Response to a poem		Half term teacher assessment: Reading: Questions on an extract from a dystopian text End of Unit Assessment: Writing: Writing to advise	