Key Stage 3 English - The Aims of Our Curriculum

1. Enable children to retain and apply this essential knowledge. 2. Inspire children to become life-long learners. 3. Create a culture of high aspiration through challenging content and therefore pride in achievement. 4. Promote the spiritual, moral, social and cultural development of children, including fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs and for those without faith. 5. Provide opportunities for developing self-confidence, self-awareness, independence, creativity, respect and resilience in children. 6. Promote knowledge and understanding of how children can keep themselves safe and healthy. 7. Develop children's numeracy, literacy and oracy, including the sustained expansion of their vocabulary. 8. Promote reading as a life skill and enable our children to become life-long readers.

Year 7	Areas	Term 1	Term 2	Term 3
Theme: Courage	• Reading (KPI 1-8) • Writing (KPI 1-7) • Speaking & Listening	**KS2 Transition Unit** – Wonder by R.J. Palacio **The Novel** • Develop close language analysis • Explore British values (liberty, diversity etc.) • Develop understanding of structure and narrative (opening and closings, key moments, narrative arc) • Creative writing skills • Debate • Poem related to the theme/s explored in the novel • Non-fiction – articles based on historical or social context/author/time period	**Diverse Viewpoints in Non-Fiction** • Exploration of different perspectives/points of view • Summarising texts • Comparing texts • Debate • A focus on building transactional writing skills via the use of letters, articles etc. **City Life Poetry** *T*o include Wordsworth and Blake. • Close language analysis • Exploration of structure and key themes • Context – social/historical • Drawing comparisons between poems • 19th Century fiction extracts	**Shakespeare Play** • Key themes/characters/plot • Language analysis of key scenes • Context – social/historical • Genre • Recitation of key scenes (RSC model) • Writing in role **Myths and Legends Creative Writing** • Greek mythology extracts • Context - historical • Close language analysis of extracts • Developing language/structure/narrative skills • Creative writing skills

	Literacy link	Word banks, pictograms, etymology, PAG activities, proofreading, editing.	Word banks, pictograms, etymology, PAG activities, proofreading, editing.	Word banks, pictograms, etymology, PAG activities, proofreading, editing.
	Assessment	**Reading** – PIRA assessment **Writing** – letter/diary entry	**Reading –** PIRA assessment **Writing** – Setting description	**Reading** – PIRA assessment **Writing** – Character description
	Cross curricular links	PSHE, history, drama.	PSHE, ICT, geography, history.	History, drama.

Year 8 **Theme:** **Conflict**	Areas	Term 1	Term 2	Term 3
	• Reading (KPI 1-8) • Writing (KPI 1-7) • Speaking & Listening	**The Novel** • Close language analysis • Explore British values (liberty, diversity etc.) • Develop understanding of structure and narrative (opening and closings, key moments, narrative arc) • Creative writing skills • Debate • Poem related to the theme/s explored in the novel • Non-fiction – articles based on historical or social context/author/time period	**The Gothic** • Various gothic extracts used • Developing language analysis and creative writing skills • Analysis of extracts • Developing language/ structure skills **Identity and Cultural Poetry** • Study of a short anthology of poems centred on the theme of 'identity'. • Focus on comparing methods, structure and key themes. • Context – social/historical	**Shakespeare Play** • Key themes/characters/themes • Analysis of dramatic structure • Language and structure • Genre • Whole text analysis/close language analysis • Writing in role. • Performance of a key scene (RSC model) • Sonnet **Non – Fiction** **Media, Purpose and Audience – The Advertising Project** • A focus on developing transactional writing skills

			Colonialism (British values – diversity, tolerance, liberty) • Debate • Current affairs • Compare and contrast structure/themes	• Analysis of advertisements (including traditional and modern examples) • Analysis of non-fiction texts (close language analysis) • Discussion in collaborative roles/groups • Future career links (social media link – bloggers etc.)
	Literacy link	Word banks, pictograms, etymology, PAG activities, proofreading, editing.	Word banks, pictograms, etymology, PAG activities, proofreading, editing.	Word banks, pictograms, etymology, PAG activities, proofreading, editing.
	Assessment	**Reading** – PIRA assessment **Writing** – monologue	**Reading** – PIRA assessment **Writing** – setting description	**Reading** – PIRA assessment **Writing** - speech
	Cross curricular links	PSHE, history, drama.	PSHE, history, drama, geography.	PSHE, history, drama, ICT.