

Key Stage 3 English Curriculum Handbook

1. Vision Statement
2. Key Concepts
3. Intent, Implementation and Impact
4. Visual Learning Journey
5. Core Assessment Overviews
6. End Points
7. Vertical Curriculum Map



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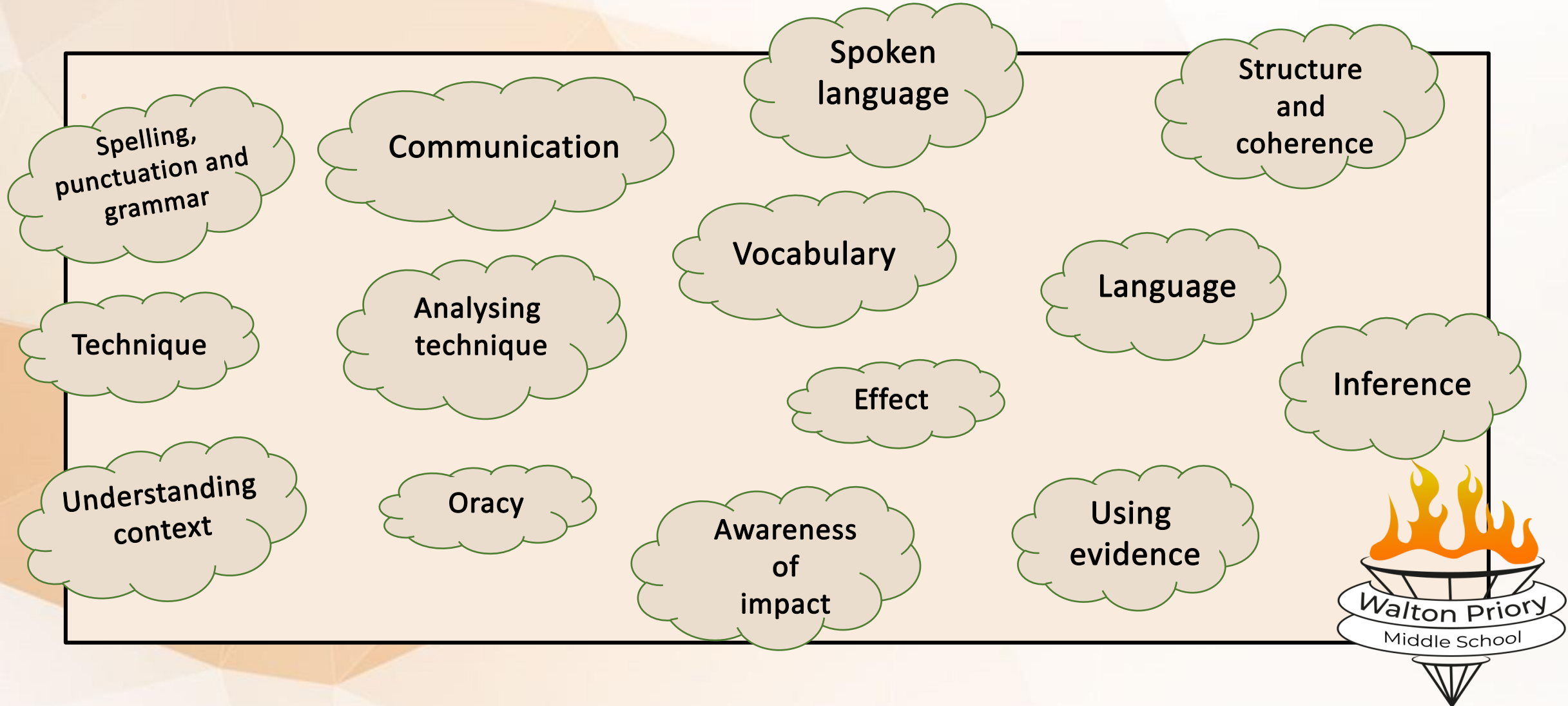
Helena Hazlestrine

Our Vision Statement

The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.



The Key Concepts for English:



Intent



- ✓ The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.
- ✓ Our curriculum intends to develop children's comprehension skills across a variety of text types and contexts. It also provides opportunities for children to write for a range of audiences and purposes and to apply their grammatical skills to a wider range of written work. As well as this, there are opportunities for children to develop their spoken language and communication skills. This creates a solid foundation from which the children will continually develop their skills and progress through their education.
- ✓ The English curriculum promotes progress through a spiral curriculum. Our key concepts are taught and revisited each year, building on the previous year and ensuring a depth of understanding of each concept. These concepts are: structure and coherence; spelling, punctuation and grammar; awareness of impact; understanding context; using evidence; analysing technique; oracy; vocabulary; inference; communication; language; spoken language; technique; and effect. These concepts run across all four year-groups and both Key Stages, providing consistency and clear progression through the school.
- ✓ Within the English curriculum, there are opportunities for the children to apply the Beacon Values of the school: respectful, resilient, resourceful, responsible, collaborative, reflective, and keen to participate.
- ✓ Staff take pride in their own continual professional development to ensure that consistent provision is made for our more able students and that subject knowledge is of the highest standard, thus breeding a culture of academia and success.

Implementation

- ✓ Our English curriculum follows a mastery approach whereby content is covered in depth to ensure that our students have the tools to succeed in both SATs and GCSEs.
- ✓ English teaching aims to promote a love of reading through and varied selection of texts from a wide range of genres. The reading is selected to be increasingly challenging and develop independent reading skills. To support this, students are taught contexts to texts so they consider the influences of the era and the writer's intention. Children are encouraged to establish a love of writing creatively with technical accuracy, fluency and flair. Learners consolidate and build upon their knowledge and understanding of grammatical terminology, and apply this within their writing.
- ✓ In addition to this, pupils are given opportunities to express themselves through spoken language, and develop confidence in presenting well planned and structured work. Pupils are provided with the opportunity to debate a range of topics, building on social skills and broadening their verbal communication abilities. This lays the foundation for the next phase in their education, establishing and embedding key techniques necessary for the study of GCSE.



Impact

- ✓ Children have a writing and reading core assessment in each unit of work. These alongside their day-to day work in lessons are used to judge attainment and progress. These assessments are used to evaluate the children's knowledge and application of the skills learnt, allowing staff to tailor future learning to the needs of the children. These assessments show clear progress and development of skills throughout the year and across both Key Stages.
- ✓ Students are taught key skills and how to apply them in context through reading, writing and grammar lessons. In both key stages, the children have separate reading and writing lessons to practise skills and techniques they need, and then these skills are linked in and referred back to through the context of the text they are studying. This gives them the chance to apply new skills, helping them to solidify their understanding.
- ✓ The curriculum design allows children to constantly revisit and practise the key skills they need to succeed in English. It fits with the mastery approach to ensure that no children are left unable to achieve a skill, meaning every child can be successful. Furthermore, the key concepts taught can be applied to a variety of purposes and subjects, supporting the children in their learning across the curriculum.



KS3 English Visual Learning

Journey

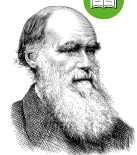
Before Year 7, students study a range of texts and complete a range of writing tasks in KS2. These texts are to both prepare students with the skills to be successful in KS2 SATs, and to also equip students with the necessary skills to be successful in KS3.

YEAR 7

Baseline Unit
The Highway Man
Reading and Writing

The Highway Man is a Pre-19th Century text and is used to assess students on their reading and writing skills. Every skill that they have been taught in KS2 will be used, alongside new skills required for KS3 study.

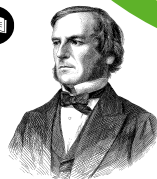
Reading: Oliver Twist
Writing: Writing to Explain



Reading: A Midsummer Night's Dream
Writing: Natural World



Reading: Animal Farm
Writing: Dystopian Fiction



KEY STAGE 3 ENGLISH

The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of spoken and written word, and to develop their love literature through widespread reading for pleasure.

YEAR 8

Reading: Poetry
Writing: Alter Egos



Reading: Sherlock Holmes
Writing: Crime and Detective Fiction



KEY CONCEPTS:

- STRUCTURE AND COHERENCE
- SPELLING, PUNCTUATION & GRAMMAR
- AWARENESS OF IMPACT
- UNDERSTANDING CONTEXT
- USING EVIDENCE
- ANALYSING TECHNIQUE
- ORACY
- VOCABULARY
- COMMUNICATION
- LANGUAGE
- TECHNIQUE
- EFFECT

- Beacon Values:**
- Resilient
 - Respectful
 - Resourceful
 - Always Participates
 - Reflective Learner
 - Responsible
 - Collaborates

Transition Baseline Tests for Key Stage 4



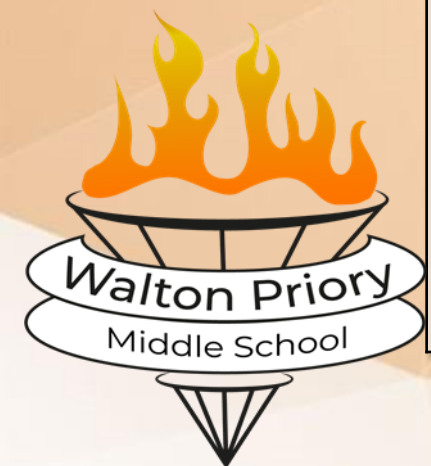
Our students leave us to go on to study for their GCSE's. All of the skills that have been taught in Years 7 and 8 can be transferred across to their future studies. All teachers in KS3 English are Secondary trained; therefore, staff have a sound knowledge of the transition between Year 8 to Year 9. Everything that has been taught to students (challenging texts, writing and reading skills and speaking listening) can be successfully applied to the GCSE curriculum.



Assessment in Key Stage 3 English

- ✓ In Key Stage 3 English, students are assessed for both their Reading and Writing skills.
- ✓ Both Reading and Writing is assessed using GCSE style mark schemes that allow students to reach their full potential.
- ✓ All Key Stage 3 English staff have both the knowledge and years of experience teaching GCSE English. Therefore, understand the progression of the English skills required for Key Stage 4.

Reading Lessons	Writing Lessons
<ul style="list-style-type: none">• 3 hours per week spent studying reading skills through novels and poetry.• Additional lessons of reading.	<ul style="list-style-type: none">• 2 hours per week spent studying writing and grammatical skills through a specialised unit of work.



Core Assessment Overviews for

Year 7

Autumn	Spring	Summer
<p>Reading Unit: <i>Oliver Twist</i> Core Assessment/s: Reading: How is Noah Claypole presented by Dickens? Group Speaking and Listening practice task: feedback on the presentation of Bill Sikes. Assessment Objectives/Skills Assessed: Reading:</p> <ul style="list-style-type: none"> ✓ Interpreting information and ideas. ✓ Selecting and synthesising evidence. ✓ Analysing language and structure. ✓ Understanding contexts. ✓ Comparing Writer's ideas and perspectives. 	<p>Reading Unit: <i>A Midsummer Night's Dream</i> Core Assessment/s: Reading: Evaluation/Comprehension/PEE answers on: How unrequited relationships presented in the play? Assessment Objectives/Skills Assessed: Reading:</p> <ul style="list-style-type: none"> ✓ Interpreting information and ideas. ✓ Selecting and synthesising evidence. ✓ Analysing language and structure. ✓ Understanding contexts. ✓ Comparing Writer's ideas and perspectives. 	<p>Reading Unit: Poetry Core Assessment/s: Reading: Students should then answer an A02 style question based on the poem chosen. Present on a poem as a group. Assessment Objectives/Skills Assessed: speaking and Listening.</p> <ul style="list-style-type: none"> ✓ Demonstrate presentation skills in a formal setting ✓ Listen and respond appropriately to spoken language, including to questions and feedback to presentations ✓ Use spoken Standard English effectively in speeches and presentations
<p>Writing Unit: Writing to Explain Core Assessment: Writing: Write the text for a web page which gives the reader information about an unusual or strange sport. Assessment Objectives/Skills Assessed: Writing:</p> <ul style="list-style-type: none"> ✓ Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. ✓ Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. ✓ Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	<p>Writing Unit: Natural World Core Assessment: Writing: Write a lively and detailed description of a creature or natural feature of your choice. Write in the present tense. Assessment Objectives/Skills Assessed: Writing:</p> <ul style="list-style-type: none"> ✓ Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. ✓ Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. ✓ Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	<p>Writing Unit: Alter Egos Core Assessment: Writing: Write a short extract in which you describe the transformation of your character into his/her alter ego. Assessment Objectives/Skills Assessed: Writing:</p> <ul style="list-style-type: none"> ✓ Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. ✓ Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. ✓ Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Core Assessment Overviews for Year 8

Autumn	Spring	Summer
<p>Topic: <i>The Adventures of Sherlock Holmes</i></p> <p>Core Assessment/s: Reading: How does Watson describe Holmes in the introduction of <i>A Scandal in Bohemia</i>?</p> <p>Assessment Objectives/Skills Assessed: Reading:</p> <ul style="list-style-type: none"> ✓ Interpreting information and ideas. ✓ Selecting and synthesising evidence. ✓ Analysing language and structure. ✓ Understanding contexts. ✓ Comparing Writer's ideas and perspectives. 	<p>Topic: <i>The Tempest</i></p> <p>Core Assessment/s: Reading: How does Shakespeare use language to present Caliban in the opening of 'The Tempest'?</p> <p>Assessment Objectives/Skills Assessed: Reading:</p> <ul style="list-style-type: none"> ✓ Interpreting information and ideas. ✓ Selecting and synthesising evidence. ✓ Analysing language and structure. ✓ Understanding contexts. ✓ Comparing Writer's ideas and perspectives. 	<p>Topic: <i>Animal Farm</i></p> <p>Core Assessment/s: Reading: How does George Orwell present Old Major's vision? Speaking and Listening: Debate: Should 'The Windmill' be built?</p> <p>Assessment Objectives/Skills Assessed: Reading:</p> <ul style="list-style-type: none"> ✓ Interpreting information and ideas. ✓ Selecting and synthesising evidence. ✓ Analysing language and structure. ✓ Understanding contexts. ✓ Comparing Writer's ideas and perspectives. <p>Speaking and Listening:</p> <ul style="list-style-type: none"> ✓ Group organisation. ✓ Sustained arguments. ✓ References to the text. ✓ Confident delivery.
<p>Topic: <i>Spy Fiction</i></p> <p>Core Assessment: Writing: Write a short story in the spy genre.</p> <p>Writing:</p> <ul style="list-style-type: none"> ✓ Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. ✓ Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. ✓ Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	<p>Topic: <i>Emotions</i></p> <p>Core Assessment: Writing: Write a description of a setting.</p> <p>Writing:</p> <ul style="list-style-type: none"> ✓ Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. ✓ Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. ✓ Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	<p>Topic: <i>Dystopian Fiction</i></p> <p>Core Assessment: Writing: Write the opening of a dystopian story about a school of the future.</p> <p>Writing:</p> <ul style="list-style-type: none"> ✓ Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. ✓ Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. ✓ Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

End Points for Year 7 Reading

Students will have knowledge of;

Reading:

Students will develop an appreciation and love of reading, and read increasingly challenging material independently through:

- Reading a range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: English literature, both pre-1914 and contemporary, including prose, poetry and drama, Shakespeare (possibly two plays) and seminal world literature.
- Students will be encouraged to choose and read books independently for challenge, interest and enjoyment. This is supported by timetabled reading lessons.
- Students should re-read books encountered earlier to increase familiarity with them and provide a basis for making comparisons.
- Students will understand texts through: learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries; making inferences and referring to evidence in the text; knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension; checking their understanding to make sure that what they have read makes sense.
- Students will read critically through: knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning; recognising a range of poetic conventions and understanding how these have been used; studying setting, plot, and characterisation, and the effects of these; understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play; making critical comparisons across texts; studying a range of authors, including at least two authors in depth each year.

End Points for Year 7 Writing

Writing:

- Students should be writing accurately, fluently, effectively and at length for pleasure and information.
- Students are taught to write for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays, stories, scripts, poetry and other imaginative writing. A range of other narrative and non-narrative texts, including arguments, and personal and formal letters are explored.
- The challenge of summarising and organising material, and supporting ideas and arguments with any necessary factual detail while applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form is explored.
- Students will draw on their knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.
- The key skills of planning, drafting, editing and proof-reading are explored 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 and paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules.

Grammar and Vocabulary:

Students will consolidate and build on their knowledge of grammar and vocabulary through:

- Studying the effectiveness and impact of the grammatical features of the texts they read;

End Points for Year 8 Reading

Students will have knowledge of;

Reading:

Students will develop an appreciation and love of reading, and read increasingly challenging material independently through:

- Reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: English literature, both pre-1914 and contemporary, including prose, poetry and drama, Shakespeare (two plays) and seminal world literature.
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Students will consolidate and build on their knowledge of grammar and vocabulary through:

- Studying the effectiveness and impact of the grammatical features of the texts they read;

Vertical Curriculum Map – Year 7

	Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2
Year 7 Reading	<p><i>'Oliver Twist'</i> by Charles Dickens</p> <p><u>Cultural Capital:</u></p> <ul style="list-style-type: none"> - The Victorians - Wider reading links to women's rights and hierarchy 	<p><i>'A Midsummer Night's Dream'</i> by William Shakespeare</p> <p><u>Cultural Capital:</u></p> <ul style="list-style-type: none"> - Elizabethan Era - Theatre trip 	<p>Poetry Unit</p> <p><u>Cultural Capital:</u></p> <ul style="list-style-type: none"> - Published Author Workshops - Links to reflective months: Black History and Remembrance
Year 7 Writing	Writing to Explain	Natural World	Alter Egos



Walton Prioory
Middle School

Vertical Curriculum Map – Year 8

	Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2
Year 8 Reading	<p><i>'The Adventures of Sherlock Holmes'</i> by Sir Arthur Conan Doyle</p> <p><u>Cultural Capital:</u> - The Victorians</p>	<p><i>'The Tempest'</i> by William Shakespeare</p> <p><u>Cultural Capital:</u> - The Elizabethans - Slavery – Colonial/Post-colonial/Black Diasporic writing</p>	<p><i>'Animal Farm'</i> by George Orwell</p> <p><u>Cultural Capital:</u> - The Russian Revolution - The 2nd WW (Guernica/Picasso) - Public speaking: Hitler, Obama etc. - Research Library visit (more Able students)</p>
Year 8 Writing	Spy Fiction	Emotions	Dystopian Fiction

