

# English-KS3

**Teachers:** G Chatfield, C Devaney, B Pearce, S Sunners, S Ellis, G White, T Adams, N Rigg and J Steels.

The English department offers a range of skills and topics in reading, writing, speaking and listening. All pupils study a range of engaging fiction and non-fiction texts from 19th, 20th and 21st Centuries in various forms that cover the requirements of national curriculum and the exams. To further support KS3 pupils develop their writing skills, the Fresh Start intervention is offered to pupils who have been identified through the assessment. Throughout the year, other pupils have the opportunity to have intervention sessions when needed.

The department offers Step Up to English Entry Level Certificate in Key Stage 3. NCFE Level 1 Certificate in Essential English in Everyday Life and AQA GCSE English Language in Key Stage 4 to ensure that all pupils successfully achieve accredited qualifications before they leave school.

## Schemes of work:

### \*Year 7 curriculum subject to change

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year 7	<p><b>Example focuses</b> Fiction- traditional tales and alternative traditional tales, incorporating ghost stories Non-fiction – labels, lists and captions Poetry – playing with words</p> <p>Reading objectives focus Identify the features different text type Comment on obvious features of language</p> <p>Writing Accurate use of punctuation Make simple connections between ideas (use of nouns and pronouns)</p> <p><b>Speaking and Listening</b> Share thoughts and opinions with another person/the group. Read part of a text to a staff member. Answer verbal questions. Listen to other people speak.</p>	<p><b>Example focuses</b> Fiction- Myths and legends e.g. King Arthur, Minotaur Non-fiction – alphabetical order, index, letter writing</p> <p>Reading objectives focus Identify a few basic features of well know stories (good and bad characters) Make reasonable inference at a basic level</p> <p>Writing Accurate use of punctuation Use a range of sentence starters Sentence structures formed by chaining clauses together e.g. used ‘and’</p> <p><b>Speaking and Listening</b> Share thoughts and opinions with another person/the group on different topics. Read part of a text to a staff member. Answer verbal questions and give some reasoning. Listen to other people speak.</p>	<p><b>Example focuses</b> Fiction Longer narrative Spiderwick Non Fiction Reviews, diary entry</p> <p>Reading objectives focus Identify interests within a text Simple points of from familiar text recalled</p> <p>Writing Accurate use of punctuation Ideas put into an appropriate order e.g. actions listed in sequence Correct use of past and present</p> <p><b>Speaking and Listening</b> Share thoughts and opinions with another person/the group on different topics. Read part of a text to a staff member. Answer verbal questions and give some reasoning. Listen to other people speak.</p>	<p><b>Example focuses</b> Fiction Superheroes Longer narrative text, e.g. Harry Potter Non Fiction Newspaper reports Reading objectives focus Question the meanings of part of a text e.g. changes in font style Make comments about preferences</p> <p>Writing Accurate use of punctuation Some basic purpose established, e.g. main features of a report Some adventurous word choices</p> <p><b>Speaking and Listening</b> Respond to discussion prompts and listen to others. Read part of a text to a staff member. Answer verbal questions and give some reasoning. Listen to other people speak.</p>	<p><b>Example focuses</b> Fiction Longer narrative, e.g. The one and only Ivan Non Fiction Non chronological reports Poetry Riddles (what am I?) Reading objectives focus Show an awareness of authors view point Awareness that books are set in different times and places Use fluency and expression when reading</p> <p>Writing Accurate use of punctuation Some descriptive language used. Opening and closing signalled</p> <p><b>Speaking and Listening</b> Contribute to small group discussions. Read part of a text to a staff member. Answer verbal questions and give reasoning. Listen to other people speak.</p>	<p><b>Example focuses</b> Fiction Longer narrative, e.g. The one and only Ivan Non Fiction Persuasive text, recounts</p> <p>Reading objectives focus Identify patterns of language Develop a clear idea of where to look for information</p> <p>Writing Accurate use of punctuation Information and ideas conveyed through appropriate word choices. Show awareness of the purpose for the reader</p> <p><b>Speaking and Listening</b> Contribute to group discussions. Read part of a text to a staff member. Answer verbal questions and give reasoning. Listen to other people speak.</p>

Year 8	<p><b>Novel</b> Holes, Curious incident of the dog in the Night time or other text</p> <p>Reading To identify information from a text. To make predictions. To summarise parts of story. To use simple, plausible inference about events and information. To study the setting, plot and characterisation.</p> <p>Writing To write for a range of purposes and audiences. To draw on new vocabulary and grammatical constructions from their reading and use these in their writing. To plan, draft, edit and proof-read through long writing tasks.</p> <p><b>Assessment</b> N/F – To write to inform.</p> <p><b>Assessment</b> F – To write a story using a prompt.</p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"><li>• Listen and make some responses to discussions in English.</li><li>• Read part of a text out to the group.</li><li>• Ask questions to clarify meaning.</li></ul> <p>Listen to other people speak.</p>	<p><b>Poetry</b> Understanding poetic language</p> <p>Reading To identify recognising a range of poetic conventions. To be able to discuss the use of the poetic conventions. To rehearse and perform poetry in order to discuss language use.</p> <p>Writing To use different of poetic conventions. To write a poem based on a specific theme.</p> <p><b>Assessment</b> N/F – To write to persuade.</p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"><li>• Build confidence with listening and responding to discussions in English.</li><li>• Read part of a text out to the group.</li><li>• Ask questions to clarify meaning.</li><li>• Actively listen to other people speak.</li></ul>	<p><b>Shakespeare</b> Twelfth Night</p> <p>Reading To identify information from a text. To make predictions. To summarise parts of story. To make inferences and refer to evidence in the text. To study the setting, plot and characterisation. To make comparisons between texts.</p> <p>Writing To write for a range of purposes and audiences. To draw on new vocabulary and grammatical constructions from their reading and to use these in their writing. To plan, draft, edit and proof-read through long writing tasks.</p> <p><b>Assessment</b> F - To write a story using a prompt.</p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"><li>• Contribute to group discussions in English and other subjects.</li><li>• Read part of a text out to the group.</li><li>• Ask questions to clarify meaning.</li><li>• Actively listen to other people speak.</li></ul>	<p><b>Media</b> Understanding Media</p> <p>Reading To identify ways information is communicated and delivered. To identify features. To identify persuasive devices. To understand emotive language.</p> <p>Writing To develop analytical annotations and paragraphing. To use persuasive devices. To use subject specific language. To comment on ways that media is written and marketed to a specific target audience. To use emotive language.</p> <p><b>Assessment</b> To write a story using a prompt.</p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"><li>• Contribute to group discussions in English and other subjects.</li><li>• Read part of a text out to the group.</li><li>• Ask questions to clarify meaning.</li></ul> <p>Actively listen to other people speak.</p>	<p><b>Fiction</b> Exploring a range of short stories e.g. mystery stories.</p> <p>Reading To identify information from a text. To make predictions. To summarise the story. To use simple, plausible inference about events and information.</p> <p>Writing To draw on new vocabulary and grammatical constructions from their reading and use these in their writing. To plan and write a short story.</p> <p><b>Assessment</b> F – To write a story using a prompt.</p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"><li>• Listen to group discussions.</li><li>• Respond to discussions in English.</li><li>• Read part of a text out to the group.</li></ul>
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Year 9	<p><b>Novel</b> Cirque du Freak, Private Peaceful or other text</p> <p>Reading To identify specific information from a text. To make predictions using clues from the text. To summarise parts of story. To use inference about events and information, using evidence from the text. To study the setting, plot and characterisation.</p> <p>Writing To write for a wide range of purposes and audiences. To apply their growing knowledge of vocabulary, grammar and text structure to their writing. To select the appropriate form. To make comparisons between texts. To plan, draft, edit and proof-read through long writing tasks.</p> <p><b>Assessment</b> F – To write a description.</p> <p><b>Assessment</b> NF – To write to persuade.</p> <p><b>Entry Level Certificate Component 1 (1/2)</b> <b>Week beginning 18/11/2024</b></p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Contribute to a variety of discussions in English as well as a variety of subjects.</li> <li>Read part of a text out to the group.</li> <li>Ask questions to clarify meaning and paraphrase to show understanding.</li> <li>Listen and respond to others.</li> </ul>	<p><b>Transactional Writing</b> Exploring various types of transactional writing.</p> <p>Reading To identify the purpose, audience and form of a text. To identify specific information.</p> <p>Writing To write for a range of purposes and audiences. To know and understand the differences associated with formal and informal registers.</p> <p><b>Assessment</b> <b>NF – To write a report.</b></p> <p><b>Entry Level Certificate Component 1 (2/2)</b> <b>Week beginning 20/01/2025</b></p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Contribute to a variety of discussions in English as well as a variety of subjects.</li> <li>Confidently read part of a text out to the group.</li> <li>Ask questions to clarify meaning and paraphrase to show understanding.</li> <li>Listen and respond to others.</li> </ul>	<p><b>Poetry</b> War poetry</p> <p>Reading To identify a range of poetic conventions and understand how these have been used. To rehearse and perform poetry. To discuss the use of language and meaning.</p> <p>Writing To use a range of poetic conventions. To draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.</p> <p><b>Assessment</b> F – To write a poem.</p> <p><b>Entry Level Certificate Component 2 (1/1)</b> <b>Week beginning 03/03/2025</b></p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Contribute to a variety of discussions in English as well as a variety of subjects.</li> <li>Confidently read part of a text out to the group.</li> <li>Ask questions to clarify meaning and paraphrase to show understanding.</li> <li>Listen and respond to others.</li> </ul>	<p><b>Novel</b> The Hunger Games/Stone Cold</p> <p>Reading To extract and interpret information from texts. To infer and deduce meaning, using the writer’s intentions. To discuss how texts are composed to create meaning and produce effects. To discuss how writer’s present ideas and issues to have an impact on the reader. To discuss how texts relate to the social, historical and cultural context in which they are written.</p> <p>Writing To write for a wide range of purposes and audiences. To apply their growing knowledge of vocabulary, grammar and text structure to their writing. To select the appropriate form. To make comparisons between texts. To plan, draft, edit and proof-read through long writing tasks.</p> <p><b>Assessment</b> F – To write to inform.</p> <p><b>Assessment</b> F – To write a story using a prompt</p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Contribute to a variety of discussions in English as well as a variety of subjects.</li> <li>Confidently read part of a text out to the group.</li> <li>Ask questions to clarify meaning and paraphrase to show understanding.</li> <li>Listen and respond to others.</li> </ul>
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Syllabus materials KS3/4:

[AQA | English | ELC | Step Up to English](#)

[NCFE Level 1 Certificate in Essential English in Everyday Life | NCFE](#)

[AQA | English | GCSE | English Language](#)

Careers in English:

[1438 My Learning My Future English inspiration](#) guide\_012021.pdf (careersandenterprise.co.uk)