

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Novel	Viewpoints + perspectives	Poetry (Lit 2)	Novel	Creative reading & writing	Viewpoints + perspectives
THEME	Europe	Antarctica	Asia	North America	Africa	South America
Unit title and overview	<b>Modern novel</b> <b>War Horse</b> Reading of whole novel; inference and predictions through reference to text; exploration of context	<b>Survival</b> Students experience a range of texts from different non fiction genres – autobiography, biography, journals, newspaper stories	<b>Different Cultures poetry</b> Reading a selection of poems from different cultures and traditions; understanding social and cultural contexts of poets; celebrating identity and diversity	<b>Modern novel</b> <b>NightJohn</b> Reading of whole novel; inference and predictions through reference to text; exploration of context <small>1 year – research drama text for N.America</small>	<b>Lion King Media Unit</b> Media representation of stereotypes; subverting stereotypes; society's stereotypes and representation of different social groups	<b>Travel writing</b> Students experience a range of texts from different non fiction genres – travel journalism, literary non fiction, journals, persuasive texts
Knowledge	How texts relate to contexts  Key events leading to/during WWI  How writers use different types of narrative voice to convey meaning  L4L – vocabulary and semantic fields  Structure and tension – Labov's narrative categories	Understanding of human survival in the face of adversity – resilience  The conventions of different genres of writing  Literary conventions in non fiction texts – how writers use tone/register to convey experience/informs students' own writing  Humans and the environment  Conventions of formal letter writing; structure, reg, vocab	Develop an understanding of what 'culture' means and how this is linked to identity and heritage  Know key facts, ideas and beliefs about a range of cultures – throughout the world and in UK society  Know the literary conventions of poetry and how writers exploit this form to communicate ideas about culture and identity  Know how to respond verbally and in writing to ideas about culture and identity	Build on prior knowledge Autumn 1 (prose text) and Spring 1 (culture and identity) – transferrable knowledge and skills to respond to context of <i>NightJohn</i>  Key facts and events - slavery and abolition  Freedoms and human rights – education and the power of reading: <b>meta-learning</b>  Narrative voice – representation of non standard forms  Differences between empathy and sympathy	What a stereotype is  Different stereotypes in society  How media (and literature) uses stereotypes to communicate ideas with audiences  How to recognise stereotyping and how to adjust perceptions  Colour symbolism – inference of signs and symbols  The uses and pitfalls of stereotyping  Conventions of evaluative writing	Conventions of the various types of travel writing  Conventions of persuasive texts  Conventions of descriptive writing  Links to previous units (culture and identity, environmental issues)  Text-image cohesion  Use of colour to communicate ideas (linked to previous unit)
Assessment	<b>Reading focus</b> Question based on theme/character/setting, with reference to extract and links to novel as a whole. Expository essay	<b>Writing focus</b> P2 Qu5 – viewpoints and perspectives; write a persuasive text (letter) presenting an argument as to whether or not mountain climbing should be banned	<b>Reading focus</b> Lit P2 Poetry – named poem (differentiated by class – set 1 comparison); How does the poet present ideas about pride in culture and identity in <i>named poem</i>	<b>Reading focus</b> Question based on character (sympathy for Sarny) with reference to extract and links to novel as a whole. Expository essay	<b>Reading focus</b> P1 Qu4 evaluate – 'How far do you agree with this statement?' – representation of good and evil in <i>Lion King</i> . Expository essay	<b>Reading focus</b> P2 Qu2: summary of the differences in articles about locations <b>Writing focus</b> P1 Qu5 descriptive – creation of own location and travel brochure
Reading skills	<ul style="list-style-type: none"> <li>Use evidence to support ideas</li> <li>Understand significant themes and ideas</li> <li>Verbalise the effects of</li> </ul>	<ul style="list-style-type: none"> <li>Embed evidence from texts to support ideas</li> <li>How writers use language to communicate significant</li> </ul>	<ul style="list-style-type: none"> <li>Make simple (and increasingly sensitive/complex) comparisons of writers' attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Identify how writer conveys character through description and dialogue</li> <li>Make inferences and</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the use of symbolism in moving image texts</li> <li>Applying this knowledge to written texts</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of pre and post modification used to persuade</li> <li>Comparing and contrasting details</li> </ul>

	<p>writer's language – how words make the readers feel</p> <ul style="list-style-type: none"> <li>Be able to use knowledge experienced through other texts to embrace ideas in WH</li> </ul>	<p>themes and ideas</p> <ul style="list-style-type: none"> <li>Verbalise the effects of writers' use of structure – how the structure of the text makes readers feel</li> <li>To identify themes and ideas running through a number of texts/genres</li> </ul>	<ul style="list-style-type: none"> <li>Can give their own point of view on a text</li> <li>Is able to identify lexical choices linked to culture and identity</li> <li>Identify the key literary devices used in poetry – figurative language for effect</li> </ul>	<p>begin to identify implicit meaning</p> <ul style="list-style-type: none"> <li>Students can articulate how writers use structure and language to develop feelings of sympathy in the reader</li> <li>Students are able to make links with reading in previous units</li> </ul>	<ul style="list-style-type: none"> <li>Simple evaluation showing viewpoint in relation to text</li> <li>Using subject specific terminology in relation to moving image text</li> <li>Make inferences in relation to moving image texts</li> </ul>	<p>across texts</p> <ul style="list-style-type: none"> <li>Identifying fact and opinion in non fiction texts</li> </ul>
<b>Writing skills</b>	<ul style="list-style-type: none"> <li>Learn and use conventions of expository essay</li> <li>Begin to develop a formal register in written expression</li> <li>Learn how to use the PEEL structure in response to texts</li> </ul>	<ul style="list-style-type: none"> <li>Learn and use the conventions of a formal letter</li> <li>Use a formal register with confidence</li> <li>Conjunctions for persuasive writing</li> <li>Expressing opinion and considering counter arguments</li> </ul>	<ul style="list-style-type: none"> <li>Precise reference to 1 text (2 for more able), using simple literary terminology to support interpretation</li> <li>Embed quotations from text(s) accurately in expository essay</li> <li>Learn how to structure a response to poetry</li> </ul>	<ul style="list-style-type: none"> <li>Learn to plan an expository essay</li> <li>Select own quotations to write PEEL paragraphs</li> <li>Learn how to phrase an objective response in relation to 'effect of writer's methods' ('the reader' rather than 'I')</li> </ul>	<ul style="list-style-type: none"> <li>Use evaluative verbs in response to P1 Qu4 task</li> <li>Planning an evaluative response to acknowledge 'both sides' of the argument</li> <li>Use a consistently formal register for expository essay</li> <li>Embed references to moving image text</li> </ul>	<ul style="list-style-type: none"> <li>Use of pre and post modification to persuade</li> <li>Implementing text/image cohesion</li> <li>Developing a concise written style in response to questions</li> <li>Planning/drafting editing to create promotional material</li> </ul>
<b>SPaG</b>	<ul style="list-style-type: none"> <li>Accurate spelling of key subject terminology</li> <li>Accurate use of simple, compound and complex sentences</li> <li>Accurate use of basic punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Accurate spelling of conjunctions to persuade</li> <li>Use of discourse markers</li> <li>Experiments with punctuation for effect</li> </ul>	<ul style="list-style-type: none"> <li>Accurate paragraphing to support reader understanding of pov</li> <li>Use a range of discourse markers/comparative connectives</li> </ul>	<ul style="list-style-type: none"> <li>Devices to build cohesion within a paragraph</li> <li>Devices to link ideas across paragraphs (extract/whole of novel)</li> </ul>	<ul style="list-style-type: none"> <li>L4L vocab acquisition – key media terminology</li> <li>Use of discourse markers to indicate evaluation (showing both sides)</li> </ul>	<ul style="list-style-type: none"> <li>Noun phrases</li> <li>Pre and post modification</li> <li>Triples, direct address and other rhetorical devices (persuasive)</li> </ul>
<b>Wider knowledge opportunities</b>	<ul style="list-style-type: none"> <li>Media – documentary</li> <li>Non fiction – diary entries</li> <li>Literature – poetry</li> </ul>	<ul style="list-style-type: none"> <li>Media – documentary clips</li> <li>Visual aids to support unfamiliar environmental contexts</li> <li>Poetry to link to n/f texts</li> </ul>	<ul style="list-style-type: none"> <li>Documentary – 'Brown Kid, White Kid'</li> <li>Resources to support cultural understanding - self and others</li> </ul>	<ul style="list-style-type: none"> <li>American politics/heritage; Jefferson's Monticello</li> <li>Use of music to develop response – Ella F, Sounds of Blackness</li> </ul>	<ul style="list-style-type: none"> <li>Explore ideas about representation of 'baddies' in popular culture and literary genres</li> <li>Links to non fiction texts – lion texts and newspaper representation of social groups</li> </ul>	<ul style="list-style-type: none"> <li>Developing awareness of geographical locations, climates and cultures</li> <li>Providing students to think of their place in the world, beyond immediate location</li> <li>Developing aspirations</li> </ul>
<b>Enrichment</b>	Trip to see the play Cinema – live streaming?	Link with Humanities and Art – plan opportunities to work on a Global Warming project	Humanities – link with RS – visit to mosque/gurdwara	Research project – music of power and protest; presentation at end of unit	Woburn Safari Park	Link with ICT (producing brochures)

## Reading

The English department expects students to read for pleasure throughout KS3, and encourages this through dedicated Library lessons (1 per fortnight) for Years 7-9. Years 7 and 8 demonstrate progress in their reading through the Accelerated Reader programme, with STAR tests used to evidence development in reading age and ability (students are tested at the start of the year, then at the end of every term). Data is analysed and shared with colleagues (including SEN dept) and groups (boys, PP, SEN) can be highlighted in this analysis. The librarian supports the initiative, and paired reading (KS3 students and 6<sup>th</sup> Form students) interventions are put in place to enable students with low reading age scores to develop confidence in reading aloud and decoding unfamiliar vocabulary in a safe environment. On completion of every book read, students access an AR quiz and there is a rewards system for those who meet milestones and challenges.

Every KS3 English lesson begins with Calm Start, which is always used for private reading for Year 7 and 8 (Year 9 have a variety of activities for Calm Start, including reading). As such, students should always have a reading book with them; we are developing the expectation that tutor time (morning) should be used for private reading at least once per week. From September 2019, KS3 students will be expected to complete 20 minutes per day reading for homework; student planners will include a page which sets out a grid for parents to sign (and tutors to check) to say that this has been done. The aim is to take reading beyond the English department and present it as an aspect of personal development and cultural enrichment – something that underpins effective study across the school.

## Spoken English

Throughout KS3 students will experience a range of opportunities to develop their knowledge of and skills in using Spoken English. Students will be able to **speak confidently and effectively** using **standard English**.

In each scheme of work there are opportunities for classroom discussion at various levels (pair, group and whole class activities) and some units have a more specific focus on spoken English – whether this be recitation in poetry, reading aloud in the novel unit or presenting a viewpoint in the perspectives unit; the drama unit requires students to improvise and rehearse using play scripts. At all times it is imperative that teachers model the expected standard of English pronunciation and vocabulary use, while being able to explore ideas about language variety (including accent, dialect and different registers used for effect).

Students will be supported to develop a formal register where the task demands it, through participation in debates and structured discussions, using role play where appropriate to engender an ‘adult’ voice which will develop students’ confidence in their written responses. Students will learn to voice disagreement with courtesy while they begin to understand in more detail the etiquette of social interaction, as guided by Grice’s Conversational Maxims.

## Spellings and vocabulary acquisition

Students in KS3 will have banks of spellings for each unit of study. The requirement for spelling topic-specific vocabulary will develop week on week, and in addition to this students are expected to be able to complete definitions for new vocabulary acquired. Spellings are set for homework every week, and are tested weekly.

\*\*\*\*\* SPaG resources are available on the R:Drive to support SoW and transition from KS2 \*\*\*\*\*

\*\*\*\*\* Cultural Capital statement to follow (Sept) \*\*\*\*\*