



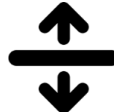















English Key Stage 3 Curriculum Overview

YEAR 7	Autumn HT 1	Autumn HT 2	Spring HTs 1/2	Summer HT 1	Summer HT2
 <p>Pre-1914 Transition Reading Unit: The Selfish Giant</p> <p>Non-fiction Autobiographical writing using Boy, Roald Dahl</p> <p>Writing focus: Simple, compound, complex sentences. Tone for effect</p> 	<p>Descriptive Writing plus non-fiction thematic reading: All Saints' Day, Gunpowder Plot, Advent, Christmas Around the World</p> <p>Writing focus: developing complex sentences. Brackets and commas. Similes, personification, pathetic fallacy.</p> 	<p>NOVEL: Pupils will read 'Uncle Montague's Tales of Terror' and explore writer's intentions, analyse language and structure, and explore characterisation and key themes.</p> <p>Writing forms: creative writing based on an image, writing from a viewpoint (diary entry), and a newspaper article.</p> <p>Writing focus: Semi colons, tone for effect, metaphors, juxtaposition, personification.</p> 	<p>Shakespeare: Romeo and Juliet</p> <p>Oracy: pupils perform a scene from Romeo and Juliet</p> 	<p>People Poetry</p> <p>Oracy: Poetry Slam competition</p> 	
ASSESSMENT	<p>READING: 2 & 3</p> <p>2. I can comment on the effects of the writer's language/structural choices 3. I can comment on the writer's intentions</p> <p>WRITING: 5, 6 & 7</p> <p>5. I can organise my writing using structural devices 6. I can use appropriate vocabulary and language devices within my writing 7. I can punctuate sentences accurately</p>	<p>WRITING: 5, 6, 7 & 8</p> <p>5. I can organise my writing using structural devices 6. I can use appropriate vocabulary and language devices within my writing 7. I can punctuate sentences accurately 8. My writing is grammatically correct and I use accurate spelling</p>	<p>READING: 1, 2, 3 & 4</p> <p>1. I can use relevant quotations to support my ideas 2. I can comment on the effects of the writer's language/structural choices 3. I can comment on the writer's intentions 4. I can use literary terms accurately in my analysis</p> <p>WRITING: 5, 6, 7 & 8</p> <p>5. I can organise my writing using structural devices 6. I can use appropriate vocabulary and language devices within my writing 7. I can punctuate sentences accurately 8. My writing is grammatically correct and I use accurate spelling</p>	<p>READING: 1, 2 & 3</p> <p>1. I can use relevant quotations to support my ideas 2. I can comment on the effects of the writer's language/structural choices 3. I can comment on the writer's intentions</p> <p>ORACY: 9 & 10</p> <p>9. I can express myself clearly 10. I can confidently communicate with my teacher and classmates</p>	<p>READING: 1 & 4</p> <p>1. I can use relevant quotations to support my ideas 4. I can use literary terms accurately in my analysis</p> <p>ORACY: 9 & 10</p> <p>9. I can express myself clearly 10. I can confidently communicate with my teacher and classmates</p>

YEAR 8	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HTs 1/2
	<p>Greek Myths Reading and writing</p> <p>Writing forms: creative writing from an image, eyewitness account. Writing focus: semi colons, colons, dashes. epistrophe.</p> 	<p>Poetry Around the World with Seminal World Literature</p> 	<p>Pre-1914 Gothic Horror: The Fall of the House of Usher, Edgar Allen Poe Reading and writing</p> <p>Writing forms: creative writing Writing focus: semi-colons, personification, foreshadowing, metaphors</p> 	<p>Hamlet – pupils study Shakespeare’s use of language, plot, historical context, and characterisation</p> 	<p>NOVEL: Pupils will read ‘The Graveyard Book’ and explore writer’s intentions, analyse language and structure, and explore characterisation and key themes.</p> <p>Writing forms: diary entry, creative writing. Writing focus: ambitious adjectives, tone, colons, complex sentences</p> 
<p>ASSESSMENT</p>	<p>READING: 2 & 3</p> <p>2. I can confidently comment on the effects of the writer’s language/structural choices 3. I can confidently comment on the writer’s intentions referring to audience and purpose</p> <p>WRITING: 6 & 7</p> <p>6. I can use relevant vocabulary and language devices confidently within my writing 7. I can use punctuation and a range of sentence types effectively</p>	<p>READING 1 & 4</p> <p>1. I can use relevant quotations effectively to support my ideas 4. I can use literary terms effectively in my analysis</p> <p>ORACY: 9 & 10</p> <p>9. I can express myself clearly 10. I can confidently communicate with my teacher and classmates</p>	<p>WRITING: 5, 6, 7 & 8</p> <p>5. I can effectively organise my writing using structural devices 6. I can use relevant vocabulary and language devices confidently within my writing 7. I can use punctuation and a range of sentence types effectively 8. My writing is grammatically correct and I use accurate spelling</p>	<p>READING: 1, 2 & 4</p> <p>1. I can use relevant quotations effectively to support my ideas 2. I can confidently comment on the effects of the writer’s language/structural choices 4. I can use literary terms effectively in my analysis</p>	<p>READING: 1, 2, 3 & 4</p> <p>1. I can use relevant quotations effectively to support my ideas 2. I can confidently comment on the effects of the writer’s language/structural choices 3. I can confidently comment on the writer’s intentions referring to audience and purpose 4. I can use literary terms effectively in my analysis</p> <p>WRITING: 5, 6, 7 & 8</p> <p>5. I can effectively organise my writing using structural devices 6. I can use relevant vocabulary and language devices confidently within my writing 7. I can use punctuation and a range of sentence types effectively 8. My writing is grammatically correct and I use accurate spelling</p>

YEAR 9	Autumn HT 1	Autumn HT 2 Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
	<p>PLAY:</p> <ul style="list-style-type: none"> • A Streetcar Named Desire • Noughts and Crosses • A View from the Bridge • A Monster Calls • Blood Brothers 	<p>NOVEL:</p> <p>Pupils will read 'Roll of Thunder, Hear My Cry' and explore writer's intentions, analyse language and structure, and explore characterisation and key themes.</p> <p>Writing forms: creative writing, diary entry, speech Writing focus: anaphora, epistrophe, anadiplosis, triplets, metaphors</p> 	<p>ADVENTURE:</p> <p>Non-fiction reading and writing based on travel exerts</p> <p>Writing focus: sensory imagery, tone, chronological order, varied sentence openers</p> 	<p>TIME:</p> <p>Dystopian Literature</p> 	<p>TIME:</p> <p>Shakespeare's World Victorian London Edwardian England</p> <p>Contextual links to GCSE</p> 
<p>ASSESSMENT</p>	<p>READING: 1, 2, 3 & 4</p> <ol style="list-style-type: none"> 1. I can thoughtfully use quotations to support specific and focused ideas 2. I can thoughtfully comment on the effects of the writer's language/structural choices 3. I can comment on the writer's deliberate intentions linking to the wider context 4. I can use literary terms thoughtfully in my analysis 	<p>READING: 1, 2, 3 & 4</p> <ol style="list-style-type: none"> 1. I can thoughtfully use quotations to support specific and focused ideas 2. I can thoughtfully comment on the effects of the writer's language/structural choices 3. I can comment on the writer's deliberate intentions linking to the wider context 4. I can use literary terms thoughtfully in my analysis <p>WRITING: 5, 6, 7 & 8</p> <ol style="list-style-type: none"> 5. I can make deliberate structural choices to organise my writing effectively 6. I can use vocabulary and language devices thoughtfully within my writing for a specific audiences and purpose 7. I can punctuate sentences thoughtfully and employ a wide range of sentence structures 8. My writing is grammatically correct and I use accurate spelling 	<p>READING: 2 & 3</p> <ol style="list-style-type: none"> 2. I can thoughtfully comment on the effects of the writer's language/structural choices 3. I can comment on the writer's deliberate intentions linking to the wider context <p>WRITING: 6</p> <ol style="list-style-type: none"> 6. I can use vocabulary and language devices thoughtfully within my writing for a specific audiences and purpose 	<p>READING: 1 & 2</p> <ol style="list-style-type: none"> 1. I can thoughtfully use quotations to support specific and focused ideas 2. I can thoughtfully comment on the effects of the writer's language/structural choices <p>WRITING: 5 & 6</p> <ol style="list-style-type: none"> 5. I can make deliberate structural choices to organise my writing effectively 6. I can use vocabulary and language devices thoughtfully within my writing for a specific audiences and purpose 	<p>ORACY: 9 & 10</p> <ol style="list-style-type: none"> 9. I can express myself clearly 10. I can confidently communicate with my teacher and classmates