English Key Stage 3 Curriculum Overview

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

YEAR 8	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HTs 1/2
	Greek Myths	Poetry Around the	Pre-1914 Gothic Horror:	Hamlet – pupils	NOVEL:
\\\/	Reading and writing	World with Seminal	The Fall of the House of	study	Pupils will read 'The Graveyard Book' and explore writer's
		World Literature	Usher, Edgar Allen Poe	Shakepseare's use	intentions, analyse language and structure, and explore
7/11	Writing forms: creative		Reading and writing	of language, plot,	characterisation and key themes.
'	writing from an image,			historical context,	
	eyewitness account.		Writing forms: creative	and	Writing forms: diary entry, creative writing.
	Writing focus: semi colons,		writing	characterisation	Writing focus: ambitious adjectives, tone, colons, complex
	colons, dashes. epistrophe.		Writing focus: semi-		sentences
			colons, personification,		
			foreshadowing,		
			metaphors		
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ASSESSMENT	READING: 2 & 3	READING 1 & 4	WRITING: 5, 6, 7 & 8	READING: 1, 2 &	READING: 1, 2, 3 & 4
	2	4 1	E Lagra officialis	4	1 Language galacter and acceptable gas off articular to accept and
	2. I can confidently comment	1. I can use	5. I can effectively	4 1	1. I can use relevant quotations effectively to support my
	on the effects of the writer's	relevant quotations	organise my writing using	1. I can use	ideas
	language/structural choices	effectively to	structural devices	relevant	2. I can confidently comment on the effects of the writer's
	3. I can confidently comment	support my ideas	6. I can use relevant	quotations	language/structural choices
	on the writer's intentions	4. I can use literary	vocabulary and language	effectively to	3. I can confidently comment on the writer's intentions
	referring to audience and	terms effectively in	devices confidently	support my ideas	referring to audience and purpose
	purpose	my analysis	within my writing	2. I can	4. I can use literary terms effectively in my analysis
	MODITING: C. C. Z	ODACY: 0.0.40	7. I can use punctuation	confidently	MUDITING: F. C. 7.9.0
	WRITING: 6 & 7	ORACY: 9 & 10	and a range of sentence	comment on the	WRITING: 5, 6, 7 & 8
	C. Lean was relevant	0 1	types effectively	effects of the	E Loop officially ourselies was suiting uning atmost and devises
	6. I can use relevant	9. I can express	8. My writing is	writer's language/	5. I can effectively organise my writing using structural devices
	vocabulary and language	myself clearly	grammatically correct	structural choices	6. I can use relevant vocabulary and language devices
	devices confidently within	10. I can	and I use accurate	4. I can use	confidently within my writing
	my writing	confidently	spelling	literary terms	7. I can use punctuation and a range of sentence types
	7. I can use punctuation and	communicate with		effectively in my	effectively
	a range of sentence types	my teacher and		analysis	8. My writing is grammatically correct and I use accurate
	effectively	classmates			spelling

YEAR 9	Autumn HT 1	Autumn HT 2 Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
	PLAY:	NOVEL:	ADVENTURE:	TIME:	TIME:
	 A Streetcar 	Pupils will read 'Roll of Thunder, Hear My Cry' and	Non-fiction reading	Dystopian Literature	Shakespeare's
-17-	Named Desire	explore writer's intentions, analyse language and	and writing based on		World
7/11	 Noughts and 	structure, and explore characterisation and key themes.	travel exerts		Victorian
1,	Crosses				London
	 A View from the 		Writing focus: sensory		Edwardian
	Bridge	Writing forms: creative writing, diary entry, speech	imagery, tone,		England
	 A Monster Calls 	Writing focus: anaphora, epistrophe, anadiplosis, triplets,	chronological order,		
	 Blood Brothers 	metaphors	varied sentence		Contextual
			openers		links to GCSE
	*			6	\propto
ASSESSMENT	READING: 1, 2, 3 & 4	READING: 1, 2, 3 & 4	READING: 2 & 3	READING: 1 & 2	ORACY: 9 & 10
	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	 I can thoughtfully use quotations to support specific and focused ideas I can thoughtfully comment on the effects of the writer's language/structural choices I can comment on the writer's deliberate intentions linking to the wider context I can use literary terms thoughtfully in my analysis WRITING: 5, 6, 7 & 8 I can make deliberate structural choices to organise my writing effectively I can use vocabulary and language devices thoughtfully within my writing for a specific audiences and purpose I can punctuate sentences thoughtfully and employ a wide range of sentence structures My writing is grammatically correct and I use accurate spelling 	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 WRITING: 6 6. I can use vocabulary and language devices thoughtfully within my writing for a specific audiences and purpose	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 WRITING: 5 & 6 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	9. I can express myself clearly 10. I can confidently communicate with my teacher and classmates