

Subject:  
Curriculum Staff:



Key Stage 3 - Intention Statement:

Language: *"Language shapes the way we think and determines what we can think about"*

Literature: *"One that loves reading has everything within their grasp"*

To build resilient and inquisitive learners who are actively engaging with the world around them.

Intention Overview:

Curriculum Knowledge

Main Intent: The KS3 curriculum is designed to bridge from KS2 and hinge into both KS4 and KS5; its links are knowledge and skills based. Each topic has a clear intention, a focussed idea on implementation and evaluates its impact through rigorous and robust assessment criteria.

Y7 begins their study with an introduction to literary and linguistic heritage with the overarching theme of journeys. The programme of study is written chronologically, taking them through Greek myths, Norse mythology and English Legends. They then move onto Chaucer's medieval England and begin studying the importance of context and how it shapes meaning within a text. After this, their focus narrows to reading for specific meaning in both fiction and nonfiction texts as well as an introduction to poetry. Y7 end their first year with an in depth study of an author (from a list of differentiated texts), linking with the idea of different worlds to conclude and consolidate the idea of journeys.

Y8 students develop their reading skills with the theme of individuality and how we fit into an ever changing society. Studies begin with study of the Gothic genre and its defining features, which engages and entices students whilst additionally providing a level of challenge with its subverted plotlines and complex protagonists. Additionally, year 8 is used as a springboard into the classics, with a focus on commonly loved Shakesperian comedies, analysing how meaning is conveyed and the impact upon audiences. The theme of the individual and society is further explored when students undertake a study in other cultures poetry. The program of study is completed with a differentiated novel study, exploring the theme of conflict on the individual.

Y9 is a year in which our students are given the chance to explore the effects of short novels such as 'Of Mice and Men' and the more challenging 'To kill a Mockingbird'. These texts are designed to educate students on complex and conflicted characters, plotlines that involve moral dilemmas and provide valuable insights into historical and contextual themes. Year 9 also furthers the novel and poetry studies of year 8, by including modules such as 'protest poetry' (based around the costly freedoms won hundreds of years ago and in the postmodern world) and 'Dystopian literature', allowing students to explore what it truly means to be free and the dark truths of a reality that is not entirely of their making.

Holistically, the KS3 years are spent exploring and enjoying key areas within not just the literary canon but the wider community that our students are part of.

Essential Skills to Develop

Subject Specific Skills

**Reading for meaning**

- Inference and deduction skills
- Source/interpretation skills -- inferences, provenance, reliability
- Skimming and Scanning
- Analytical reading (analysing language, structure and form of specific texts)
- development and application of personal opinions
- the ability to identify fiction from non fiction, formal from informal, including both explicit and implicit meaning.

**Writing skills**

- Writing for specific purpose and audiences
- Analytical, argumentative and persuasive writing
- Creative writing (narrative and descriptive)

**Speaking and Listening skills:**

Supportive Learning Skills and Attributes

- Revision and recall skills,
- Literacy - extended writing, written and verbal communication,
- Comparative skills similarity and difference, and significance
- Reading and comprehension
- Resilience
- Critical Thinking and emotional awareness
- Forming personal opinions pertaining to current worldwide issues.
- Developing personal confidence and oratory skills-linked to Year 9 S+L.

- To demonstrate oracy skills in a range of settings
- To listen and respond appropriately to spoken language, including to questions and feedback on presentations
- To use spoken Standard English effectively in speeches and presentations

Cultural Capital (opportunities and experiences)

- Students are exposed to a variety of authors from diverse backgrounds to ensure they are aware that English and Literature are more than just what they study in a classroom.
- We teach students to be both critical and thoughtful regarding literature and studied works. We encourage students to challenge misconceptions and to formulate their own opinion regarding past events and current events.
- Exploration of the impact conflict has on the individual vs.group mentality through poetry and prose;
- Exploration of the theme of identity and our role in our society

**Implementation:**

- Detailed Curriculum maps and Long Term plans inform implementation
- Resources are found on the English shared drive for all topics
- Topics are assessed each half term with standardised assessments and moderated by the KS3 team
- Topics are organised on a half termly basis with clear guidance on the skills that need to be understood and taught
- Key stage 3 is designed to sequence regarding topics. As students progress, so do the requirements and skills needed
- Accelerated reader is undertaken in year 7 to accelerate reading level and written ability.
- Revision is supported by knowledge organisers and recall is promoted through knowledge tests at the end of each half term
- Students work in one exercise book
- Minimum expectation of 15 minutes extended writing and 10 minutes of reading every lesson
- Homework is set once a week

**Measuring Impact:**

- Y7 and Y8 complete initial baseline assessments at the beginning of the year to ensure accurate starting points and to allow teachers to understand where misconceptions are and allow for appropriate interventions
- We assess robustly, with KS3 assessments differentiated with appropriate scaffolding to ensure cohesive understanding of Assessment Objectives
- Assessments are focussed on both Reading and Writing skills
- All KS3 cohorts complete Knowledge Organiser quizzes at the end of the topic study. The quizzes are sequenced and are organised to revisit prior learning
- Assessments are marked inline with AQA mark schemes and guidance
- Department moderation takes place once per term

**Academy Values:**

How does English develop:	
Respect	A central component of all English lessons is our drive to broaden the minds of our students and to encourage them to respect other cultures, other viewpoints and other ways of looking at the world. Developing respect and empathy for others is essential for analysing and understanding the range of texts that we study.
Courage	Students are taught to have resilience in their reading and writing abilities and the courage to share and improve their responses with others. We also examine the courage of particular writers and their experiences, such as how poets demonstrate their courage in standing up for what they believe in (e.g. protest poetry).

Community	English lessons are designed to encourage a sense of community and the value of working together. This is clear in paired and group tasks and also in the content of our curriculum. For example, we discuss the concept of morality in texts such as <i>To Kill a Mockingbird</i> .
Wisdom	The English curriculum is designed to instill wisdom and experience into our readers and writers - producing students who have a broader outlook of the world around them and who can see life through a range of different lenses.