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| **KS3 Curriculum Intent English – YEAR 8** | | | |
|  | **Autumn Term** | **Spring Term** | **Summer Term** |
|  | **1** | **2** | **3** |
| Key Concepts | **Morality and Righteousness** | **Power and Conflict** | **Society and Social Class** |
| Knowledge & Understanding  *(National Curriculum)* | **In reading, pupils will be taught how to:**   * develop an appreciation, love and interest of reading, and read increasingly challenging material independently * Reading a wide range of fiction and non-fiction, including in particular whole books, poems and plays with a wide coverage of genres, historical periods, forms and authors, including seminal world literature * knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension * read critically through: knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning * recognising a range of poetic conventions and understanding how these have been used * studying setting, plot, and characterisation, and the effects of these * understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play * making critical comparisons across texts   **In writing, pupils will be taught how:**   * write accurately, fluently, effectively and at length for pleasure and information through writing for a wide range of purposes and audiences using notes for talks and presentations * summarising and organising material, and supporting ideas and arguments with any necessary factual detail * Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form * drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing * plan, draft, edit and proof-read through * Consider how their writing reflects the audiences and purposes for which it was intended. Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness. * Pay attention to accurate grammar, punctuation and spelling by applying learned spelling patterns and rules * know and understand the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English using it in their own writing and speech | | |
| Assessment | In class formative assessment including reading, writing and oral.  Pupils will complete end of term summative assessment | In class formative assessment including reading, writing and oral. | In class formative assessment including reading, writing and oral.  Pupils will complete end of term summative assessment |
| Schemes | **Animal Farm** | **The Gothic** | **Oliver Twist** |
| Why this?  Why now? | Pupils should read at least one novel in KS3. This novel will be the second full novel pupils are to read. This is primarily to enhance their enjoyment of reading and gaining full understanding of a novel and its message/meaning and be introduced to challenging texts with allegorical natures. This reading will also embed the skills learned in Year 7 when examining characters, structure and meaning through a range of reading strategies. Introduced to challenging texts with allegorical nature, this novel links with History who will study the difference between democrat and autocrat, thus further developing their subject knowledge; it will also prepare for KS4 reading of Macbeth which discusses autocratic rule and governance. | The ambitious content of this scheme will help develop pupils’ skills in reading strategies by examining extracts from a specific genre, as well expanding their ability analyse and infer. Pupils will also explore an abridged version of ‘The Woman in Black’ as a central text. Pupils will examine key characteristics of gothic writing to enable them to produce similar writing. It will also develop cultural heritage as pupils will study a range of texts by different writers over a period of time. By investigating a specific genre of texts, pupils will understand how those texts influenced future writing. | Having an awareness of contextual issues can enlighten pupils on their understanding of how and why characters, settings and plots are shaped in the way they are. The Victorian period was an integral part of British history and this is reflected in the many famous pieces Pupils will explore an abridged version of Oliver Twist alongside extracts from the original text to develop their understanding of 19th Century Literature. Pupils will also have the opportunity to appreciate the works of other 19th Century writers whilst also forming an awareness of the major economic, political and social changes of the time. Pupils will be already familiar with how context can shape characterisation, plot and settings. They will now start to consider writer’s purpose and how the history of the time is integral to their understanding of a text. This unit will prepare the way forward for their study of Blood Brothers in Year 9 and thus provide the basis for their understand the historical and social context of KS4 texts of An Inspector Calls and A Christmas Carol. |
| Skills & Characteristics | **Resilience:**   * Adapting writing for audience, style, tone. * Using assessment to make progress – DIRT (Directed Improvement and Reflection Time) lessons are built in following in class assessments, summative assessments and any other teacher marked work. * Learning from their mistakes and staying positive- acting on feedback given with stamina and tenacity when studying a challenging range of texts * Reading challenging texts and decoding meaning. * Collaboration Group work and speaking and listening activities. * Demonstrating leadership in group work tasks, questions, feedback, drama and role play. * Think, pair, share * Communicating ideas effectively and succinctly with clarity of meaning. * Communicating orally and in the written format in peer assessments.   **Creativity**   * Applying ideas and interpretations to writing * Pupils will develop their own independent ideas and analysis of texts and apply meaning through their own ideas and interpretations. * Using problem solving strategies to work through poetical meanings. * Pupils will develop their own writing style | | |
| Aspirations & Careers | All skills from English are invaluable to the workplace. English enables pupils to express themselves verbally and through written format. It enhances their ability to infer, problem solve, recognise conventions & patterns as well as navigate through their chosen career with a well-equipped vocabulary. Furthermore, English empowers our pupils to write fluently, confidently and at length in a variation of formats, for different purposes and genres.  Throughout KS3, pupils will have opportunities to extend their leaning outside of the classroom through various lunchtime and after-school clubs.  Pupils are encouraged to write at length and for pleasure. Seasonal competitions also run at Halloween, Christmas and Easter time. Pupils are also actively encouraged to partake in activities around World Book day to foster a love and passion for reading for pleasure. Every month pupils will be exposed to and be aware of literature of interest. | | |
| End Points | **Basic**  **Lower Ability ‘C’ Band/pathway** | **Middle**  **Middle Ability ‘B’ Band/pathway** | **Higher**  **Higher Ability ‘A’ Band/pathway** |
| **Reading:**  Can identify and give some explanation on explicit information and ideas.  Can select some evidence from different texts showing some understanding of meaning and possibly the effect of vocabulary.  Will be able to use basic subject terminology correctly some of the time, such as identifying words groups and occasionally similes and metaphors.  Will show and an understanding of some social and historical context and some understanding of authorial intent.  **Writing:**  Produces writing using mainly simple and compound sentences.  Will use basic punctuation such as full stops, commas, exclamation marks and question marks.  Uses simple vocabulary mostly tier 1 words., but will attempt tier 2 words.  Will attempt language devices such as similes and metaphors, but inconsistently.  Can paragraph but not always correctly and not for effect.  Spells a lot of familiar words correctly.  **Knowledge:**  Pupils will gain an understanding of characterisation and how characters are different to each other in fiction.  They will learn what the key message of a text is and how it might relate to them.  Pupils will begin to understand what writers are trying to say and can recall and/or memorise some facts and some basic concepts in non-fiction writing.  Pupils will learn some key information about society and how it, and people, may change over time.  They have an understanding about what is right and wrong and how this may be presented in different texts and at different times. Also, begin to understand how responsibility is reflected in society.  Will begin to make basic judgements based on their knowledge. | **Reading:**  Can identify limited implied meanings of information and ideas, using key evidence from different texts, at times analysing information to demonstrate clearer understanding.  Will begin to make some inferences on the use of some language devices and some key vocabulary, using correct terminology a lot of the time, such as word groups and some figurative language.  Will demonstrate clear awareness of social and historical context and clear understanding of authorial intent.  Will be able to make some links between texts.  **Writing:**  Will begin to produce some extended writing, using some different sentence types, but may not be grammatically correct.  Basic punctuation will be used correctly most of the time.  Will attempt more sophisticated punctuation such as dashes and semi- colon, but inconsistently.  Will use paragraphs most of the time correctly.  Beginning to use some vocabulary for effect and will attempt some tier 3 words.  Spell familiar polysyllabic words correctly the majority of the time.  **Knowledge:**  Pupils will gain a clear understanding of characterisation and how characters are different to each other in fiction. They will understand clearly how they might link to the real world and to themselves.  Pupils will understand what writers are trying to say and can recall and/or memorise some key facts and basic concepts in non-fiction writing.  Pupils will begin to learn and understand key ideas about society and how it, and people, change over time.  They will begin to have clearer understanding about what is right and wrong and how this may be presented in different texts and at different times. Also, a clearer understanding of how responsibility is reflected in society.  This understanding will allow pupils to make some judgements about what they have learned. | **Reading:**  Can identify more than one implied meaning, demonstrating some evaluative skills to produce some individual ideas and thoughts.  Textual references will be more apt and pertinent to ideas, using basic terminology consistently and attempting challenging terms.  Will be able to make some inferences on the use of language, vocabulary and, basic structure, making links between texts.  Will demonstrate a clear understanding of social and historical context of the time texts were written and of authorial intent  **Writing:**  Produces extended writing using a range of sentences, mostly correctly.  Will begin to attempt to use more sophisticated punctuation such as colons but inconsistently, as well as correctly using basic punctation most of the time.  Uses paragraphs and a variety of different sentence types mostly correctly. Is beginning to use sentences and paragraphs for effect.  Uses a range of vocabulary regularly for effect, along with some linguistic devices to create effects.  Spells most familiar polysyllabic words accurately and some unfamiliar words.  **Knowledge:**  Pupils will gain a clearer understanding of characterisation and how characters are different to each other in fiction. They will understand perceptively how they link to the real world, to themselves and possibly others.  Pupils will begin to understand clearly what writers are trying to say and can recall and memorise a lot of facts and begin to understand more complex concepts.  Pupils will learn and clearly understand new ideas about society and how it, and people, change over time and possibly the impact this has on groups of people.  They will begin to have a perceptive understanding about what is right and wrong and how this may be presented in different texts, times and genres. Also, a perceptive understanding of how responsibility is reflected in society.  Can make personal judgements of information given. |