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| **KS3 Curriculum Intent English – YEAR 7** |
|  | **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 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
* 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
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| 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 | **The Tempest** | **White Poppies** | **My Sister Lives on the Mantelpiece** |
| Why this? Why now? | Pupils will commence their study of Morality and Righteousness in KS3 with the Shakespearean comedy ‘The Tempest’. Pupils will explore the features of a Shakespearean comedy, start to understand the character types and consider audience reactions. Pupils will also explore a range of creative and transactional writing styles in line with their study of The Tempest.  | Pupils will build on their knowledge of drama and study the modern play ‘White Poppies’ as a central text, while also exploring a range of fiction and non-fiction texts and poems from across different wars (starting with WW1 and ending with the Iraq war). Pupils will also continue to develop their transactional writing skills.  | Pupils need to read a complete novel in KS3 which will enhance their appreciation of characters, themes, structure and messages, as well as adding to the enjoyment of reading. This novel will complement our theme of society and social class. Pupils will question the rights and wrongs of how our society is perceived and presented to people of different ethnicities and marginalised groups. Pupils will further develop their reading skills, using a range of reading strategies. They will also use their understanding to produce writing fiction and non- fiction texts based around the theme of social injustice. |
| 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
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| 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 explicit information and ideas. Can select obvious evidence from texts showing some understanding of meaning of quotations.Will be able to use basic subject terminology correctly some of the time, such as identifying words groups.Will show some awareness of social and historical context and some awareness of authorial intent. **Writing:** Produces some writing, using mainly simple sentences, but will attempt compound sentences. Will use basic punctuation such as full stops, commas. Uses simple vocabulary mostly tier 1 words. Will attempt language devices such as similes and metaphors, but these may be simple and/or clichédMight attempt to paragraph.Spells simple monosyllabic words correctly.**Knowledge:**Pupils will gain an awareness of characterisation and possibly how characters are different to each other in fiction.Pupils will begin to be aware of what writers are trying to say and can recall some facts in non-fiction texts.Pupils will learn basic information about society and how it, and people, may change over time. They will begin to have an awareness about what is right and wrong and how this may be presented. Also, an awareness of how responsibility is reflected in society.   | **Reading:**Can identify one or two implied meanings of information and ideas, using some evidence from texts, showing clearer understanding of meaning, Will begin to make some inferences on the use of key vocabulary and possibly some language devices, using correct terminology a lot of the time, such as word groups and some figurative language.Might be able to make some links between tow related texts. Will demonstrate clear awareness of social and historical context and some basic understanding of authorial intent. **Writing:** Will begin to produce some extended writing, using some different sentence types, but not always correctly.Basic punctuation will be used correctly most of the time, but could still comma splice. Will use more varied punctuation such as exclamation marks and question marks Will use paragraphs, but not always consistently. Uses simple vocabulary and will attempt some tier 2 words, along with some original use of similes and metaphors.Spell familiar polysyllabic words correctly most of the time**Knowledge:**Pupils will gain an understanding of characterisation in fiction and how characters are different to each other and how they might link to the real world.Pupils will begin to understand what writers are trying to say and can recall some facts and have an awareness of basic concepts in non-fiction texts. Pupils will begin to learn key ideas about society and how it, and people, change over time. They will begin to have some understanding about what is right and wrong and how this may be presented. Also, an understanding of how responsibility is reflected in society and might be able to make some personal judgements.  | **Reading:**Can identify several implied meaningsdemonstrating some analytical skills.Textual references may be more apt to ideas, using terminology more consistently like word groups and figurative language.Will be able to make some inferences on the use of language and vocabulary.Begin to make links between two related texts. Will demonstrate some understanding of social and historical context of the time texts were written and some understanding 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 dashes, parenthesis, and semi- colon, but inconsistently, as well as correctly using basic punctation.Uses paragraphs clearly and a variety of different sentence types, but not always correctly.Will use key vocabulary and tier 2 words regularly, along with similes, metaphors and personification.Spells most familiar polysyllabic words accurately and occasionally unfamiliar words. **Knowledge:**Pupils will gain a clearer understanding of characterisation and how characters are different to each other and how they link to the real world.Pupils will begin to understand what writers are trying to say and can recall a lot of facts and begin to understand basic concepts in non-fiction.Pupils will begin to learn 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 an understanding about what is right and wrong and how this may be presented. Also, a clearer understanding of how responsibility is reflected in society and might begin to make personal judgements of information given.  |