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| **KS3 Curriculum Intent English – YEAR 9** | | | |
|  | **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 | **The Sign of Four** | **Blood Brothers** | **Women’s Voices** |
| Why this?  Why now? | This pre-twentieth century novel will be the third complete novel studied at KS3 and teaches pupils about many of the social issues at the end of the 19th century: class, race, crime and punishment and gender. In addition, it allows pupils to understand the role of the British Empire and make links with their history units. Pupils have already explored pre-twentieth century fiction in Year 7 and 8. This builds on their knowledge and skills of understanding author’s craft and using them as templates in their own writing. This unit also prepares pupils for the study of pre-20th century novel at KS4 as it allows them to understand the social and historical context of the time periods which enables pupils to draw comparisons. | Pupils must study a play in KS3. This scheme provides key thematic links with other texts in both KS3 and KS4. Pupils will continue to develop their knowledge of plays and how they differ from novels. They will begin to understand how characters are presented and how playwrights use structure effectively. They will further develop their analytical skills when examining the writer’s craft. This unit will further prepare pupils for the study An Inspector Calls and give a comparative for social issues in A Christmas Carol and builds on prior knowledge of modern dramas taught earlier in KS3. | The ambitious content of this scheme will help develop pupils’ skills in reading strategies by examining extracts from a range of seminal literature. Pupils will explore extracts from Romeo and Juliet as a central point and also consider a range of extracts from fiction and non-fiction texts, poems and extracts from other plays. It will focus on women’s voices but will also include other marginalised groups, allowing pupils to understand how writers reflect society’s views and bias. This will develop not only their own cultural heritage, but also have an appreciation of other cultures in our own society and around the world. This will enhance their knowledge and skills for their study of all KS4 literature texts. |
| 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 and some implicit information and ideas.  Can select some evidence from different texts showing some understanding of meaning and can offer some comments on the effectiveness of language with some guidance.  Will regularly use basic subject terminology most 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 how the writer reflects this with guidance  Will understanding authorial intent and make some links on how the writer presents their views.  **Writing:**  Produces writing using mainly simple and compound sentences, but will attempt complex sentences but not always grammatically correct.  Will use basic punctuation such as full stops, commas, exclamation marks and question marks and might attempt other punctuation but not always correctly.  Uses a range of tier 1 and tier 2 words and will attempt tier 3 words.  Regularly uses language devices such as similes and metaphors but may still be clichéd. Will attempt personification and other linguistic devices but not always correctly.  Can generally paragraph.  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 and will be able to explain how they are presented.  They will learn what the key message of a text is and how it might relate to themselves and others.  Pupils will understand what writers are trying to say and can recall and/or memorise many facts and some basic concepts in non-fiction writing.  Pupils will learn key information about society and how it, and people, may change over time and how these changes affect our views now.  They have a good understanding about what is right and wrong and how this is presented in different texts and at different times. Also, can understand how responsibility is reflected in society through different characters and genres.  Will begin to make sound judgements based on their knowledge. | **Reading:**  Can identify some implied meanings of information and ideas, using key evidence from different texts, at times analysing information to demonstrate clearer understanding independently.  Will begin to make inferences on the use of some language devices and some key vocabulary, using correct terminology most of the time, such as word groups and figurative language.  Will demonstrate clear awareness of social and historical context and clear understanding of authorial intent and be able to make some links/comment on how these are reflected in the texts.  **Writing:**  Will produce some extended writing, using a range of different sentence types, but may not always be grammatically correct.  Basic punctuation will be used correctly majority of the time and will attempt more sophisticated punctuation such as dashes and semi- colon, but might still make a few errors.  Will use paragraphs most of the time correctly and will try to use paragraphs for more effect in their own writing.  Beginning to use key vocabulary specifically chosen for effect.  Spellings will be correct most of the time.  **Knowledge:**  Pupils will gain a good 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 and begin to demonstrate a sympathetic, and occasionally an empathetic, attitude to their learning.  Pupils will have good understanding of what writers are trying to say and can recall and/or memorise key facts and concepts in non-fiction writing, beginning to evaluate how what they have learned has an impact on their own thoughts, ideas and beliefs.  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, making links with modern literature and how society is reflected now. Also, a good understanding of how responsibility is reflected in society, and begin to question who should take on responsibility.  This understanding will allow pupils to make some evaluative judgements about what they have learned and offer some comments on their views. | **Reading:**  Can identify more several implied meaning, demonstrating some evaluative skills to produce some individual ideas and thoughts.  Textual references will be judicious and pertinent to ideas, using a range of terminology consistently, but may still have one or two errors.  Will be able to infer on the use of language, vocabulary and structure, commenting on how these enhance the writing.  Can make clear and relevant links between texts.  Will demonstrate a good understanding of social and historical context of the time texts were written and of authorial intent, commenting on how this is achieved independently.  **Writing:**  Produces extended writing using a range of sentences chosen for effect.  Will use more sophisticated punctuation such as colons but still may make a few errors.  Uses paragraphs effectively regularly.  Uses a range of vocabulary specifically for effect.  Linguistic devices are regularly used to create effects.  Spellings will be accurate the majority of the time.  **Knowledge:**  Pupils will gain a perceptive 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 will demonstrate a sympathetic and empathetic attitude.  Pupils will perceptively understand what writers’ messages are and can recall and memorise facts to support this. They will also clearly understand more complex concepts and ideas and evaluate how they are presented.  Pupils will learn and clearly understand new ideas about society and how it, and people, change over time and clearly understand and evaluate the impact this has on different groups of people.  They will have a perceptive understanding about what is right and wrong and how this is presented in range texts, times and genres. Also, a perceptive understanding of how responsibility is reflected in society and who should take responsibility taking on an empathetic attitude.  Can evaluative personal judgements on knowledge learned and be able to justify their new adapted views. |