

## ENGLISH– KS3

<b>YEAR 7:</b> (modules 2 and 3 may be swapped around to meet resource needs)		
<b>AUTUMN TERM</b>	<b>SPRING TERM</b>	<b>SUMMER TERM</b>
<p><b>1. Sept/Oct</b> <b>New Beginnings/Roald Dahl:**</b></p> <ul style="list-style-type: none"> <li>• Developing active reading skills</li> <li>• Descriptive and persuasive writing</li> <li>• Taking roles in group discussions</li> </ul> <p><b>2. Nov/Dec</b> <b>Back to the Future:</b></p> <ul style="list-style-type: none"> <li>• Recognising the features of Science Fiction writing</li> <li>• Improving vocabulary for precision and impact</li> <li>• Planning and delivering a persuasive speech</li> </ul>	<p><b>3. Jan/Feb</b> <b>Teenage Fiction:</b></p> <ul style="list-style-type: none"> <li>• Analysing media texts</li> <li>• Structuring, organising and presenting texts in a variety of forms on paper and on screen</li> <li>• Planning and performing a radio script</li> </ul> <p><b>4. Mar/Apr</b> <b>Myths and Legends:</b></p> <ul style="list-style-type: none"> <li>• Creating a quest story based on generic conventions</li> <li>• Developing and adapting speaking skills and strategies in a formal context – TV programme ‘pitch’</li> </ul>	<p><b>5. May/June</b> <b>Poetry:</b></p> <ul style="list-style-type: none"> <li>• Revisiting and experimenting with poetic techniques</li> <li>• Responding to and comparing poems</li> <li>• Performance poetry</li> </ul> <p><b>6. June/July</b> <b>Travellers’ Tales (Chaucer)**</b></p> <ul style="list-style-type: none"> <li>• Reading texts in the original and modern translation</li> <li>• Developing a character and narrative</li> <li>• Adapting and responding to dramatic techniques</li> </ul>
<p>Module assessment tasks:</p> <ul style="list-style-type: none"> <li>• Descriptive/imaginative writing</li> <li>• Space tourism reading assessment</li> </ul>	<p>Module assessment tasks:</p> <ul style="list-style-type: none"> <li>• Information leaflet</li> <li>• Quest story</li> </ul>	<p>Module assessment tasks:</p> <ul style="list-style-type: none"> <li>• Essay analysing a poem</li> <li>• Description of a character/pilgrim</li> </ul>

Students are required to present their work in their English books neatly and we would encourage parents to share and discuss their child’s work with them at home. There is a **Literacy/Private reading lesson** once a week. Reading for pleasure is encouraged with two author studies a year (\*\*) plus reading lists issued to accompany the Schemes of Work. They are introduced to the use of the library/LRC and Eclipse by our LRC manager.

<b>YEAR 8</b> (modules may be swapped around to meet resource needs; 3 with 4 and 5 with 6)		
<b>AUTUMN TERM</b>	<b>SPRING TERM</b>	<b>SUMMER TERM</b>
<p><b>1. Sept/Oct</b> <b>Introduction to Shakespeare/ Julius Caesar:**</b></p> <ul style="list-style-type: none"> <li>• Independent research using a range of reading strategies</li> <li>• Using figurative language in conveying character and setting</li> <li>• Analysing the effect of language choices and inference</li> </ul> <p><b>2. Nov/Dec</b> <b>Free Choice Novel:**</b></p> <ul style="list-style-type: none"> <li>• Reading to analyse the structure of a whole text</li> <li>• Writing to review, analyse and comment</li> <li>• Structuring and presenting a case persuasively</li> </ul>	<p><b>3. Jan/Feb</b> <b>Poetry Then and Now:</b></p> <ul style="list-style-type: none"> <li>• Reading and enjoying both pre and post 1900 poetry</li> <li>• Experimenting with different poetic conventions</li> <li>• Exploring poetry through dramatic techniques</li> </ul> <p><b>4. Mar/Apr</b> <b>The Media:</b></p> <ul style="list-style-type: none"> <li>• Reading and writing to recognise bias and objectivity</li> <li>• Understanding key media terminology and styles</li> <li>• Experimenting with the effect of ‘spoken’ media</li> </ul>	<p><b>5. May/June</b> <b>Other Cultures Novel:</b></p> <ul style="list-style-type: none"> <li>• tracing the development of themes, values and ideas</li> <li>• recognising the impact of different accents and dialects in a text</li> </ul> <p><b>6. June/July</b> <b>Drama Text:</b></p> <ul style="list-style-type: none"> <li>• using different dramatic approaches to explore ideas and issues</li> <li>• script writing</li> <li>• evaluating own drama skills</li> </ul>
<p>Module assessment tasks:</p> <ul style="list-style-type: none"> <li>• Journey to the Globe story</li> <li>• Essay analysing theme and language</li> </ul>	<p>Module assessment tasks:</p> <ul style="list-style-type: none"> <li>• Essay comparing two pre 1900 poems</li> <li>• Broadsheet newspaper front</li> </ul>	<p>Module assessment tasks:</p> <ul style="list-style-type: none"> <li>• Reading assessment</li> <li>• Information leaflet</li> </ul>

Work should be presented neatly. There is a **Literacy/Private reading lesson** once a week. Reading for pleasure is encouraged with two author studies a year (\*\*) plus reading lists issued to accompany the Schemes of Work and events such as visiting authors and the Carnegie Reading Scheme.

<b>YEAR 9</b>		
<b>AUTUMN TERM</b>	<b>SPRING TERM</b>	<b>SUMMER TERM</b>
<p><b>1. Sept/Oct</b> <b>Science inspired writing</b></p> <ul style="list-style-type: none"> <li>Students are encouraged to consider more carefully the purpose, audience, form and suitable language choices for their writing</li> </ul> <p><b>2. Nov/Dec</b> <b>Shakespeare Text</b></p> <ul style="list-style-type: none"> <li>Students explore the issues behind bringing a drama text to life</li> <li>Students explore Shakespearean language and begin to analyse it in more depth</li> </ul>	<p><b>3. Jan/Feb</b> <b>Pre-1900 Prose</b></p> <ul style="list-style-type: none"> <li>Students will enjoy the shared reading of a more challenging text in preparation for their GCSE course. Oral tasks explore the skills of discussion, argument and personal response to literature.</li> <li>Concepts of plot, characterisation and style are analysed in greater depth</li> </ul> <p><b>4. Mar-May</b> <b>Thematic Unit</b></p> <ul style="list-style-type: none"> <li>Students focus on close reading of extracts</li> <li>Non-fiction/media texts will be explored in relation to themes from the novel</li> <li>Students will explore both narrative writing as well as transactional writing, such as speeches, letters and reports in relation to themes from the novel</li> <li>Students will analyse poetry comparing and contrasting it with themes in the novel in preparation for GCSE</li> </ul>	<p><b>5. Mar-May</b> <b>Thematic Unit</b></p> <ul style="list-style-type: none"> <li>Students focus on close reading of extracts</li> <li>Non-fiction/media texts will be explored in relation to themes from the novel</li> <li>Students will explore both narrative writing as well as transactional writing, such as speeches, letters and reports in relation to themes from the novel</li> <li>Students will analyse poetry comparing and contrasting it with themes in the novel in preparation for GCSE</li> </ul> <p><b>6. Jun/July</b> <b>GCSE Transition Unit</b></p> <ul style="list-style-type: none"> <li>Students revisit and consolidate learning from throughout the year</li> <li>Students analyse unseen poetry</li> <li>Consolidation of key GCSE reading, writing and speaking and listening skills</li> </ul>
<p>Module assessment tasks: Writing for different purposes Practice reading exam tasks on Shakespeare</p>	<p>Module assessment tasks: Imaginative writing Foundation Edexcel reading task</p>	<p>Module assessment tasks: Foundation Edexcel writing paper Foundation Edexcel poetry task</p>

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