

## KS3 English

### Curriculum Intent 2021-2022

Reading is the golden thread of the whole curriculum. The ability to read and understand has a direct effect upon progress and attainment in all areas of the curriculum, as well as upon children's self-esteem and motivation to learn. It is our intent that all students at Brine Leas should become both competent and confident readers – able to read for information and understanding, to decode and deconstruct concepts, to develop knowledge at a deeper level, and achieve their potential.

In English lessons, reading is at the heart of everything we do. We aim to provide students with the skills they need to appreciate the beauty of language and structure through the exploration of the writer's craft. Our curriculum is knowledge-rich; students are immersed in texts that inspire, engaging with a broad range of genres, time periods, contexts and authors, from canonical classics to relevant contemporary works. These are under constant review to ensure students are equipped with the knowledge and cultural capital they need to become reflective and life-long learners in an ever-changing world. The breadth and depth of these texts – both fiction and non-fiction – offers a spiritual, moral, social and cultural education: by empathising with writers, characters and contexts, students reflect on their own beliefs, the world around them and the faiths, feelings and values of others, in order to develop mutual tolerance and respect.

A love of reading is key to both personal development and life-long learning. We want students to choose to read for pleasure – pleasure in reading should be separate from attainment pressures and an opportunity to develop and express their own passions and interests alongside widening their understanding of the world in which we live. Imagination and creativity are also central to writing; throughout our curriculum, students are given the challenging opportunity to write a broad and wide range of creative and transactional responses, from travel memoirs and poems to opinion articles and mythical stories. Similarly, at KS4, English Language and Literature are closely intertwined in our curriculum (albeit assessed separately), empowering students to use their analysis of the nuances of language, structure and authorial intent to develop their own fluency, personal voice and creative flair.

Studying English at Brine Leas builds resilience and encourages ambition and aspiration. The critical, analytical and evaluative skills that students develop through the subject are invaluable future preparation for employment and community involvement. We pride ourselves on using the strong moral purpose of literature to prepare our students for a future in which they can find their place in society – to participate fully in, and contribute positively to, life in modern Britain.

#### **Assessment**

Assessment opportunities are highlighted within each unit of work to ensure consistency across year groups and abilities. For each topic, at least one key assessment piece is written into students' Progress Book. This book is kept throughout KS3 to allow students to see the progress they have made in skills and knowledge over the KS3 curriculum; each piece assesses both ongoing skills (such as spelling,

grammar, punctuation, comprehension) and important knowledge from that unit (such as genre conventions, terminology, structure, language techniques, writer’s craft). Details can be found on the Assessment Record for each year group. Frequent low stakes knowledge quizzes will help address gaps and misconceptions in learning as a result of lockdowns and remote learning. Additional writing and reading stamina tasks will be used regularly in 2021-22 to address the loss of stamina and practice as a result of school closures.

### Homework

Two pieces of homework per fortnight: this includes one independent reading homework (once a fortnight) with the opportunity to take Accelerated Reader quizzes and a second task such as learning spellings or key terms from knowledge organisers, completing online knowledge quizzes using Seneca or completing tasks based directly on content in the lesson.

### Clubs and intervention

All students are enrolled on the Accelerated Reader programme. There are termly reading and quizzing competitions. Thinking Reading is used to provide targeted intervention to students most behind in reading skills. In addition we run a Year 7 and Sixth Form Book club.

### Parental/Carer support

Videos and resources will be provided on how to read and learn with your child at home and address gaps in learning. Year 7 Parents/Carers can also attend a ‘Help Your Child’ evening in November. You can find more detail on how the English department approaches [setting in this information document](#).

### Helpful sources of information

KS3 Reading Lists: [Year 7 Recommended Reads](#), [Year 8 Recommended Reads](#), [Year 9 Recommended Reads](#)  
[Accelerated Reader](#) (link for students) / [How to access Accelerated Reader and take a quiz](#) (user guide)

Knowledge Organisers for each unit of work will be uploaded to Microsoft Teams at the start of each unit as well as printed for students’ books

### Year 7 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
Autumn	<b>Introduction to English: Storytelling</b> Develop descriptive and narrative techniques			
	<ul style="list-style-type: none"> <li>➤ Structuring a story</li> <li>➤ Using language for effect</li> <li>➤ Accurate writing (SPaG)</li> </ul>	<ul style="list-style-type: none"> <li>➤ W: baseline assessment – write a short story based on the extract (A Monster Calls by Patrick Ness) or continue the story</li> </ul>	<ul style="list-style-type: none"> <li>➤ Story writing forms the basis of creativity in English.</li> <li>➤ KS4: English Language Paper 1 (Q5)</li> <li>➤ Allows an explicit revision of skills introduced at KS2 to</li> </ul>	<ul style="list-style-type: none"> <li>➤ Narrative writing links to any career involving written communication, e.g. journalism. The emphasis on reading a text as a starting point provides opportunities</li> </ul>

		<ul style="list-style-type: none"> <li>➤ First STAR (Standardised Reading Age) Test.</li> <li>➤ Spelling, punctuation and grammar knowledge quizzes</li> </ul>	<p>identify gaps and misconceptions in learning</p>	<p>for information retrieval and inference which links to careers in politics, teaching.</p> <ul style="list-style-type: none"> <li>➤ Narrative and descriptive writing form a core part of understanding literature as a whole.</li> </ul>
<b>Myths and Legends</b>				
Read for meaning and begin to trace the history of literature from ancient myths and legends to modern fantasy				
	<ul style="list-style-type: none"> <li>➤ Range of myths and stories involving legendary figures and mythical creatures</li> <li>➤ The function and purpose of myths and legends in society</li> <li>➤ Morals and parables</li> <li>➤ Todorov's Narrative Theory</li> <li>➤ Propp's Character Archetypes</li> <li>➤ Structural and language techniques</li> <li>➤ Author's craft</li> </ul>	<ul style="list-style-type: none"> <li>➤ R: essay on character or setting in 'Sir Gawain and the Green Knight' (higher) or 'Beowulf' (lower) or 'Gelerit' (lowest)</li> <li>➤ W: the opening to an original myth or legend</li> <li>➤ Spelling tests and knowledge quizzes</li> <li>➤ Vocabulary quizzes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reading for meaning, using inference, commenting on author's craft – all fundamental skills used throughout study of English</li> <li>➤ Develop both accuracy and imagination in writing</li> <li>➤ SMSC: spiritual beliefs and British society</li> <li>➤ Using evidence and developing analysis skills – builds on KS2 and addresses gaps</li> </ul>	<ul style="list-style-type: none"> <li>➤ The home-learning project encourages independence and responsibility. The creative content itself connects with careers in the visual arts such as graphic design, fine art, media.</li> </ul>
<b>Poems Through The Ages</b>				
Experience different styles and techniques through reading and writing a range of poems				
<b>Spring</b>	<ul style="list-style-type: none"> <li>➤ Read, watch and listen to a range of poetry</li> <li>➤ Poetic techniques (language, form and structure)</li> <li>➤ Self-conscious crafting</li> <li>➤ Literary contexts (e.g. Poet Laureate, WW1 poets, the Romantics, performance poetry)</li> </ul>	<ul style="list-style-type: none"> <li>➤ R: selection of imaginative, original poems and a commentary to explain the craft (number according to ability)</li> <li>➤ Knowledge quizzes</li> </ul>	<ul style="list-style-type: none"> <li>➤ KS4 Literature Paper 2 – unseen poetry and poetry discussed by the teacher</li> <li>➤ War Poetry (Y9)</li> <li>➤ SMSC: different cultures and social ideas</li> </ul>	<ul style="list-style-type: none"> <li>➤ The poetry scheme encourages communication in a creative way, rather than in a transactional manner. The performance poet*, subsequent workshops, inter-house poetry competition* all encourage careers in creative writing, music and the performing arts. (*not 2022)</li> </ul>
<b>The Great British Novel</b>				

	Develop reading stamina with a challenging novel. Discuss character, theme, structure, social/historical context of the novel – in depth study			
	<ul style="list-style-type: none"> <li>➤ Read a whole novel in depth</li> <li>➤ British Values and the Literary Canon</li> <li>➤ Connectives to develop and sustain an argument</li> <li>➤ Author's craft</li> <li>➤ Todorov &amp; Propp</li> <li>➤ Language and structure techniques – using terminology</li> </ul>	<ul style="list-style-type: none"> <li>➤ R: question, 'How far do you agree..?' An opinion essay based on a character or aspect of the narrative, e.g. themes, motifs</li> <li>➤ Spelling tests and knowledge quizzes</li> </ul>	<ul style="list-style-type: none"> <li>➤ KS4: both Literature and Language Paper 1 Q4</li> <li>➤ Wider reading (and independent reading) across all year groups is supported</li> <li>➤ SMSC: British Values, morality, social and cultural issues</li> </ul>	<ul style="list-style-type: none"> <li>➤ 'The Great British Novel' (regardless of the novel) places emphasis on concepts such the way in which humans interact with one another and the world around them/ Connections to careers in the church, counselling, law, social work and the arts. The discussion and planning in the lead up to writing evaluative essays links strongly with the legal world and politics.</li> <li>➤ Encourages knowledge and understanding of the literary canon, linking to careers in writing, journalism, education.</li> </ul>
Summer	<b>Travel Writing</b>			
	Experience a range of non-fiction and transactional texts as well as an introduction to Shakespeare via The Tempest. Write for a specific task/tone, audience and purpose.			
	<ul style="list-style-type: none"> <li>➤ Genre conventions from blogs and brochures to memoirs</li> <li>➤ Identify tone, audience and purpose</li> <li>➤ Structural and presentational devices</li> <li>➤ Rhetorical language devices</li> <li>➤ Accurate writing (SPaG)</li> <li>➤ Non-fiction genre conventions</li> <li>➤ Introduction to Shakespeare's style and</li> </ul>	<ul style="list-style-type: none"> <li>➤ writing for a specific TAP</li> <li>➤ W: writing to argue: To what extent do you agree that the man...?</li> </ul>	<ul style="list-style-type: none"> <li>➤ KS4: Language Paper 2 focuses on literary non-fiction</li> <li>➤ Develops the understanding of genre</li> <li>➤ SMSC: learning about other cultures, discussing social issues (such as refugees)</li> <li>➤ Develop confidence in communication skills prior to year 8 assessment</li> <li>➤ KS4: English Language Paper 2 (Q5)</li> <li>➤ Allows an explicit revision of skills introduced at KS2 to</li> </ul>	<ul style="list-style-type: none"> <li>➤ Transactional writing genres strongly link to careers in journalism, the hospitality industry, customer relations and advertising. Links to functional literacy in all careers and aspects of life.</li> </ul>

	some language and stagecraft		identify gaps and misconceptions in learning ➤ Brief introduction to Shakespearean language and stage craft prior to Y8- Romeo and Juliet and Ks4 Macbeth	
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## Year 8 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
	<b>A History of English</b>			
	Study the history of the English Language from Old English to modern slang, including two of the most influential writers – Chaucer and Shakespeare			
<b>Autumn</b>	<ul style="list-style-type: none"> <li>➤ Archaic language, etymology of words</li> <li>➤ Suffixes and prefixes</li> <li>➤ Emojis, slang, Standard English</li> <li>➤ Language change over time: abbreviations, blending, clipping, acronyms</li> <li>➤ Dialect, idiolect, accent</li> <li>➤ Literary contexts: how Chaucer and Shakespeare influenced us.</li> <li>➤ Language and identity through poetry</li> </ul>	<ul style="list-style-type: none"> <li>➤ W: historical fiction linked to The Canterbury Tales</li> <li>➤ R: 'How far do you agree?' opinion essay linked to language change and technology.</li> <li>➤ Spelling tests and knowledge quizzes</li> </ul>	<ul style="list-style-type: none"> <li>➤ KS4: Language Paper 1 Q4 and Language Paper 2 Q5 (opinion writing)</li> <li>➤ Familiarity with pre-20<sup>th</sup> Century language and syntax for KS4 and later in KS3</li> <li>➤ Application of context for KS4 (AO3/AO4)</li> <li>➤ SMSC: British values, cultural heritage</li> <li>➤ Range of literature, genres and forms (both fiction and non-fiction) can be studied to allow for gaps or misconceptions</li> </ul>	<ul style="list-style-type: none"> <li>➤ A-level English Language and degrees in language or linguistics</li> <li>➤ Any other university degree linked to writing at length such as media, law, humanities</li> <li>➤ Contextual knowledge helps with historical knowledge and empathy and an understanding of the world to enable students to participate in their community effectively</li> <li>➤ The home-learning project encourages independence and responsibility. The creative content itself connects with careers in the visual arts such as graphic design, fine art, media*</li> </ul>
<b>Spring</b>	<b>Literary Shorts</b>			
	Develop knowledge of genre, genre conventions, writing style and structure			

	<ul style="list-style-type: none"> <li>➤ Read a range of short stories – different genres/ authors</li> <li>➤ Structuring a story</li> <li>➤ Using language for effect – literary methods differentiated by ability</li> <li>➤ Accurate writing (SPaG)</li> <li>➤ Author’s craft</li> <li>➤ Todorov &amp; Propp</li> <li>➤ Language and structure techniques – using terminology</li> </ul>	<ul style="list-style-type: none"> <li>➤ W: an original short story which demonstrates the conventions of a specific genre</li> <li>➤ R: essay on tension or structure in a short story</li> <li>➤ Spelling tests and knowledge quizzes</li> </ul>	<ul style="list-style-type: none"> <li>➤ KS4: Creative Reading and Writing (Language Paper 1)</li> <li>➤ Analysis of the writer’s technique is fundamental to the study of English</li> <li>➤ SMSC: equality, diversity, justice</li> </ul>	<ul style="list-style-type: none"> <li>➤ Accuracy and imagination in writing link to all essay based degree subjects and their associated careers (law, humanities, English)</li> <li>➤ A self-awareness is developed through studying analysis which will aid functional skills such as: job applications, letter writing</li> </ul>
<b>Detective Fiction</b>				
Extend understanding of the genre and conventions of “detective fiction”. Develop independent study of character, setting, structure, theme.				
	<ul style="list-style-type: none"> <li>➤ Read a whole detective novel, mostly independently</li> <li>➤ British Values and the Literary Canon</li> <li>➤ Author’s craft</li> <li>➤ Whole text structure</li> <li>➤ Genre conventions e.g. motive, suspect, plot twist</li> </ul>	<ul style="list-style-type: none"> <li>➤ Accelerated Reader</li> <li>➤ Knowledge quizzes</li> <li>➤ Description of detective</li> <li>➤ Study of characterisation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develops and extends the skills from Y7 Great British Novel</li> <li>➤ KS4: recognising genre is a key skill for Language Paper 1</li> <li>➤ Familiarity with a 19<sup>th</sup> Century text</li> </ul>	<ul style="list-style-type: none"> <li>➤ Particularly focused on how authors work and craft – a suitable introduction to a career as a novelist, journalist, historian</li> </ul>
<b>Shakespeare</b>				
Read for meaning. Discuss drama in performance and character, theme, context, motif – in depth study.				
<b>Summer</b>	<ul style="list-style-type: none"> <li>➤ Read a whole Shakespeare play in depth</li> <li>➤ British Values and the Literary Canon</li> <li>➤ Author’s craft</li> <li>➤ Dramatic techniques e.g. soliloquy, dramatic irony, stage directions</li> </ul>	<ul style="list-style-type: none"> <li>➤ R: An essay which compares two characters, ideas or speeches from <i>The Tempest</i> (higher) or <i>Romeo and Juliet</i></li> <li>➤ S&amp;L: dramatic performance of an extract or scene</li> </ul>	<ul style="list-style-type: none"> <li>➤ Introduces full and detailed study of a Shakespeare play and the genre conventions of drama ready for KS4 literature</li> <li>➤ Builds on the skills of in depth study from Y7 Great British Novel and y7 intro to <i>Tempest</i></li> <li>➤ SMSC: cultural heritage</li> </ul>	<ul style="list-style-type: none"> <li>➤ Close links to drama and history study at school and beyond</li> <li>➤ This unit draws on verbal skills and awareness of non-verbal techniques as well as writing. This links to career pathways in the Media, expressive arts and the theatre.</li> </ul>

	➤ Comparative connectives/adjectives	➤ Knowledge quizzes	➤ Y9 War Unit – comparison skills	
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## Year 9 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
Autumn	<b>The Gothic Genre</b>			
	Read and comment on layers of meaning. Discuss characters, themes, motifs, context – in depth study			
	<ul style="list-style-type: none"> <li>➤ Genre conventions of the Gothic Traditions of 19<sup>th</sup> Century texts</li> <li>➤ Read Gothic short stories and a whole Gothic novel for an in depth study</li> <li>➤ Author's craft</li> <li>➤ Language and structure techniques – using terminology</li> </ul>	<ul style="list-style-type: none"> <li>➤ R: evaluation of how a writer uses the features of the Gothic genre is a short story studied</li> <li>➤ W: an original gothic short story or opening of a story</li> <li>➤ Spelling tests and knowledge quizzes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Familiarity with 19th Century texts before GCSE</li> <li>➤ Consolidation of genre, novel analysis and in depth study skills from Y7 Great British Novel and Y8 Detective Fiction</li> </ul>	<ul style="list-style-type: none"> <li>➤ English literature degree, emotional intelligence and understanding of British values of culture and history. Students will look into the conditions of living in Victorian Britain such as the issues with poverty, industrialisation and work conditions. This is useful for students to understand what the issues are in society in the past, but also how they connect to our current issues in society so that the previous issues are not repeated.</li> </ul>
Spring	<b>The War Unit</b>			
	Respond to and compare two texts, looking at writer's intentions and different interpretations			
	<ul style="list-style-type: none"> <li>➤ Read a range of war poetry, focusing on WW1 poets</li> <li>➤ Comparative connectives and adjectives</li> <li>➤ Poetic techniques (language, form and structure)</li> <li>➤ Literary contexts – propaganda and the role of literature in WW1</li> </ul>	<ul style="list-style-type: none"> <li>➤ R: comparative essay on two poems, <i>Dulce et Decorum Est</i> and <i>Who's for the Game?</i></li> <li>➤ S&amp;L: A speech on a controversial topic e.g. Marine A or Deserters</li> <li>➤ Knowledge quizzes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comparative skills are developed from Y8 Shakespeare</li> <li>➤ Poetry analysis skills developed from Y7</li> <li>➤ KS4: Language Paper 2 Q2 &amp; Q4 (comparison and synthesis)</li> <li>➤ KS4: an introduction here to the themes and skills for the</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students will have to be able to compare things in later life and form a balanced opinion on two contrasting things, such as fake news and real news. In a world where there is a lot of choice, students will have to make the choice between different media sources (media literacy) Adults find it difficult to ascertain what the truth is a lot of the time, so</li> </ul>



			<p>Conflict and Power poetry anthology study</p> <ul style="list-style-type: none"> <li>➤ KS4: tackling unseen poetry</li> <li>➤ SMSC: questioning the world and belief systems</li> <li>➤ KS4 component 3: Spoken Language NEA</li> </ul>	<p>this is crucial for students to learn about this at an early age.</p> <ul style="list-style-type: none"> <li>➤ Shows students that speaking and listening is an important skill that is crucial in everyday life and will be key for them in the future and their future careers. In any career, students will need to communicate clearly with people so that they progress in their career.</li> </ul>
Summer	<b>Taking A Stand</b> Develop an understanding of how literature can be used to show a writer's viewpoint. Write about their own opinions confidently.			
	<ul style="list-style-type: none"> <li>➤ Read a range of literature from diverse genres and cultures, especially black writers</li> <li>➤ Engage with context in depth</li> <li>➤ Read and research around the topic (e.g. newspaper articles)</li> <li>➤ Author's craft</li> <li>➤ Rhetorical devices</li> <li>➤ Tone, audience, purpose</li> <li>➤ Accurate writing (SPaG)</li> </ul>	<ul style="list-style-type: none"> <li>➤ W: non-fiction opinion article or letter to express a viewpoint inspired by this scheme</li> <li>➤ W: descriptive writing task based on an image and line from a poem</li> <li>➤ Core exam W</li> <li>➤ Spelling, punctuation and grammar quizzes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Consolidation of poetry, short story (Y8 Literary Shorts) and non-fiction (Y7 Travel Writing) analysis skills</li> <li>➤ KS4: Language Paper 2 topics, especially Q5</li> <li>➤ KS4: Language Paper 1 Q5 – using an image as writing stimulus</li> <li>➤ KS4: An Inspector Calls</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students need to be aware of political and current issues as they are the generation who can create change and an end to injustice. In the current climate, there are issues that students need to be aware of at an early age. This unit will help students discuss important issues with maturity and confidence.</li> <li>➤ Links strongly to careers in the public sector such as education, politics, law</li> </ul>
	<b>Seminal World Literature</b> Read for meaning. Discuss characters, themes, context, motif and craft a detailed and personal response to a text – in depth study			
<ul style="list-style-type: none"> <li>➤ Read a whole challenging text for an in depth study</li> <li>➤ Engage with texts from another culture</li> <li>➤ Author's craft</li> <li>➤ Using connectives and developing an argument</li> <li>➤ Writing at length</li> <li>➤ Analysing in depth</li> </ul>	<ul style="list-style-type: none"> <li>➤ R: extract analysis of the studied text – <i>To Kill A Mockingbird</i> (higher) or <i>Of Mice and Men</i> (lower)</li> <li>➤ Core Exam R</li> <li>➤ Knowledge quizzes</li> </ul>	<ul style="list-style-type: none"> <li>➤ KS4: Extract style questions in Literature Paper 1</li> <li>➤ Develops ideas from the previous topic, Taking A Stand</li> <li>➤ Consolidation of novel analysis and in depth study skills from Y7 Great British</li> </ul>	<ul style="list-style-type: none"> <li>➤ For students to learn about different cultures and various other beliefs of people in the world. In a world where people are now more educated than they were on issues such as racism, discrimination and hate crimes, it is important that future generations are aware of</li> </ul>	



	<ul style="list-style-type: none"><li>➤ Language and structure techniques – using terminology</li></ul>		Novel, Y8 Detective Fiction and Y9 Gothic Genre units	<p>different cultures, religions and issues that are prevalent across the globe. This will help them participate in the working world and their community in a sensitive way.</p> <ul style="list-style-type: none"><li>➤ Analysis skills are closely linked to any essay based degree subject and associated career.</li><li>➤ Global political issues might especially inspire an interest in International Relations or the diplomatic service.</li></ul>
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