



KS3 English Curriculum 2021



St Monica's RC High School.

Our mission statement and intent:

English is central to the curriculum and to society. Our intent focuses on pupils' ability to communicate with others, expressing their well-informed ideas and emotions on society with articulation and fluency through the written and spoken word. The English Department aim to foster a love of literature and through reading a wide variety of literary heritage and modern texts, pupils acquire knowledge of the world around them developing culturally, emotionally, intellectually, socially and spiritually. Our pupils become fully functioning members of society, living out Gospel Values of respecting inherent human dignity, living with humility and the desire to serve others before themselves becoming Catholics of character who can make the world a better place.

KS3 BOOK LOOKS

Book Looks will be carried out once a term. When looking through a selection of KS3 books, I will be looking for evidence of the following:

- Date, title and learning objective, underlined with a ruler.
- Starter activity
- Explicit vocab teaching *
- Objective has been met
- Self/Peer or teacher assessment**
- Progress from first lesson to most recent
- Neat presentation – sheets glued in.
- Explicit grammar teaching ***
- Drafting and editing longer pieces of written work
- Appropriate levels of differentiation including challenge for HPA students

Explicit vocab teaching* – on this document you will find mid-term planning for years 7, 8 and 9. For each SOW there is a list for tier 2 and tier 3 vocabulary. It is imperative that you retain this document and ensure that the tier 2 and 3 vocabulary listed for each SOW is explicitly taught during the topic. To help teachers' evidence this and explicitly teach grammar more effectively, I have compiled a range of resources on the OneDrive that can be used when teaching new vocabulary. Please have a look at these resources and use them accordingly. If you happen to have any of your own resources or find any – please also add them to the folder.

https://stmonicasrchighschool-my.sharepoint.com/:f:/g/personal/t_dalton_stmonicas_co_uk/EjR9oIEBZixNnoCmsUXrle8Bd4Nd7d0DG0ITnO_yxraGcA?e=Phib3l

Self/Peer or teacher assessment** – Teachers should provide individual written feedback once a half term. Please provide students with individual feedback on one of their assessments each half term in **red pen**. All assessments (4 a term) should be given a grade by the teacher. Please ensure students regularly receive whole class feedback and there is evidence of editing/correct/improving in **green pen** in their books weekly. This can be a knowledge retrieval task or a longer piece of writing.

Explicit grammar teaching *** - On the document, for each SOW, you will also find a focus for SPaG. Please ensure that you focus on this during the topic and dedicate 4 lessons per term (4 hours) to explicitly teaching SPaG. This may also be met during Literacy lessons; however, they should be an additional extra and we should spend 4 hours per term dedicated to explicitly teaching SPaG. This may be done prior to an assessment or after as a whole-class feedback lesson.

	Summative Knowledge	Assessments											
		Autumn				Spring				Summer			
YR7	<p>How attitudes towards different groups in society change over time and why they do.</p> <p>Understanding how writers enable readers to empathise with characters based on language and contextual factors. Writing from different viewpoints and perspectives to show understanding of characters and context. Students will continue to develop a love of literature through reading and studying 2 whole texts including Boy Everywhere which students will read for pleasure as a class.</p>	How are dad's attitudes towards race presented?	Diary entry from Jamie's perspective	Analysis of Halloween extract.	Viewpoint speech on statement. Read to class.	Analysis of Miss Havisham	Write a description of a Gothic setting.	Analysis of poem	Letter to local govt for or against child labour.	Analysis of poem - island man - dual identity	Story writing based on film - The Breadwinner	Comparison of prejudice in MSLTOM and nonfiction extract.	Speech writing - deliver to class (refugees and immigration)
YR8	<p>Develop an in-depth understanding of how writers have been influenced by their contexts and how this has changed literature over time.</p> <p>Students are able to create meaning through in-depth analysis and study of language. Students provide alternate interpretations based on their inference skills. Students create clear and coherent arguments using a range of linguistic and discursive techniques to articulate their opinions in a sophisticated manner. Students will continue to develop a love of literature through reading and studying 3 whole texts.</p>	Write a letter from a soldier's perspective and war propaganda.	Analysis of poem - For the fallen	Description in the style of Steinbeck. Description of settings.	American Dream analysis - language and structure	Comparative analysis of Mrs J and Mrs L.	Soliloquy from perspective of Mickey or Eddie.	How is tension created in the play? Playscript conventions analysis.	Viewpoint writing on nature vs nurture. Read to class	Presentation of Beatrice and Benedick.	Newspaper article	Transformation task - play to prose.	Comparison - treatment of women in OMAM and MAAN.
YR9	<p>Students will continue to develop their cultural capital through an exploration of themes and ideas such as morality and equality.</p> <p>Students will develop their analytical skills through knowledge of sophisticated subject terminology. Students will present clear and coherent arguments which has been thoughtfully developed and discussed in lessons. Work will be edited and students will develop skills to proof read their own writing.</p>	Analysis of how poets present ideas about inequality.	Descriptive writing - To Kill a Mockingbird.	Analysis of MLK's speech.	Writing a speech on freedom/equality. Read to class	Write the exposition for a story set on a deserted island.	Analysis of Jack in chapter 4.	Newspaper article or letter	Civilization vs savagery theme analysis. Language/form/structure	Description of a marketplace based on Act 1 scene 1.	Analysis of Tybalt.	Write a letter in response to a newspaper headline.	Analysis of Lord Capulet as a reasonable character.

Year 7	My Sister Lives on The Mantelpiece	Victorian Literature	Lit from Different Cultures
Text / extracts	Whole text – novel	Extracts The Body Snatcher – Robert Louis Stevenson Frankenstein – Mary Shelley Great Expectations – Charles Dickens The Picture of Dorian Grey – Oscar Wilde Oliver Twist – Charles Dickens Oliver Twist script	Whole text Boy Everywhere – reading for pleasure Extracts / poems Island Man Our Women on the Ground Presents from my Aunts in Pakistan Half-caste I am Malala
Core knowledge and skills	Knowledge of attitudes towards race and prejudice Developing reading skill of empathy with characters and their presentation Writing to present coherent arguments	Knowledge of attitudes towards key groups in society change over time – gender/classes Developing reading skill of identifying how writers use devices to convey ideas. Writing to debate and discuss – argument “what if child labour was reinstated in Britain?”	Knowledge of attitudes towards different cultures are presented. Explore dual-identity and challenges of refugees in novel Boy Everywhere. Develop reading skill of understanding how context and background influence writers. Writing to present a viewpoint based on knowledge.
Assessment	2 reading assessments - analysis 1 narrative writing 1 nonfiction writing - speech 4 knowledge retrieval assessments	2 reading assessments - analysis 1 descriptive writing 1 nonfiction writing - letter 4 knowledge retrieval assessments	2 reading assessment – analysis 1 narrative writing 1 nonfiction writing – speech 4 knowledge retrieval assessments
Spoken language	Opportunities to discuss and debate bullying, racism, prejudice. Oracy task - Sharing viewpoint speech	Opportunities to discuss child labour Oracy task – reading letter Read out loud and perform Oliver Twist script	Cold reading of whole text to stimulate discussions of refugees. Oracy task – Sharing speech
Vocabulary – Tier 2	Prejudice Racism Social, physical, verbal bullying Terrorism Sacred Urn Grief Denial Sympathy Empathy	Sympathy Spinster Ethereal Macabre Workhouse Deprivation Destitute Labour Pauper Squalor	Prejudice Refugee Discrimination Identity Terrorism Extremism Empathy Culture Misconception Equality
Vocabulary – Tier 3	Inference Connotations Genre	Simile Genre Connotations	Personification Pathetic Fallacy Stanza

	<p>Simile Rhetoric Rhetorical question Emotive language Direct address</p>	<p>Personification Pathetic fallacy Stanza Rhetorical question Emotive language Direct address</p>	<p>Inference Enjambment Caesura Emotive language Repetition</p>
<p>SPaG focus - library lessons and also embedded into schemes of work</p>	<p>Verbs, adjectives and nouns Question marks and exclamation marks Simple sentences. Paragraphs Prefixes for spelling</p>	<p>Commas Verbs, adjectives, nouns and adverbs Compound sentences Paragraphs Prefixes</p>	<p>Semi colons Compound sentences / fronted adverbials Complex sentences Paragraphs Discourse markers</p>
<p>Links to prior knowledge</p>	<p>Students revisit words from Y5 and 6 list such as: prejudice, cemetery, identity, parliament, foreign, government and physical.</p> <p>Students will have the opportunity to revisit skills developed in Y5/6 such as the use of semi colons and subordinate clauses when constructing sentences and then develop these skills to write coherent narratives in the style of character.</p>	<p>Links to ideas about childhood in MSLOTM. Students can apply their understanding of sympathy to sympathise with characters such as Oliver Twist. Students apply knowledge of how writers are influenced by their context from previous SOW.</p> <p>Students will have the opportunity to continue to develop their mastery of writing at sentence length through descriptive and nonfiction writing.</p>	<p>Prior knowledge of racism and prejudice from MSLOTM. Use knowledge to inform reading and interpretations of Boy Everywhere and extracts.</p> <p>Exploring cultures from different perspectives from MSLOTM and also Victorian childhood when exploring class divide.</p> <p>Develop rhetorical writing skills from Victorian Lit</p>
<p>Links to future knowledge</p>	<p>Lit from different cultures (year 7) Of Mice and Men (year 8) American Literature (year 9) Power and Conflict poetry (GCSE)</p>	<p>Blood Brothers (year 8) A Christmas Carol (GCSE) An Inspector Calls (GCSE) Descriptive writing (GCSE Language paper 1)</p>	<p>War Poetry (year 8) American Literature (year 9) Power and Conflict poetry (GCSE)</p>

Year 8	War Poetry	Of Mice and Men	Blood Brothers	Much Ado About Nothing
Texts/extracts	Collection of poems Dulce Et Decorum Est The Fallen Anthem for Doomed Youth Flanders Fields	Whole text	Whole text	Whole text
Core knowledge and skills	Knowledge of how writers are affected by political factors. Develop reading skill of understanding/developing knowledge of poetic devices. Writing for different audiences/purposes.	Knowledge of how society is affected by economic factors. Develop reading skills of analysing How structure is used to add to meaning. Writing to describe-imitating an author.	Knowledge of how Thatcherism changed Britain and affected key groups in society. Understanding of political context influencing literature. Knowledge of Nature vs Nurture. Develop reading skill of understanding conventions of playscript/how staging affects meaning. Writing to show understanding and empathy. Writing in the style of a character.	Knowledge of attitudes towards gender. Through exploration of different societies and social issues. Develop reading skill of understanding how Shakespeare used language to create meaning. Writing to analyse.
Assessments	1 reading assessment – analysis 1 nonfiction assessment - letter	1 writing assessment – description 1 reading assessment – structure	2 reading assessments – analysis 1 writing assessment – soliloquy 1 nonfiction writing task	2 reading assessments – analysis of character and comparison 1 writing assessment – narrative 1 nonfiction - newspaper
Spoken language	Students to read poems and discuss propaganda and horrors of war.	Students to read the text out loud and discuss key topics such as: segregation, inequality, The Great Depression.	Students will be encouraged to read the play out loud and perform key parts in the classroom to show understanding of stage directions, Students to read their speeches to the class.	Students will be encouraged to read the play out loud and perform key parts in the classroom to show understanding of stage directions,
Vocabulary – tier 2	Propaganda Trauma Desensitised Patriotism Bias Misconception	Segregation Prejudice Patriarchal Liberty Nomadic Itinerant Destitute	Social class Thatcherism Patriarchal Depression Superstitions Identity Prejudice Manipulative Destitute Paranoid Innate	Patriarchal Humour Unrequited Deceit Atypical

Vocabulary – tier 3	Personification Stanza Caesura Rhetorical questions Emotive language Direct Address Repetition Alliteration Plosives	Foreshadowing Cyclical structure Motifs Character journeys Narrative perspective Pathetic fallacy Allusion Extended metaphor	Stage directions Soliloquy Cyclical structure Monologue Tension Dramatic irony Foreshadowing Narrator motif	Soliloquy Monologue Simile Metaphor Repartee Archaisms Dramatic irony Comic relief
SPaG focus - library lessons and also embedded into schemes of work	Compound sentences Brackets Colons Minor sentences	Sentence types for effect Semi colons Adjectives	Punctuation for effect Declarative sentence Imperative sentence Exclamatory sentence Minor sentence	Drafting and editing Punctuation for effect
Links to prior knowledge	Links to terrorism and effects of war on individuals from MSLOTM (year 7) and Lit from different cultures (year 7) Knowledge of social and political context from Victorian Lit (year 7)	Knowledge of social and political context from Victorian Lit (year 7) Knowledge of descriptive writing skills from Victorian Literature (year 7)	Political contextual understanding on texts from Victorian Literature (year 7) and OMAM (year 8)	Knowledge of patriarchal societies from OMAM and Blood Brothers (year 8) Knowledge of Drama conventions from Blood Brothers (year 8) Knowledge of family relationships from MSLTOM (year 7)
Links to future knowledge	Lord of The Flies (year 9) Power and Conflict poetry (GCSE)	Blood Brothers (year 8) understanding of social and political context impact. American Literature (year 9) Descriptive writing (GCSE Language paper 1)	Nature vs nurture argument links to Lord of The Flies (year 9) Much Ado About Nothing (year 8) Macbeth (GCSE) An Inspector Calls (GCSE)	Romeo and Juliet (year 9) Macbeth (GCSE)

Year 9	American Literature	Lord of The Flies	Romeo and Juliet
Whole text / extracts	Extracts The Great Gatsby To Kill a Mockingbird I Have a Dream speech A view from The Bridge Still I Rise – Maya Angelou Roll of Thunder Hear My Cry	Whole text	Whole text
Core knowledge and skills	Knowledge of different societal issues and discrimination. Prejudice/social economic. 1920's America – present day. Develop reading skills by learning new vocabulary and studying a wide range of authors. Develop reading skill of analysing how language presents meaning. Writing to present a viewpoint and communicate coherently. Whole-class discussions and debates of sensitive topics.	Knowledge and exploration of morality and human nature. Nature vs Nurture Develop reading skill of identifying and analysing Use of allusions and symbolism to create meaning Writing to present a viewpoint.	Knowledge of family relationships in a patriarchal society. Attitudes towards gender. Develop reading skill of critical analysis linked to feminist theory and Shakespeare's presentation of strong women. Writing to present a viewpoint.
Assessments	2 reading assessment – analysis of poem and speech 1 descriptive writing task 1 nonfiction writing task - speech	2 reading assessments – character and theme analysis 1 narrative writing task 1 nonfiction task – letter	2 reading assessments – character analysis 1 descriptive writing task 1 nonfiction task – letter
Spoken Language	Students will be encouraged to discuss sensitive topics such as segregation and racism using previous knowledge. Oracy task – sharing speech	Students will be given the opportunity to discuss challenging theories and concepts such as innateness and ideas about morality. Discussions throughout the study of this text will deepen their knowledge and understanding of the writer's intentions.	As well as reading the tragedy as a class and performing key extracts, students will be given the opportunity to debate issues such as forced marriages and violence.
Vocabulary – Tier 2	Prejudice Discrimination Doctrine Oppressive Liberty Activist Renaissance Migration	Innate Hegemonic masculinity Microcosm Totalitarianism Democracy Savagery Civilization Morality	Mortal sin Marriage Unrequited Plague Fate Hegemonic masculinity

Vocabulary – Tier 3	Pathetic fallacy Semantic field Soliloquy Stage directions Metaphor Personification Symbolism Rhetorical question Anecdote Triple emphasis Repetition Passive voice	Allusion Symbolism Religious imagery Foreshadowing Exposition Theme Pathetic fallacy Allegory Didactic Dystopian	Soliloquy Monologue Symbolism Stage directions Iambic Pentameter Religious imagery
SPaG focus – library lessons / embedded into schemes of work	Drafting and editing Sentences for effect Punctuation for effect Active and passive voice	Drafting and editing Discourse markers Punctuation for effect	Discourse markers Hedging phrases Creating coherence
Links to prior knowledge	Links to MSLOTM and Lit from different cultures (year 7) ideas about prejudice/racism Links to OMAN – prejudice and contextual links such as The Great Depression (year 8)	Links to Blood Brothers and theories about innateness and nature vs nurture (year 8) Links to war poetry (year 8) Links to Victorian Lit – class divide (year 7)	Drama conventions – Blood Brothers and Much Ado about Nothing (year 8) American Literature – broken homes and dysfunctional families (year 9) Knowledge of patriarchal society (year 8 and 9) Links to Lord of The Flies – violence and hegemonic masculinity (year 9)
Links to future knowledge	Links to Romeo and Juliet – Violence and prejudice (Year 9) Links to A Christmas Carol – (GCSE) Links to nonfiction paper 2 (GCSE)	Links to Romeo and Juliet (year 9) Links to An Inspector Calls (GCSE) Links to Macbeth (GCSE) Links to Language paper 1 (GCSE)	Links to Macbeth (GCSE) Links to Language paper 1 (GCSE) Links to Language paper 2 (GCSE)

Year 7 Success Criteria – Reading and Writing

- M1 Aim to make a wider range of points backed up with relevant quotes
- M2 Aim to identify and comment on a range of devices used by the writer and consider the effects
- M3 Aim to comment on how the writer has structured the text
- M4 Aim to make specific links between the text and the social and historical context
- M5 Aim to develop ideas using a topic sentence to introduce ideas and discourse markers to make links
- M6 Aim to include a wide range of vocabulary and language devices in your work.
- M7 Aim to use different lengths of sentences for impact and vary sentence starters.
- M8 Aim to use a range of punctuation accurately throughout your work
- M9 Ensure the vast majority of your spelling is accurate, use a dictionary to support your spelling

- S1 Aim to include some deductions in your work based on references to the text and quotes
- S2 Aim to identify some devices used by the writer and make a comment the effect
- S3 Aim to comment on some structural features
- S4 Aim to make some links between context and the text
- S5 Aim to always organise your work into paragraphs and ensure that the purpose of your work is clear
- S6 Aim to consistently use Standard English in your work; use some original figurative devices
- S7 Aim to ensure your sentences are always grammatically correct, and vary length of sentences.
- S8 Aim to always punctuate your work accurately throughout
- S9 Ensure more commonly used words are spelt accurately

- D1 Aim to understand and recall more of what you have read and offer some personal opinions
- D2 Aim to identify some words the writer has used for effect
- D3 Aim to include some comments about life at the time that the text was written
- D4 Aim to always ensure the purpose of your work is clear and that you sequence your ideas.
- D5 Aim to always use appropriate vocabulary in your work
- D6 Aim to use compound sentences, simple sentences and complex sentences in your work
- D7 Aim to use simple punctuation accurately throughout your work
- D8 Ensure most basic words are always spelt accurately.

Year 8 Success Criteria – Reading and Writing

- M1 Aim to comment on different layers of meaning in a text and use embedded quotations
- M2 Aim to identify a wide range of language choices; offer a variety of comments on the effects
- M3 Aim to comment on how and why writers structure a wide variety of texts and poetic forms
- M4 Aim to make detailed links between context and the text and how contexts have an impact idea
- M5 Aim to develop your ideas in the text, thinking carefully about register, controlling information for your audience
- M6 Include a range of crafted language devices for effect, thinking about intended tone
- M7 Include a wide range of sentence lengths for effect and meaning
- M8 Aim to use a wide range of punctuation highly accurately, judiciously and for specific impact.
- M9 All spelling, including ambitious words, is highly accurate

- S1 Aim to make a wider range of points backed up with relevant quotes
- S2 Aim to identify and comment on a range of devices used by the writer and consider the effects
- S3 Aim to comment on how the writer has structured the text
- S4 Aim to make specific links between the text and the social and historical context
- S5 Aim to develop ideas using a topic sentence to introduce ideas and discourse markers to make links
- S6 Aim to include a wide range of vocabulary and language devices in your work.
- S7 Aim to use different lengths of sentences for impact and vary sentence starters.
- S8 Aim to use a range of punctuation accurately throughout your work
- S9 Ensure the vast majority of your spelling is accurate, use a dictionary to support your spelling

- D1 Aim to include some deductions in your work based on references to the text and quotes
- D2 Aim to identify some devices used by the writer and make a comment the effect
- D3 Aim to comment on some structural features
- D4 Aim to make some links between context and the text
- D5 Aim to always organise your work into paragraphs and ensure that the purpose of your work is clear
- D6 Aim to consistently use Standard English in your work; use some original figurative devices
- D7 Aim to ensure your sentences are always grammatically correct, and vary length of sentences.
- D8 Aim to always punctuate your work accurately throughout
- D9 Ensure more commonly used words are spelt accurately

Year 9 Success Criteria – Reading and Writing

- M1 Aim to offer insightful and original interpretations and evaluations, using embedded quotations.
- M2 Aim to offer insightful interpretations of language devices; use sophisticated subject terminology
- M3 Aim to offer precise and insightful comments on a range of sophisticated features of form
- M4 Aim to make specific and detailed links between contexts and texts; draw different texts together
- M5 Aim to create a distinctive voice in your writing, using a range of carefully used devices
- M6 Aim to use a wide range of carefully crafted language devices for impact
- M7 Aim to use a range of crafted sentence structures for impact, demonstrating skill and control
- M8 Use a wide range of punctuation highly accurately, judiciously and for specific impact.
- M9 All spelling, including ambitious words, is highly accurate

- S1 Aim to comment on different layers of meaning in a text and use embedded quotations
- S2 Aim to identify a wide range of language choices; offer a variety of comments on the effects
- S3 Aim to comment on how and why writers structure a wide variety of texts and poetic forms
- S4 Aim to make detailed links between context and the text and how contexts have an impact ideas
- S5 Aim to develop your ideas in the text, thinking carefully about register, controlling information for your audience
- S6 Include a range of crafted language devices for effect, thinking about intended tone
- S7 Include a wide range of sentence lengths for effect and meaning
- S8 Aim to use a wide range of punctuation highly accurately, judiciously and for specific impact.
- S9 All spelling, including ambitious words, is highly accurate

- D1 Aim to make a wider range of points backed up with relevant quotes
- D2 Aim to identify and comment on a range of devices used by the writer and consider the effects
- D3 Aim to comment on how the writer has structured the text
- D4 Aim to make specific links between the text and the social and historical context
- D5 Aim to develop ideas using a topic sentence to introduce ideas and discourse markers to make links
- D6 Aim to include a wide range of vocabulary and language devices in your work.
- D7 Aim to use different lengths of sentences for impact and vary sentence starters.
- D8 Aim to use a range of punctuation accurately throughout your work
- D9 Ensure the vast majority of your spelling is accurate, use a dictionary to support your spelling