Key Stage Three English Overview – King Edward VI School 2024-25

Department Vision:

➢ Nurture a true love for literature by exposing students to a diverse range of texts, forms and genres.

➢ Develop students' critical thinking skills, creating literary critics.

➢ Develop discussion skills and create eloquent speakers.

➢ Prepare pupils for the demands of GCSE specifications by equipping them with essential knowledge and skills, whilst also building upon prior learning at Key Stage 2.

➢ Provide pupils with the reading and writing knowledge and skills needed for later life, revisiting essential knowledge and skills systematically.

Reading Aims:

➢ To expose pupils to a wide range of fiction and non-fiction, including whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.

➢ To retrieve precise information from texts to support points of view.

➢ To develop a range of reading skills, creating critical readers (e.g. skimming, scanning, synthesising, summarising, evaluating and developing a personal response).

➢ To develop inference skills, looking for hidden layers of meanings.

➢ To develop vocabulary through reading.

➢ To comment on the effects of vocabulary and language.

➢ To comment on the effects of structural features.

Quality of education

Intent
- Curriculum design, coverage and appropriateness

Implementation
- Curriculum delivery
- Teaching (pedagogy)
- Assessment (formative and summative)

Impact
- Attainment (qualifications and assessments)
- Progress
- Knowledge and skill development
- Destinations

- ➢ To apply linguistic and grammatical terminology, and their effects, where appropriate.
- ➢ To consider authorial intent within texts, considering the impact upon the reader or audience.
- ➢ To relate texts to their contexts, as well as considering the significance of this context.
- ➢ To make critical comparisons between texts.

Writing Aims:

- ➢ To write accurately, fluently, effectively and at length.
- ➢ To write for specific audiences, purposes and forms.
- ➢ To adapt and amend writing for different audiences, purposes, forms and contexts.
- ➢ To adapt writing in order to enhance meaning, clarity and impact.
- ➢ To use punctuation accurately and to enhance the impact of writing.
- ➢ To use a variety of sentence lengths to enhance the impact of writing.
- ➢ To use a variety of sentence openings and structures to enhance the impact of writing.
- ➢ To use paragraphs and structural devices consistently, organising information for effect.
- ➢ To use a range of vocabulary to enhance the impact of writing.
- ➢ To use linguistic devices for clarity, effect and purpose.
- ➢ To develop proofreading and drafting skills.
- ➢ To develop spelling in line with national guidelines.

Spoken Language Aims:

- ➢ To speak confidently and effectively.
- ➢ To express ideas with clarity and precision.

- To listen to alternative points of view and build upon what has been said.
- To use Standard English confidently in a range of formal and informal settings.
- To participate in a range of spoken contexts with confidence: structured discussions/debates, short speeches/presentations and improvised contexts.
- To experiment with and discuss how language can be altered (intonation, tone, volume, mood, silence and pitch) in order to generate alternative meanings and impacts.

KS3 Unit Chronology:

- Each unit has a detailed overview outlining its aims and essential content coverage.
- Assessment: not all units will be formally assessed. We will continue to formally assess the 'main unit' in Autumn and Spring. In the final term a separate assessment will be set in line with the whole school exam week for Years 7-9. This assessment will measure pupils' progress against the core knowledge and skills outlined across the year – there will be a reading and writing section.

	Autumn 2023 (7+7)	Spring 2024 (6+6)	Summer 2024 (6+7)
Year 7	*Storytelling* <u>Main</u> **Focus:** *The Hobbit* **Core knowledge/skills:** consolidating and extending core writing and reading skills/strategies (transition priorities) **Outcome:** **Teacher Assessed -** <mark>pupils apply their consolidated and extended writing skills to create an episode of fantasy writing</mark> **Teacher Assessed** – <mark>Reading Assessment – knowledge and skills of inference/analysis</mark> <u>Curriculum mapping</u> • Introduce **hubris** through characterisation of Bilbo Baggins • **Tracking character development** • **Methods of characterisation** • **Introduce symbolism** • **Motif of fire** • **Structure – Freytag narrative structure** **Literacy foci:** • Sentence structures • Basic punctuation accuracy • Sentence openings - prepositions <u>Enrichment</u> **Focus:** Old and Middle English	*Myths, Legends and Biblical Allusions* <u>Main</u> **Focus:** *Frankenstein* (Pullman's play with extracts from the novel) **Core knowledge/skills:** developing inference skills, developing accurate and judicious retrieval, building resilience surrounding 19th century vocabulary, learning key dramatic terms and key events in the 19th century **Outcome:** **Teacher Assessed -** <mark>an analysis of the Monster in Act 3</mark> <u>Curriculum Mapping</u> • Embed understanding of **hubris** through exploration of Frankenstein • **Methods of characterisation** – including stage directions • **Codes and conventions of play scripts** • **Tracking character development (The Monster)** • **Conventional gothic features** • **19th century context: Literary - gothic /social and historical – science v religion (original sin)** **Literacy foci:** • Punctuation for effect – dashes etc <u>Enrichment</u>	*Shakespeare and The Natural World* <u>Main</u> **Focus:** a KS3 introduction to Shakespeare and his comedies **Core knowledge/skills:** an understanding of the genre's conventions, Shakespeare's life and times, and equipping pupils with reading strategies **Outcome: Teacher Assessed -** <mark>Pupils to consolidate their work on plays from Frankenstein and Shakespeare's comedies by writing a script</mark> <u>Curriculum mapping</u> • **Conventions of comedy** • **Hubris –** Prospero, Bottom etc. • **Characterisation – stock characters** • **Elizabethan/Jacobean social, historical context** • **Poetic conventions: blank verse, couplets etc.** • **Codes and conventions of scripts – minimal stage directions** **Content** • A Midsummer Night's Dream • The Tempest • Much Ado About Nothing • Twelfth Night

Core knowledge/skills: further opportunities for pupils to apply and consolidate core reading strategies from the main unit. A focus on texts as constructions – the moral nature of storytelling. Further opportunities for pupils to apply writing skills from the main unit

Outcome: Peer-assessed - pupils apply their reading skills to write a letter home, from one of the Pilgrims, about the Miller's Tale

Curriculum mapping

Knowledge:
- **Characterisation** of pilgrims + characters
- **Comedic characters**
- **Morality**
- **Conventions of letter writing – register/audience**

Content:
- The Knight's Tale – **Courtly love** (Romeo)
- The Miller's Tale – **comedy**/smut (Mercutio/The Nurse)
- The Pardoner's Tale – **Hubris** (Macbeth/Mr Birling/Jekyll/Mercutio/Romeo/Juliet/Lady Macbeth)
- Beowulf?

Literacy foci:
- Register
- Accuracy of form
- Paragraphing rules

Focus: myths, legends and biblical allusions – making connections between texts

Core knowledge/skills: provide pupils with a grounding in core myths, legends and biblical allusions drawn upon in literary texts. Develop personal response whilst reading and developing judicious retrieval skills. Further opportunities for pupils to apply writing skills from the Autumn term

Outcome: Peer assessed - pupils apply their reading and writing skills to rewrite a myth

Curriculum Mapping:

Knowledge:
- **Original sin**
- **Characterisation**
- **Morality**

Content:

Literacy foci:
- Punctuation control (for sense)
- Paragraphing with accuracy

Focus: The natural World: man vs nature

Core knowledge/skills: key poetic terms, a framework for analysing poetry and an understanding of key Romantic themes. Descriptive writing skills also revisited (in line with final Y7 exam writing task)

Outcome: Teacher Assessed - pupils apply their understanding of the unit to write and present a speech on the theme of 'Saving the Planet'

Curriculum Mapping:
- **Poetic conventions**
- **Romantic poets – focus on nature and sublime – context**
- **Conventions of speeches – register/tone/audience**

Content:
- Goblin Market -creative writing from Arthur Rackham illustrations > to writing own poem
- Selected Romantic poems to introduce context
- Extract from M Gaw – paragraphing for effect
- Non-fiction – articles, speeches on environment/natural world
- Greta Thunberg

Literacy foci:
- Paragraphing for effect
- Modal verbs

Year 8	**The Modern Novel**	**The Gothic**	**Characters and Voices**
	Main	**Main**	**Main**
	Focus: *Noughts and Crosses*	**Focus:** *Macbeth*	**Focus:** poetry – 'characters and voices'
	Core knowledge/skills: focus on how to read a novel: setting, character, plot, themes, context and language features. Develop pupils' analytical writing further, with a focus on the what/how/why approach	**Core knowledge/skills:** tracking character relationships across a play, how to interpret and analyse Shakespearean language/staging and knowledge of the play's contextual backdrop	**Core knowledge/skills:** how to identify, apply and analyse poetic features for meaning. A focus on using annotation skills to formulate opinions on poems, using the what/how/why method. Approaching poems as 'unseen' texts. Expose pupils to conventions of different writing forms, crafting for specific audiences and purposes
	Outcome: Teacher Assessed - ==extract analysis on tension==	**Outcome: Teacher Assessed -** ==extract analysis on the presentation of Lady Macbeth (hubris)==	
	Curriculum Mapping	**Curriculum Mapping**	**Outcome:** ==pupils will consolidate the skills developed in the unit to write a poem or autobiographical piece==
	Knowledge:	**Knowledge:**	**Curriculum Mapping**
	• **Codes and conventions of play scripts**	• **Elizabethan/Jacobean social, historical context**	**Knowledge:**
	• **Context – class divide/society (AIC, ACC etc)**	• **Hubris** – Macbeth and Lady Macbeth	• **Poetic conventions: form, structure, devices etc**
	• **Structure – Freytag – narrative structure**	• **Codes and conventions of play scripts (day and night)**	• **Conventions of non-fiction texts– register/audience – response to poem**
	• **Writer's Methods – Dual narrative**	• **Tracking character development (Macbeth and Lady Macbeth**	
	• **Tracking character development**	• **Comedic characters (The Porter)**	
	• **Methods of characterisation**	• **Persuasive methods – Lady Macbeth**	
	• **Morality**	• **Conventions of tragedy**	**Enrichment**
		• **Conventional gothic features**	**Focus:** Dickensian characters, with non-fiction texts used to develop pupils' contextual understanding of the Victorian period
	Content	• **Symbolism – hallucinations, blood, water**	**Core knowledge/skills:** key contextual concerns/events of the Victorian period. Expose pupils to different non-fiction forms and their conventions: speeches, letters, diaries and feature articles
	• Drama – use script extracts to emphasise tension in scenes: protest, court, hanging etc	• **Motif – fair is foul and foul is fair, blood, manhood, the unnatural**	
		• **Morality**	
	Enrichment		
	Focus: dystopian fiction extracts, with non-fiction used to extend thinking of the genre's key themes	**Enrichment**	
		Focus: Gothic fiction extracts, with a focus on nineteenth-century texts	

Core knowledge/skills: conventions of dystopian. A focus on crafting writing to meet expectations of the genre, with a specific focus on creating settings **Outcome: Teacher Assessed -** <mark>pupils write their own dystopian fiction opening, with a specific focus on creating setting</mark> **Curriculum mapping** **Knowledge:** • **Literacy foci:** • Sentence openings – a range of	**Core knowledge/skills:** conventions of the Gothic genre. A focus on crafting writing to meet expectations of the genre, with a specific focus on manipulating writing to create tension and suspense **Outcome: Self-assessed -** <mark>pupils write create a leaflet about gothic genre</mark> **Curriculum Mapping** **Knowledge:** • **Conventional gothic features – settings/characters etc.** • **Characterisation – stock characters** • **Structure – to build tension** **Literacy foci:** • Using different sentence functions for effect	**Outcome: Teacher Assessed -** <mark>pupils will write in a variety of forms across the unit, crafting writing for specific audiences and purposes, culminating in an article (broadsheet) about the Victorian era</mark> **Curriculum Mapping** **Knowledge:** • **19th century context: social and historical** • **Conventions of non-fiction forms** • **Characterisation** **Literacy foci:** • Precision of word choice	
Year 9	***Crime and Mystery*** **Main** **Focus:** *The Ruby in the Smoke* **Core knowledge/skills:** focus on how to read a novel at a GCSE level: setting, character, plot, themes, context and language features. Develop pupils' analytical writing further, with a focus on integrating relevant context and tracking characters across the whole of texts, with evaluative reading **Outcome:** <mark>extract analysis on Ruby</mark> **Curriculum Mapping** **Knowledge:** • **19th century context: social and historical**	***Exploring Diversity*** **Main** **Focus:** *The Bone Sparrow v extracts from literature from diverse perspectives* **Core knowledge/skills:** pupils are to develop their comparative skills, practising making connections between texts. Pupils are to consider the importance of point of view and how this affects meaning. **Outcome:** <mark>students will write an essay comparing presentations of power in extracts from 'The Bone Sparrow' and 'Shuggie Bain'</mark> **Curriculum mapping** **Knowledge:**	***Shakespearean Tragedies*** **Main** **Focus:** an introduction to the conventions of the tragedy genre and *Romeo and Juliet* **Core knowledge/skills:** an understanding of the genre's conventions, an understanding of *Romeo and Juliet's* plot and characters, and the play's Elizabethan context **Outcome: Teacher Assessed -** final knowledge-based test on the play's plot, characters, and key quotations **Curriculum Mapping** • **Conventions of tragedy**

- **Structure – Freytag – narrative structure**
- **Writer's Methods – Third person limited/subjective**
- **Conventional gothic/mystery features – settings/characters/diaries/letters etc.**
- **Tracking character development**
- **Methods of characterisation**

Enrichment
Focus: the crime and mystery genre in the nineteen-century
Core knowledge/skills: building resilience surrounding 19th century vocabulary, learning what crime and punishment was like in the Victorian period and the conventions of the crime/mystery genre. Redrafting texts from alternative points of view
Outcome: pupils will apply their understanding of the crime and mystery genre to create a 'tabloid' piece of a story of their interest
Curriculum mapping
Knowledge:
- **Poetic conventions: form, structure, devices etc**
- **19th century context: literary (Penny Dreadful) social and historical**
- **Conventions of non-fiction forms – reports**
- **Morality**

Literacy foci:
- Use of ambitious punctuation

- **Working with context**
- **Structure – Freytag and cyclical structure**
- **Writer's methods – third person omniscient**
- **Symbolism – Shakespeare duck, the sea etc.**

Enrichment
Focus: the theme of 'diversity' in fiction and non-fiction
Core knowledge/skills: exposure to a range of texts to develop pupils' understanding of what is meant by 'an outsider'. Pupils use this exposure to experiment with crafting characters in prose, with a specific focus on voice, dialogue and manipulating structure for effect
Outcome: Teacher Assessed - pupils apply their understanding of characters to create a short story from a picture stimulus
Curriculum mapping
Knowledge:
- **Conventions of non-fiction forms**
- **Structure – Freytag – narrative structure**
- **Narrative perspective**
- **Morality**

Literacy foci:
- Controlled sentence structures

- **Comedic characters (The Nurse, Mercutio)**
- **Hubris** – Romeo, Juliet, Mercutio
- **Elizabethan/Jacobean social, historical context**
- **Codes and conventions of play scripts (entrances and exits)**

Enrichment
Focus: GCSE Spoken Language component
Core knowledge/skills: an understanding of the different functions of talk, how spoken language varies according to context and how to engage an audience
Outcome: pupils will write and deliver their GCSE Spoken Language component
Curriculum mapping
Knowledge:
- **Conventions of non-fiction forms**
- **Structure – of non-fiction texts**

Literacy foci:
- Word choice for deliberate effect