



A Guide to the Curriculum at Key Stage 3 (Years 7, 8 & 9)

English

The KS3 course aims to encourage reading for pleasure, whilst providing students the opportunity to develop their skills in analysing a range of texts, writing for a variety of purposes and audiences and using different speaking and listening skills, including presentation, debate and drama.

Year 7 Units

Unit 1: 'Relationships'

Students will explore the play: 'Cow Girl' with Drama techniques. They will have been introduced to some of the images of the play at the end of Year 6 and these will then be explored further in the first term of Year 7. Students will also write themselves and analyse how the writer uses techniques to explore the relationships between the characters.

Unit 2: 'Reality v Fiction'

A selection of short stories from Dahl, Horowitz and Maupassant. Students will also explore a range of non-fiction texts by inspiring people. Once students have read and explored the work of a variety of writers, students are then able to put the skills to use to create their own fiction and non-fiction. Students will have the opportunity to develop their comparison skills when exploring texts.

Unit 3: 'Other Worlds'

An introduction to the life and work of Shakespeare. Students explore the stories of 'A Midsummer Night's Dream' or 'The Tempest' through drama and independent research. Students are able to explore the dramatic techniques that are used to present themes of conflict, friendship and fantasy. Whilst analysing extracts, students will be expected to study the effectiveness and impact of the grammatical features used.

Unit 4: 'Friendships'

Students study 'Boy in the Striped Pyjamas' through the use of Drama techniques. A selection of poetry is also explored. Students will explore the themes of loss, identity, loyalty and friendship in this seminal work by John Boyne. Students will be expected to learn key spellings of the language and structural features that they will be using when analysing. These will be given to students in the form of a grammar terminology table.

Year 8 Units

Unit 1: 'On the Move'

A drama unit based on the text 'Solace of the Road', students complete a range of group activities using drama as a way to analyse themes of relationships, fostering and memories. They will be expected to write and speak clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

Unit 2: 'Secrets Uncovered'

Students will study either the novel 'The Lie Tree' or 'Monster Calls'. Students will use a variety of techniques to explore the characters and issues. They will have the opportunity to write imaginatively themselves, exploring the precise impact of different vocabulary and punctuation choices.

Unit 3: 'Different Perspectives'

Students read and investigate an anthology of poems which focus on the theme of identity. They practise the skills of comparison and tracing ideas through a poem. Students also get to explore what identity means to them in a range of creative writing activities. Creative writing activities will allow students to develop vocabulary through their use of thesaurus and their vocab books where they will log spellings and definitions.

Unit 4: 'The World Around Us'

A drama unit based on the text 'One of Us', students complete a range of group activities using drama as a way to analyse themes of relationships, difference and society. They will be expected to write and speak clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Students will also have the opportunity to explore non-fiction texts to support this study.

Year 9 Units

Unit 1: 'Resolutions and Conflicts'

Shakespeare's 'Romeo and Juliet' is the focus of this unit. Students have the opportunity to use their drama and analysis skills to explore the tension in this tragic story of star-crossed lovers. Students will have the opportunity to develop their comparison skills when exploring the themes and relationships through the text.

Unit 2: 'Voices'

An opportunity for students to write for a 'real' audience. Students create stories for different age groups, culminating in a visit to one of the school's feeder schools to read their stories. Students will show their ability to write for different audiences, using sentence structure and punctuation to engage the young reader.

Unit 3: 'The Gothic Novel'

The reading of 'Woman in Black' is the foundations for this unit of work. Students also read a series of extracts from other gothic writers, allowing them to create their own gothic tale. To help create the gothic genre in their own work, students will be expected to develop their use of vocab to engage a reader, logging new words in their vocabulary book to help them learn definitions and spellings. Students will also focus on their use of paragraphs and punctuation to engage and direct a reader.

Unit 4: 'Dystopian Worlds'

A unit of work which focuses on a novel by Mindy McGinnis called, 'Not a Drop to Drink'. Students focus on developing their reading and writing skills with a novel about relationships, conflict and loss. When writing, students will be expected to develop confident and controlled grammatical structures.

Unit 5: 'Transitions'

Students study 'Of Mice and Men'. They will be introduced to the assessment process at GCSE and will practise their ability to analyse the writer's use of techniques and also demonstrate their own abilities as writers. Drama techniques will be used to explore the themes and issues in the text.

Grouping

Students are taught in mixed ability classes throughout KS3.

Assessment

Formative assessment is an on-going process within the department and includes teacher comments as well as peer and self-assessment. Students are given opportunities to make their improvements and help them to redraft their work. Summative feedback includes a Level awarded at the end of each half term to assess

the skills practised that term (Reading, Writing or Speaking and Listening). Assessment is through the use of APP, which grades in Levels 1-8.

Literacy/Numeracy Skills

Promoting Reading for Pleasure/Independent Reading

Your child will have a library lesson once a week which allows them to read good quality fiction/non-fiction of their choice. To support this reading for pleasure, all students are given a 'passport' to complete both at school and at home to log their reading 'journey'. Reading lists are also available for your child to support their choices.

How to help your child at Key Stage 3:

- When checking your child's work, only point out mistakes rather than correcting them so that she/he has the opportunity to think about why they are incorrect.
- Students are encouraged to log new words and in their vocabulary books. As you read with your child and talk with your child, any words that arise could be added to their books. This also forms a personalised spelling list for students to work with as any spelling corrections they are asked to make will be added and so supporting your child with the learning of these words would also prove beneficial.
- Your child will always have a reading book that they have taken from the School library. Encouraging your child to read at home and discuss this reading will help.

Glossary of terms

Students have access to the glossary table below in class:

Abstract noun		Refers to states, events, concepts, feelings, qualities that have no physical existence. <i>e.g.</i> freedom, happiness
Adjective		A word that describes a noun, <i>e.g.</i> <u>big</u> house, <u>cold</u> morning
Adjectival phrase		An adjectival phrase starts with an adjective <i>e.g.</i> Cold hands wrapped themselves around me.
Adverb		A word that describes a verb, <i>e.g.</i> run <u>quickly</u> , dance <u>happily</u> .
Adverbial phrase		A phrase that starts with an adverb <i>e.g.</i> Quickly, the man ran across the road.
Antonym		A word that means the opposite to another word, <i>e.g.</i> <u>big</u> and <u>small</u>
Apostrophe	'	Used to show missing letters (omission) and belonging (possession)
Article		The words the, a or an which go before a noun
Brackets	()	Used to separate extra information in a sentence
Capital letter	A	Used for proper nouns and for starting sentences
Clause		A bit of a sentence that contains a verb and someone does the action
Colon	:	Used to introduce some lists and joins sentences
Comma	,	Separates items in a list, separates extra information and joins clauses
Common noun		Name general objects/things <i>e.g.</i> car, magnet, plant
Concrete noun		
Conjunction		A conjunction links two words or phrases together. There are two main types of conjunctions: <u>co-ordinating</u> conjunctions (<i>e.g.</i> <i>and</i>) link two words or phrases together as an equal pair Subordinating conjunctions (<i>e.g.</i> <i>when</i>) introduce a <u>subordinate clause</u> .
Connective		A word or words used to link two clauses or sentences
Contraction		The new word made by joining two words together with an apostrophe

Determiner		A determiner specifies a noun as known or unknown, and it goes before any modifiers (e.g. adjectives or other nouns). Some examples of determiners are: ☐ articles (<i>the, a or an</i>) ☐ demonstratives (e.g. <i>this, those</i>) ☐ possessives (e.g. <i>my, your</i>) ☐ Quantifiers (e.g. <i>some, every</i>).
Direct speech		The actual words that are said by someone
Dynamic verb		(Sometimes referred to as "action verbs") usually describe actions we can take, or things that happen;
Ellipsis	...	Can add suspense, leave a sentences hanging or show interrupted speech
Exclamation mark	!	Used to show strong feelings and commands
Full stop	.	Used to show where a sentence ends
Homophone		Words that sound the same but have a different meaning, e.g. <u>too</u> and <u>two</u>
Hyphen	-	Used to separate extra information in a sentence
Intensifier		An adverb used to give force or emphasis, e.g. <i>really</i> in <i>my feet are really cold</i> .
Interjection		A word added to a sentence to convey an emotion or a sentiment such as surprise, disgust, joy, excitement, or enthusiasm. It is not grammatically related to any other part of the sentence.
Inverted commas	“ ”	Used to show direct speech
Main clause		An important bit of a sentence that would make sense on its own, e.g I went out even though it was raining. <u>'I went out'</u> is the main clause
Multi clause		A sentence with more than one clause
Noun		A word that names something e.g. Paul, scissors, herd, happiness
Noun phrase		A <u>phrase</u> with a noun as its <u>head</u> , e.g. <i>some foxes, foxes with bushy tails</i> .
Phrase		A small part of a sentence, usually without a verb
Plural		More than one of something, e.g lots of biscuits, two mice, all his teeth.
Prefix		Letters that can be put in front of a word to change its meaning, e.g <u>unlock</u>
Preposition		A word that tells you how things are related, e.g in, above, before
Pronoun		A word that can be used instead of a noun, e.g I, you, he, it, she
Question mark	?	Used at the end of questions
Reported speech		What someone has said, but not in their own words
Semi-colon	;	Used to separate lists of longer things and joins sentences
Stative Verb		Verbs that express a state rather than an action. They usually relate to thoughts, emotions, relationships, senses, states of being and measurements.
Subordinate clause		A less important but of a sentence which doesn't make sense on its own, e.g. While I was out, he slept. <u>'While I was out'</u> is the subordinate clause
Suffix		Letters that can be out after a word to change its meaning, e.g playful
Synonym		A word with the same or a similar meaning to another word, e.g small and tiny
Tense		The time of a verb 's action or state of being, such as present or past.
Verb		A doing or being word, e.g I run, he went, you are