

Key Stage 3: English Curriculum Map 2023-24

Prior Learning:

READING

In Years 5 and 6 pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.
- maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context; asking questions to improve their understanding; drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; predicting what might happen from details stated and implied; summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas; identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader; distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction; participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

SPELLING:

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

WRITING - COMPOSITION:

Pupils should be taught to:

- plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary; in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action; precisising longer passages; using a wide range of devices to build cohesion within and across paragraphs; using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by: assessing the effectiveness of their own and others' writing; proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; ensuring the consistent and correct use of tense throughout a piece of writing; ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

WRITING: VOCABULARY, PUNCTUATION AND GRAMMAR

Pupils should be taught to:

- develop their understanding by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms; using passive verbs to affect the presentation of information in a sentence; using the perfect form of verbs to mark relationships of time and cause; using expanded noun phrases to convey complicated information concisely; using modal verbs or adverbs to indicate degrees of possibility; using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing; using hyphens to avoid ambiguity; using brackets, dashes or commas to indicate parenthesis; using semi-colons, colons or dashes to mark boundaries between independent clauses; using a colon to introduce a list; punctuating bullet points consistently

Curriculum Intent: Our English curriculum nurtures a passion and love of literature from across the world and throughout history, with the ambition to equip all students with the ability to speak, read and write fluently and with confidence. Our students embrace exposure to cultural capital through a range of well-considered texts across the literary canon, but also reaching beyond the traditionally studied authors to include a diverse range of voices and perspectives; these texts focus on our three key concepts of Identity, Power & Conflict and Inequality which are interwoven across our curriculum. Our curriculum teaches students critical reading skills, enabling them to read a range of texts intelligently, academically and perceptively. Students at Chantry Academy are given a wealth of opportunities to write creatively and for real meaning and purpose; writing is linked to the real world through speech contests, letter writing and published anthologies. This enables students to see the impact of their writing and the differences it can make to their school, community and the world. There is also a significant focus on developing students' oracy skills; lessons frequently focus on talk-based tasks which help to boost the confidence of our students, both at school and beyond. Oracy is also used to develop students' cognitive skills, helping to encourage deeper engagement and thinking. Our curriculum is built on a foundation of core knowledge in the areas of grammar, vocabulary, context and reading. Knowledge and skills are mapped in a spiral curriculum, building on from the KS2 curriculum towards a secure grasp of key skills and knowledge at GCSE level, as well as their lives beyond education. The skills and knowledge learned are regularly deepened through regular retrieval tasks, as well as through the careful sequencing of our thematic curriculum.

English Curriculum's golden threads: subject skills to develop, or knowledge to deepen or refine over time

- 1) How can writers use **structures** at a micro and macro level to create meaning?
- 2) How can I create **meaning** with **precision**, and **write like a** novelist, journalist, politician, campaigner, literary scholar...?
- 3) How can powerful knowledge of **genre** enhance my appreciation and understanding of literature?
- 4) How do historical, social, political, religious, literary and personal factors **influence** writers and their audiences?
- 5) How can writers use **language, imagery** and **symbolism** to explore themes and universal human truths?
- 6) How can **exploratory talk** be used to create a deeper understanding of key skills, knowledge and concepts, as well as develop our vocabulary in order for us to speak eloquently?

SMSC: Students in English are encouraged to explore poems and texts from a wide range of different cultures, periods of history and countries. They also learn about the contextual issues surrounding these poems. They are also encouraged to discuss and consider the moral issues of texts, as well as the many other complex issues addressed. We regularly reflect on how a character may be feeling and discuss their emotions. Within writing, students create a variety of different text types which present their viewpoint on various issues; they are encouraged to produce

writing which can make a change for good in the world.

ORACY: Oracy is a key part of the English curriculum and is integral to every lesson. This ranges from full-lessons focusing on exploratory talk to regular, quicker-paced “Turn to your partner”-style tasks. Oracy is woven through our curriculum at both key stages and is integral to our teaching of vocabulary.

LITERACY/NUMERACY/IT: Literacy is a constant focus in all English lessons. Teachers mark-in-the-moment, highlighting any SPAG errors for students to self-correct. Grammar and vocabulary (which are both taught explicitly) are both mapped across the KS3 curriculum. Students engage in regular spelling tests. IT is used for researching context surrounding key texts as well as for revision purpose through platforms such as Seneca. IT is also used for quick retrieval tasks on quiz-based platforms such as Blooket and Quizziz.

Cross curricular links: English is in discussion with the history department to make cross-curricular links. The First World War and Elizabethan Era are explored in both subjects so initial plans are in place to potentially hold thematic days. Drama and English have also made links, working together in Shakespeare workshops.

Year 7

	Autumn Term 1 6.5 weeks	Autumn Term 2 7.5 weeks	Spring Term 1 6.5 weeks	Spring Term 2 5 weeks	Summer Term 1 6 weeks	Summer Term 2 7 weeks
Module Title	<u>IDENTITY: Coraline</u>	<u>IDENTITY: Introduction to Poetry</u>	<u>POWER & CONFLICT: Myths and Legends</u>	<u>POWER & CONFLICT: Shakespearean Heroes and Villains</u>	<u>INEQUALITY: Oliver Twist</u>	<u>INEQUALITY: Writing to transform the world</u>
Learning Focus	<p>What? This unit of work enables students to explore the development of character, genre and theme. Students will also focus on the how extracts are structured to create meaning as well as analyse the way the writer uses language to create effect.</p> <p>Why? A key theme of the novel is “identity” – an important issue to focus on and discuss at the beginning of secondary school (introducing CA’s approach to oracy). The novel is engaging and not read at any feeder schools – works well as a transitional text as contains challenging themes but the language is accessible to the majority of students.</p> <p>Why now? Building on the KS2 skills developed when reading a novel but introducing the new skill of analysing structure and writer’s intent. Key focus on reviewing grammatical</p>	<p>What? This unit of work enables students to explore how poetry can reflect someone’s identity. It will also introduce poetic terms. Students will also be given the opportunity to produce creative writing about their own identity using the poems as inspiration.</p> <p>Why? Students should be exposed to a range of different cultures and traditions, which are reflected in our selected poems. They also need regular writing opportunities so the good practice developed at KS2 continues thrive.</p> <p>Why now? At KS2 students focussed on reading, learning and performing poetry but did little analysis of poetry – it is critical that we teach them these new skills (including poetic terms) as they start KS3 in order to prepare them for the different approach to poetry at secondary school.</p>	<p>What? Students will explore a range of both fiction and non-fiction texts which explore different myths and legends (this includes local legends). Students will also begin to compare writers’ ideas across two different texts. Students will also focus on writing their own non-fiction texts e.g. a newspaper report about an attack by Black Shuck.</p> <p>Why? Myths & Legends is focussed on at KS2 so this unit will build on this previous knowledge while introducing new skills such as comparison and structural analysis. Myths are also an effective way to introduce students to narrative structures. It is important for students to be taught about their local history so regional myths such as Black Shuck and the Rendlesham UFO sightings are also examined.</p> <p>Why now? In last term’s “Coraline” unit the myth of</p>	<p>What? This unit of work enables students to explore a range of extracts from Shakespeare’s plays. Students will be introduced to Shakespearean language, learn key information about Shakespeare himself as well as exploring the historical setting of his plays.</p> <p>Why? To secure an understanding of how and why Shakespeare uses certain language, techniques, structural features and characters. Students will also attempt to compare characters. Extract work will allow students to focus on the language itself rather than the plot.</p> <p>Why now? Despite all of our feeder schools studying a Shakespeare play, the language or writer’s methods/intentions are not explored. Also, different plays are covered by our feeder schools so a range</p>	<p>What? This unit of work has been designed to give students a rich variety of extracts which will help to broaden their knowledge of 19th Century writing. Students will analyse language and structure as well as develop their evaluation skills. Students will develop contextual knowledge of the Victorian era and use this to produce well-planned pieces of creative writing.</p> <p>Why? To secure an understanding of challenging Victorian literature, providing a base for the knowledge needed to successfully access “A Christmas Carol” in KS4.</p> <p>Why now? By drawing on the knowledge of last half-term’s unit, students will confidently be able to compare and contrast the villains Fagin and Bill Sikes having already understood what the key characteristics of villains are.</p>	<p>What? This unit builds on all of the writing, vocabulary and grammar skills developed across the year and will end in students writing a letter to an organisation which supports a cause that they feel passionate about (such as Amnesty International of their local MP).</p> <p>Why? To consolidate and then develop (through careful planning, re-drafting and improvement) all SPAG and writing skills. While letters are a non-fiction writing form that students need to be confident with ready for GCSE, it is also a very important life skill. It is also critical that students engage with writing and for them to realise that their writing can instil change.</p> <p>Why now? Our key concept this term is “inequality” so students will be encouraged to discuss how writing can be used to try and overcome this. These ideas link into the inequality experienced by Oliver in the novel read during HT5. Students can make real-life links with the way Dickens used his</p>

	terms used in KS2 so knowledge is retained.	Students will be able to further develop the new analysis skills they started in the last half-term in this unit, too.	Pandora's Box is alluded to – this is now explored in greater depth, allowing students to make links between traditional myths and modern texts.	of extracts means no one will be repeating studying a whole play. The focus on “heroes and villains” also builds on the knowledge developed about heroes and villains in the Myths & Legends unit – students should be able to begin making links between them.	novels to try and inspire change, just as they will attempt to do with their letters.
Careers Focus	<ul style="list-style-type: none"> - Students explore their own strengths and weaknesses allowing them to develop as a person - Students explore different identities, cultures and traditions preparing them for mixing in the workplace - Regular oracy tasks to boost confidence with speaking and listening 	<ul style="list-style-type: none"> - Students develop critical thinking skills enabling them to perform evaluative-based tasks - Key focus on transactional writing skills which transfer well to many workplaces as well as applying for jobs - Regular oracy tasks to boost confidence with speaking and listening 	<ul style="list-style-type: none"> - Key focus on transactional writing skills which transfer well to many workplaces as well as applying for jobs - Regular oracy tasks to boost confidence with speaking and listening 		
Assessment	1	2	3		
	<p>Reading – mini-assessment split into “knowledge” (questions about the units this term) and “analysis” (an extract linked into this term’s learning with a language analysis question)</p> <p>Writing – last section on assessment has a writing question which asks them to write an intro/opening to a fiction/non-fiction text type (a range used across the year). Teacher uses this and classwork in exercise book to make a professional judgement for writing. Students will be graded as <i>emerging</i>, <i>secured</i> or <i>exceeding</i> in relation to the department’s assessment criteria (this is linked to the AQA assessment objectives). There is also ongoing assessment through marking-in-the-moment, live marking on the visualiser, whole-class feedback sheets and peer/self-assessment.</p> <p>W/C: 2nd Oct Year 7 data due: 11th Oct CHECK THIS</p>	<p>Reading – mini-assessment split into “knowledge” (questions about the units this term and last) and “analysis” (an extract linked into this term’s learning with a language analysis question)</p> <p>Writing – last section on assessment has a writing question which asks them to write an intro/opening to a fiction/non-fiction text type (a range used across the year). Teacher uses this and classwork in exercise book to make a professional judgement for writing. Students will be graded as <i>emerging</i>, <i>secured</i> or <i>exceeding</i> in relation to the department’s assessment criteria (this is linked to the AQA assessment objectives). There is also ongoing assessment through marking-in-the-moment, live marking on the visualiser, whole-class feedback sheets and peer/self-assessment.</p> <p>W/C: 22nd January KS3 data due: 21st March</p>	<p>Reading – mini-assessment split into “knowledge” (questions about all of the learning this year) and “analysis” (an extract linked into this term’s learning with a language analysis question)</p> <p>Writing – last section on assessment has a writing question which asks them to write an intro/opening to a fiction/non-fiction text type (a range used across the year). Teacher uses this and classwork in exercise book to make a professional judgement for writing. Students will be graded as <i>emerging</i>, <i>secured</i> or <i>exceeding</i> in relation to the department’s assessment criteria (this is linked to the AQA assessment objectives). There is also ongoing assessment through marking-in-the-moment, live marking on the visualiser, whole-class feedback sheets and peer/self-assessment.</p> <p>W/C: 3rd June KS3 data due: 2nd July</p>		

Year 8

	Autumn Term 1 6.5 weeks	Autumn Term 2 7.5 weeks	Spring Term 1 6.5 weeks	Spring Term 2 5 weeks	Summer Term 1 6 weeks	Summer Term 2 7 weeks
Module Title	<u>IDENTITY: Ruby in the Smoke</u>	<u>IDENTITY: Women in Shakespeare</u>	<u>POWER & CONFLICT: The power of poetry</u>	<u>POWER & CONFLICT: Long Way Down</u>	<u>INEQUALITY: Animal Farm</u>	<u>INEQUALITY: The art of rhetoric</u>
Learning Focus	<p>What? This unit of work enables students to deepen and refine the analysis skills taught during HT1 in Year 7.</p> <p>Why? Students will be more prepared for a detailed and independent analysis of language and structure. This novel is very engaging, yet challenging, and will hopefully instil a passion for literature; it is the first in a series allowing students to potentially read the next books in the set.</p> <p>Why now? The novel is set in Victorian London, which will help to deepen and refine the contextual knowledge taught surrounding this era during the previous term.</p>	<p>What? This unit of work enables students to explore a range of extracts from Shakespeare’s plays which focus on different female characters. Students will deepen and refine knowledge of Shakespearean language as well as exploring the historical setting of his plays. Students will compare key female characters and how Shakespeare presents them and why.</p> <p>Why? To secure an understanding of how and why Shakespeare used female characters. Lessons will focus on exploring treatment of women during the Elizabethan era – this will provide essential knowledge for the study of Romeo & Juliet at GCSE.</p> <p>Why now? Students will be able to compare and contrast the female characters of Ruby and Rosa from last term’s novel to the presentation of Shakespeare’s female characters. They should be able to distinguish how female antagonists have changed in literature over time. Our key concept this term is “identity” and this unit should encourage students to consider how their gender is important to their own identity.</p>	<p>What? This unit of work enables students to deepen and refine the poetry skills taught to them during HT2 in Year 7. Students will explore new poetic techniques as well, such as meter and caesura. These “powerful” poems have been carefully selected – they all address change or significant events from history. A range of poets are included.</p> <p>Why? To develop analytical skills of language, structure and poet’s intention, as well as to being to link how a poet’s background and attitude can effect a poem.</p> <p>Why now? The majority of poems selected link into previous learning or provide new knowledge linked to upcoming learning. They also introduce students to key conflicts, such as the First World War, which will be a key area of contextual focus next year.</p>	<p>What? This unit of work enables students to explore poetic form in a narrative form. It will also focus on academic writing skills and character journeys. Students will also use the themes in the text to create non-fiction pieces of writing, such as articles about gang violence.</p> <p>Why? To further develop understanding of structure and its effect. Students also consider how writing can be used for social change.</p> <p>Why now? Students will be able to draw on the knowledge taught about structure in the previous half-term. Students also reflect on the idea of literature as a vehicle for social change linking back to the key intentions in Oliver Twist (HT5) and their own letter-writing last year (HT6).</p>	<p>What? This unit deepens and refines the knowledge taught about rhetoric at the end of Year 7. Students will explore the power of rhetorical language used in the novel (particularly the speeches), as well as the key concept of inequality.</p> <p>Why? To further develop academic writing about the power of language.</p> <p>Why now? During the previous half-term students explored the inequality Will faces in “Long Way Down”; students will now be able to develop further their understanding of that theme as well as how it has changed in literature over time. “Animal Farm” is also a GCSE text so is, therefore, challenging enough to begin preparing students for the start of their English Literature GCSE course next year.</p>	<p>What? This unit builds on all of the writing, vocabulary and grammar skills developed across the year and will end in students writing a speech aimed at changing the world. Students will then take part in a speech contest to be judged by a local figure.</p> <p>Why? To consolidate and then develop (through careful planning, re-drafting and improvement) all SPAG and writing skills. While speech-writing is a non-fiction writing form that students need to be confident with ready for GCSE, it is also a very important life skill. It is also critical that students engage with writing and for them to realise that their writing can instil change.</p> <p>Why now? Our key concept this term is “inequality” so students will be encouraged to discuss how writing can be used to try and overcome this. These ideas link into the inequality experienced by the characters in Long Way Down (HT4), the characters in Animal Farm (HT5), the people in the poems (HT3) as well as the women from Shakespearean England (HT2).</p>

Careers Focus	<ul style="list-style-type: none"> - Regular oracy tasks to boost confidence with speaking and listening - Developing comparison and evaluative skills 	<ul style="list-style-type: none"> - Focus on poems which have transformed the world so will inspire students to push themselves and aspire to be the best they can be 	<ul style="list-style-type: none"> - the “art of rhetoric” unit will enable students to develop an understanding of how to successfully present an argument/persuasive piece - exploring “Animal Farm” will create discussion about the importance of equality within the workplace
Assessment	1	2	3
	<p>Reading – mini-assessment split into “knowledge” (questions about the units this term) and “analysis” (an extract linked into this term’s learning with a language analysis question)</p> <p>Writing – last section on assessment has a writing question which asks them to write an intro/opening to a fiction/non-fiction text type (a range used across the year). Teacher uses this and classwork in exercise book to make a professional judgement for writing. Students will be graded as <i>emerging</i>, <i>secured</i> or <i>exceeding</i> in relation to the department’s assessment criteria (this is linked to the AQA assessment objectives). There is also ongoing assessment through marking-in-the-moment, live marking on the visualiser, whole-class feedback sheets and peer/self-assessment.</p> <p>W/C: 21st November KS3 data due: 9th December</p>	<p>Reading – mini-assessment split into “knowledge” (questions about the units this term and last) and “analysis” (an extract linked into this term’s learning with a language analysis question)</p> <p>Writing – last section on assessment has a writing question which asks them to write an intro/opening to a fiction/non-fiction text type (a range used across the year). Teacher uses this and classwork in exercise book to make a professional judgement for writing. Students will be graded as <i>emerging</i>, <i>secured</i> or <i>exceeding</i> in relation to the department’s assessment criteria (this is linked to the AQA assessment objectives). There is also ongoing assessment through marking-in-the-moment, live marking on the visualiser, whole-class feedback sheets and peer/self-assessment.</p> <p>W/C: 12th February KS3 data due: 21st March</p>	<p>Reading – mini-assessment split into “knowledge” (questions about all of the learning this year) and “analysis” (an extract linked into this term’s learning with a language analysis question)</p> <p>Writing – last section on assessment has a writing question which asks them to write an intro/opening to a fiction/non-fiction text type (a range used across the year). Teacher uses this and classwork in exercise book to make a professional judgement for writing. Students will be graded as <i>emerging</i>, <i>secured</i> or <i>exceeding</i> in relation to the department’s assessment criteria (this is linked to the AQA assessment objectives). There is also ongoing assessment through marking-in-the-moment, live marking on the visualiser, whole-class feedback sheets and peer/self-assessment.</p> <p>w/c: 10th June KS3 data due: 2nd July</p>

Year 9

	Autumn Term 1 6.5 weeks	Autumn Term 2 7.5weeks	Spring Term 1 6.5 weeks	Spring Term 2 5 weeks	Summer Term 1 6 weeks	Summer Term 2 7 weeks
Module Title	<u>IDENTITY: Noughts & Crosses</u> + Perfecting the short story (3 weeks)		<u>SHAKESPEARE’S TRAGEDIES: Romeo & Juliet</u>	<u>EXPLORING INNER CONFLICT IN POETRY</u>	<u>DUALITY: Jekyll & Hyde</u>	<u>TELLING OUR OWN STORY: Narrative writing</u>
Learning Focus	<p>What? This unit of work enables students to deepen even further their knowledge of character development, genre and theme. Students will also focus on the how extracts are structured to create meaning as well as analyse the way the writer uses language to create effect. Students will also spend time finessing the writing skills they developed in the past year by producing non-fiction texts linked to key themes from the novel.</p> <p>Why? Students will evaluate the writer’s purpose through the analysis of structure and language using judicious quotes – all skills linked to the Literature GCSE’s AOs. This is an engaging text which will instil a passion for reading; it is the first in a series of novels, which some students will hopefully choose to continue with.</p> <p>Why now? Prejudice and inequality have been key themes explored in the previous year so, by using this prior knowledge, links can be made and these issues can be both thoughtfully and critically discussed. Links can also be made to the issues of racism in the poems studied in Year 8 HT3 and the novel in HT4. Our key concept this term is “identity” and this unit should encourage students to consider how their race is important to their own identity.</p>		<p>What? Students will explore what the key elements of tragedy are before studying the play “Romeo & Juliet”. Students will read the majority of the play before analysing the language and the structural techniques used within key scenes. Students will also consider the context surrounding the play.</p> <p>Why? Students are already familiar with Shakespeare owing to the “Heroes & Villains” and “Women in Shakespeare” units previously studied. They will be able to apply this prior contextual knowledge to the study of R&J whilst also adding further layers to this prior knowledge. It is important that students are familiar and feel comfortable exploring a whole Shakespearean text as we have only studied extracts up until now.</p> <p>Why now? The units this year all focus on what creates a perfect narrative – by studying a Shakespearean play, students are exploring a different type of narrative structure. Also, by studying a full Shakespeare play this year (as opposed to the extracts studied in the last two years) they are gradually building on their ability to confidently access a full play in time for their</p>	<p>What? This unit will enable students to deepen and refine the poetry skills they learnt in Years 7 and 8. The poems all explore the poet’s inner conflict – students will analyse these poems, exploring these mature themes and perspectives. A range of interesting poets, including modern music stars, have been included.</p> <p>Why? Last year students explored how poems have the power to commemorate significant moments from history; this year they will be developing their critical skills further by examining how poems can be used to document ongoing struggles from individuals’ lives. The theme of “inner conflict” also links to the turbulent struggle many of the characters in “Romeo & Juliet” and “Noughts & Crosses” experienced.</p> <p>Why now? Next half-term students will be exploring</p>	<p>What? During this unit students will explore the literary classic “The Strange Case of Dr Jekyll and Mr Hyde”. They will analyse key extracts as well as engage in debates focussing on themes raised by the novella, such as what it is to be human and good versus evil. We will also examine the descriptive language used by Stevenson and use this to inspire our own pieces of descriptive writing.</p> <p>Why? In this unit, students will compare the themes of inner conflict and duality running through this novella with other texts and poems that they have studied this year. We will also focus on building confidence with reading and analysing Victorian literature, something the students started to explore when reading “Oliver Twist”. We will also develop further the contextual knowledge of the Victorian era that students gained whilst reading “Ruby in the Smoke” last year.</p> <p>Why now? “The Strange Case of Dr Jekyll and Mr Hyde” will</p>	<p>What? Students will focus on planning, drafting, improving and perfecting narratives. Students can draw on the themes and texts explored in previous terms as inspiration. A particular focus should be paid to how the narrative is structured. We will also zoom in on how to use punctuation in a sophisticated manner as well as build our vocabulary. Students’ work will be published in an anthology.</p> <p>Why? This unit focuses on students showcasing all the skills and knowledge explored during their English studies at Chantry. During this year, they have examined a range of narrative structures as well as works from different eras – students should draw on their studies for inspiration to plan and create their own story. This is the time for student to show off everything that they have achieved at KS3.</p> <p>Why now? Being able to craft an engaging piece of writing is a skill which will support students in many other subjects as well as for various</p>

	<p>THREE-WEEK SHORT STORY UNIT:</p> <p>What? Exploring a few short stories and exploring how writers structure their narratives. Students to compare the structure of these stories to the dual-narrative structure of N&C. Which is most effective and why etc? They will also consider what it is that makes the perfect short story.</p> <p>Why? Structure is a critical aspect of the English Language curriculum which is a challenging area of analysis. Planning this into our curriculum ensures we spend time focussing specifically on this more challenging element. Also, students will be encouraged to focus on comparison which is, again, another more challenging element of the English Language curriculum.</p> <p>Why now? The units this year all build towards the students creating their own narrative. Providing students with various different narrative structures to explore and analyse will mean they can use these in their own work. Students will go on to study Shakespeare and 19th Century literature this year – they can use the terms and techniques explored in this unit to help analyse these varying texts as they learn about them later in the year.</p>	<p>GSCE study of Macbeth. Next half-term students will explore poems linked to the theme of inner conflict, something they will have explored in great detail during their study of Romeo and Juliet.</p>	<p>extracts from the Victorian novella “The Strange Case of Dr Jekyll & Mr Hyde”. Dr Jekyll experiences one of the most extreme inner conflicts ever written about in literature; therefore, students will be able to make comparisons between this protagonist with some of the poets studied in this unit. The poems studied during this unit will also provide a secure grasp of the poetry skills needed to access the poems in the “Power & Conflict” anthology which will form part of their GCSE Literature studies next year.</p>	<p>expose students to high-quality 19th Century writing; this is critical for both the Literature and Language GCSEs as both focus on texts written during this era. As we near the end of KS3, students should now feel confident at exploring such a high-level text. Next half-term students will be writing their own narratives – hopefully they will be able to use some of the key themes and techniques explored in this novella to create an equally compelling story.</p>	<p>future careers. Also, 25% of the English Language GCSE is creative writing; therefore, the ability to create a well-structured story, full of ambitious vocabulary and language features – with accurate SPAG – is a skill we must focus on so students are confident with their writing ready to start KS4.</p>
<p>Careers Focus</p>	<ul style="list-style-type: none"> - Study of <i>Noughts and Crosses</i> enables students to explore the major themes of prejudice and the importance of equality in the workplace 	<ul style="list-style-type: none"> - Students developing their comparison, evaluating and critical analysis skills by studying these thought-provoking, high-level texts 		<ul style="list-style-type: none"> - Key focus on improving writing which will boost SPAG skills 	
<p>Assessment</p>	<p style="text-align: center;">1</p>	<p style="text-align: center;">2</p>		<p style="text-align: center;">3</p>	
	<p>Reading – mini-assessment split into “knowledge” (questions about the units this term) and “analysis” (an extract linked</p>	<p>Reading – mini-assessment split into “knowledge” (questions about the units this term and last) and “analysis” (an extract linked into this term’s learning with a language analysis question)</p>		<p>Reading – mini-assessment split into “knowledge” (questions about all of the learning this year) and “analysis” (an extract linked into this term’s learning with a language analysis question)</p>	

	<p>into this term's learning with a language analysis question)</p> <p>Writing – last section on assessment has a writing question which asks them to write an intro/opening to a fiction/non-fiction text type (a range used across the year). Teacher uses this and classwork in exercise book to make a professional judgement for writing. Students will be graded as <i>emerging</i>, <i>secured</i> or <i>exceeding</i> in relation to the department's assessment criteria (this is linked to the AQA assessment objectives). There is also ongoing assessment through marking-in-the-moment, live marking on the visualiser, whole-class feedback sheets and peer/self-assessment.</p> <p>W/C: 27th November KS3 data due: 14th December</p>	<p>Writing – last section on assessment has a writing question which asks them to write an intro/opening to a fiction/non-fiction text type (a range used across the year). Teacher uses this and classwork in exercise book to make a professional judgement for writing. Students will be graded as <i>emerging</i>, <i>secured</i> or <i>exceeding</i> in relation to the department's assessment criteria (this is linked to the AQA assessment objectives). There is also ongoing assessment through marking-in-the-moment, live marking on the visualiser, whole-class feedback sheets and peer/self-assessment.</p> <p>W/C: 29th January KS3 data due: 21st March</p>	<p>Writing – last section on assessment has a writing question which asks them to write an intro/opening to a fiction/non-fiction text type (a range used across the year). Teacher uses this and classwork in exercise book to make a professional judgement for writing. Students will be graded as <i>emerging</i>, <i>secured</i> or <i>exceeding</i> in relation to the department's assessment criteria (this is linked to the AQA assessment objectives). There is also ongoing assessment through marking-in-the-moment, live marking on the visualiser, whole-class feedback sheets and peer/self-assessment.</p> <p>W/C: 17th June KS3 data due: 2nd July</p>
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ENGLISH: Year 7 “Secure” criteria

AUTUMN

Reading:

Students can:

- make some inferences

- explain how words/phrases can be interpreted differently
- comment on the differences in genres and recognise features of each
- make simple evaluative comments, referencing points in the text
- make simple links between a text and their own world

Writing:

Students can:

- use relevant word choices for a clear purpose and spell common words correctly
- sometimes use sophisticated vocabulary
- use some appropriate language techniques e.g. simile, metaphor, rhetorical question etc are included in their work
- use most punctuation marks correctly
- regularly include more than one type of sentence structure
- use paragraphs to clearly organise ideas
- recognise and apply the conventions of different text types to their own writing

SPRING

Reading:

Students can:

- make a range of inferences
- explain how words/phrases can be interpreted differently and some simple effects
- identify structural features and begin to comment on their effect
- make links and comparison between different texts
- use new poetic terminology accurately e.g. enjambment and hyperbole
- provide their own personal response to a poem

Writing:

Students can:

- use carefully considered word choices for a clear purpose and spells most words correctly

- confidently include some ambitious vocabulary in their writing
- use an increasing range of language techniques e.g. simile, metaphor, rhetorical question etc
- use some punctuation marks for a specific purpose
- regularly use a range of different sentence types
- use linked paragraphs to clearly organise ideas
- craft different text types with confidence

SUMMER

Reading:

Students can:

- make a range of detailed inferences
- explain how a writer can create meaning through their choice of words/phrases
- comment on the structure of a narrative
- make links and comparison between specific characters
- understand how context influences writer's choices
- begin to make links between literature and their contemporary audiences (specifically Victorian and Shakespearean)
- evaluate the impact of different characters on the reader/audience
- can identify the conventions of a play/script

Writing:

Students can:

- use interesting word choices for a specific purpose and spell some complex – and new - words correctly
- confidently include a range of ambitious vocabulary in their writing
- use a range of appropriate language techniques for effect e.g. simile, metaphor, rhetorical question etc
- use a range of punctuation marks to clarify meaning and sometimes to create effect
- regularly use a range of different sentence types with purpose
- use a range of paragraphs to clarify meaning and sometimes to create effect
- plan and structure an effective persuasive letter

ENGLISH: Year 8 “Secure” criteria

AUTUMN

Reading:

Students can:

- make a range of developed inferences
- explain alternative interpretations to the writer's choice of vocabulary and language techniques
- make thoughtful links and comparisons between characters across different text types
- understand how context influences the writer's portrayal of female characters
- confidently explain a Shakespearean audience member's viewpoint on women
- evaluate specific character/themes within a text
- explain how stagecraft is used to develop characters, plot and themes

Writing:

Students can:

- use interesting, relevant word choices for a clear effect
- use a range of creative language techniques for effect e.g. simile, metaphor, rhetorical question etc
- regularly use a range of punctuation marks to create different meanings
- regularly use a range of different sentence types to create effect
- use a range of paragraphs to shape meaning and regularly create effect

SPRING

Reading:

Students can:

- make a range of thoughtful inferences
- develop layers of interpretation from the writer's choice of vocabulary and language techniques

- make clear comparisons between writers' perspectives
- confidently identify structural techniques within poetry and are beginning to comment on their potential effects
- understand how context influences the writer's tone and intentions
- identify and comment on the symbolism within a text
- critically evaluate specific character/themes within a text

Writing:

Students can:

- use ambitious word choices to create a deliberate effect
- use a range of thoughtful language techniques for effect e.g. simile, metaphor, rhetorical question etc
- use a range of punctuation in a meaningful way
- regularly use a range of different sentence types with precision
- can clearly apply their knowledge of some different text types in their own writing

SUMMER

Reading:

Students can:

- make inferences about implicit information in a range of texts, including classic literature
- zoom in on specific words and the impact/effects of these
- explain how the structure of a narrative develops its meaning
- understand the effects of allegories in literature and the reasoning behind them
- evaluate the effect of different rhetorical techniques
- confidently identify and evaluate the impact of ethos, pathos and logos within different text types

Writing:

Students can:

- use ambitious word choices to effectively persuade an audience
- use a range of original language techniques for effect e.g. simile, metaphor, rhetorical question etc
- apply complex rhetorical devices to their own writing in a meaningful way
- use a range of punctuation to further aid persuasion
- can effectively use a range of text types confidently for a clear purpose

ENGLISH: Year 9 “Secure” criteria

AUTUMN

Reading:

Students can:

- develop inferences and identify the main impact on the reader
- explore layers of analysis of single words
- explain the impact structure at macro level e.g. dual narrative
- identify and discuss the conventions of dystopian fiction
- clearly evaluate a text, using a range of textual references to support their argument

Writing:

Students can:

- use ambitious word choices to aid detailed description
- deliberately uses a range of original language techniques for effect e.g. simile, metaphor, rhetorical question etc
- use a range of punctuation to create specific effects
- create sentence and paragraph types which are varied to cause specific effects
- can apply different structural techniques, although not always consistently and effectively

SPRING

Reading:

Students can:

- begin to make perceptive inferences
- analyse Shakespearean language
- evaluate how detailed contextual information links to the writer's message
- make developed comparisons between texts from different historical periods
- explore thoughtful layers of analysis when exploring poetry, through both language and structure
- analyse stylistic features of genres e.g. stage directions

Writing:

Students can:

- include a range of sophisticated word choices
- create a range of thoughtfully crafted language features which create a specific effect on the reader
- use a range of punctuation to create interesting effects
- vary sentence and paragraph types in order to cause interesting effects
- confidently and seamlessly apply varied sentence structures to their writing
- use structural features to create specific effects

SUMMER

Reading:

Students can:

- effectively analyse Victorian language
- critically evaluate how themes can run through texts across different eras
- confidently explain how the writer's intentions are subtly referenced in texts
- can make developed comparisons between texts from different historical periods
- analyse a wider range of more complex structural features e.g. juxtaposition, oxymoron

Writing:

Students can:

- produce creative writing which is engaging and sophisticated
- create transactional writing which is convincing and clearly matches the features of the specific text type
- include language techniques which are usually consciously crafted and generally successful at achieving their intended effects
- include a full range of punctuation with a high level of accuracy, creating an array of effects
- use a full range of sentence forms with a high level of accuracy, creating a plethora of effects
- begin to use structural techniques in an inventive way