



Key Stage 3 - Programme of Study – English 2023/24

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	<p>Topic: Novel Study - <i>Trash</i></p> <p>Key knowledge: Understanding plot and character Analysing writers' language for effect Writing to analyse Writing to imagine Awareness of other cultures</p> <p>Assessment: Literature assessment: Extract from the novel analysing character or theme.</p> <p>Values: Curious: Encourage pupils to explore, understand and tolerate other cultures; to compare own values and moral codes to events in the text</p>	<p>Topic: Non-Fiction & Transactional Writing</p> <p>Key knowledge: Read, understand and respond to non-fiction texts. Analyse language, form and structure for effects Show understanding of texts and the context in which they were written Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p> <p>Assessment: Language assessment: Write an informative article based on an influential celebrity who has made a significant impact on the world (could be Rosa Parks, Martin</p>	<p>Topic: Play Text – <i>Frankenstein – adapted by Phillip Pullman with extracts from Mary Shelley's original text</i></p> <p>Key knowledge: Read, understand and respond to a play text. Students should be able to develop analysis of writer's purpose for effects using textual references including quotations to support ideas. Students will also read extracts from the original 19th century texts by Mary Shelley, analysing language, form and structure for effects and exploring relevant contextual details of the 19th century</p>	<p>Topic: Intro to <i>Shakespeare</i></p> <p>Key knowledge: Read, understand and respond to texts. Students should be able to maintain a critical style and develop an informed personal response; use textual references, including quotations, to support interpretations Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>Assessment: Language assessment: Write a diary entry as a character from one of the Shakespeare plays studied in this unit (Midsummer – Tempest – Hamlet)</p>	<p>Topic: C19th Extracts - <i>Holmes</i></p> <p>Key knowledge: Read, understand and analyse the famous detective genre of the 19th century period, including links to context. Pupils to write with control of audience, form and purpose. Pupils to infer, deduce, debate and discuss point of view confidently.</p> <p>Assessment: Language assessment: reading assessment on a passage from Holmes with analyse, infer and evaluate questions.</p>	<p>Topic: Intro to Poetry</p> <p>Key knowledge: Read, understand and respond to poems whilst maintaining a critical style. Analyse language, form and structure showing appreciation of effects and reference to subject terminology for poetry. Show understanding of the relationship between texts and their contexts.</p> <p>Assessment: Literature assessment: Analyse the poem Tich Miller. How does the writer present bullying</p>

	<p><u>Resilient:</u> Appropriate level of challenge and content of these texts containing mature themes for discussion and debate</p> <p><u>Respectful:</u> Through class discussions regarding topics in the text, pupils learn to listen, understand and show respect for others' opinions, cultures and ideas</p> <p><u>Conscientious:</u> Exploring moral dilemmas and SMSC opportunities through the text and its related topics.</p>	<p>Luther King Jr, Michelle Obama etc.)</p> <p><u>Values:</u> <u>Curious:</u> Encourage pupils to explore non-fiction and the issues raised on the theme of growing up, comparing their own experiences in the process.</p> <p><u>Resilient:</u> Pupils reflect on real life experiences and relate them to their own upbringing and experiences.</p> <p><u>Respectful:</u> Pupils learning to listen, discuss and respect others' ideas, opinions and experiences.</p> <p><u>Conscientious:</u> Exploring real life issues and SMSC opportunities through non-fiction texts and their related topics.</p>	<p>and scientific advances.</p> <p><u>Assessment:</u> Literature assessment: Extract from the text, answering the question, how is a sense of horror created at the end of act 1.</p> <p><u>Values:</u> <u>Curious:</u> Pupils develop a curiosity for contextual relevance such as scientific advancements of the 19th century.</p> <p><u>Resilient:</u> Pupils are challenged to read 19th century text through the extracts from Mary Shelley's original text.</p> <p><u>Respectful:</u> Discussions on morality and debating the topics of the text. Pupils develop listening skills centred around respect for others' ideas and opinions.</p>	<p><u>Values:</u> <u>Curious:</u> Encourage pupils to make links from KS2 experiences of Shakespeare for progression and explore context of Elizabethan England and Shakespeare's life in more detail to broaden understanding culturally also.</p> <p><u>Resilient:</u> Pupils develop the ability to read and understand Shakespearean language and meanings through decoding skills and prior language knowledge.</p> <p><u>Respectful:</u> Learning about and reading Shakespeare helps pupils to understand who they are and who they might become. Pupils build a respect for Shakespeare "<i>great Literature</i>" as part</p>	<p><u>Values:</u> <u>Curious:</u> Pupils are encouraged to infer and deduce to think like Holmes and solve the mystery story before the ending.</p> <p><u>Resilient:</u> Pupils continue to develop their ability to reader texts from a different time period where language needs some decoding, building on these skills from the previous Shakespeare unit. Developing inference and deduction skills to "solve" the mystery of the stories they read.</p> <p><u>Respectful:</u> When debating and presenting possible solutions for each story, pupils continue to develop skills for listening, reflecting</p>	<p>and growing up in this poem?</p> <p><u>Values:</u> <u>Curious:</u> Poetry encourages pupils to "solve" a poem's meaning; deciphering language and clues for meaning and purpose. This encourages pupils to be curious about different possible meanings a poem may have.</p> <p><u>Resilient:</u> Deciphering poems' meanings can be tricky when the meaning is ambiguous. Pupils need to demonstrate resilience to persevere with analysis and decoding skills for this.</p> <p><u>Respectful:</u> Pupils learning to listen, discuss and respect others' ideas, opinions and experiences.</p> <p><u>Conscientious:</u></p>
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8	<p><u>Topic:</u> Novel Study: <i>Lord of the Flies, Private Peaceful, or Maggot Moon.</i></p> <p><u>Key Knowledge:</u> Read, understand and respond to a text. Analyse language, form and structure.</p>	<p><u>Topic:</u> Non-Fiction/Transactional Writing: <i>Around the World - Travel Writing</i></p> <p><u>Key knowledge:</u> Read, understand and respond to a range of non-fiction texts.</p>	<p><u>Topic:</u> Play Text: <i>Refugee Boy</i> Benjamin Zephaniah, adapted by Lemn Sissay.</p> <p><u>Key knowledge:</u></p>	<p><u>Topic:</u> Shakespeare: <i>Romeo & Juliet</i></p> <p><u>Key knowledge:</u> Read, understand and respond to a full Shakespeare text. Explain, comment and</p>	<p><u>Topic:</u> 19th Century Short Stories: <i>The Signalman, The Red Room, The Monkey’s Paw and The Mortal Immortal</i></p> <p><u>Key knowledge:</u> Read, understand and respond to 19th century texts.</p>	<p><u>Topic:</u> Poetry: <i>Anthology</i></p> <p><u>Key knowledge:</u> Read, understand and respond to poetry texts. Maintain a critical style to develop an informed response to the poems.</p>

	<p>Show understanding of the relationship between text and context. Use vocabulary, punctuation and sentence structures for clarity and effect.</p> <p>Assessment: Literature: Extract and wider text analysis. Analyse a character in the extract and the wider text, commenting on how they are presented, making links to context.</p> <p>Values: Curious: Resilient: Respectful: Conscientious:</p>	<p>Analyse language, form and structure with critical appreciation of the ways in which writers create meaning. Write with understanding and control of audience, form and purpose.</p> <p>Assessment: Language: Write a formal letter to your Head teacher, requesting permission to hold a charity event in school.</p> <p>Values: Curious: Resilient: Respectful: Conscientious:</p>		<p>analyse Shakespeare's use of language for effect. Evaluate the play critically and refer to relevant supporting quotes. Make links with context.</p> <p>Assessment: Language: Write soliloquy as a character from the play describing how you feel at a key moment in the play.</p> <p>Values: Curious: Resilient: Respectful: Conscientious:</p>	<p>Analysing male and female 19th century writers' use of language, form and structure for effects. Make links with context and the texts studied. Evaluate texts critically and refer to relevant quotes. Communicate clearly and effectively with control of audience, form and purpose.</p> <p>Assessment: Language: Imagine that you are an extra character at the end of your chosen story. Write a report for your supervisor on what happened in the story, giving clear recommendations as to how a similar tragedy might be avoided in the future. <i>For example, if you choose The Signalman, you might write as a health and safety officer of the railway company, writing a report for the CEO of the company on the death of the signalman and how</i></p>	<p>Analyse language, form and structure to explore writers' meanings and effects. Show understanding of the links between context and the texts written.</p> <p>Assessment: Literature: Read the poem below, <i>The Hero</i>, by Siegfried Sassoon. In this poem Sassoon explores ideas about the war. Write about the ways in which Sassoon presents the war in this poem.</p> <p>Values: Curious: Resilient: Respectful: Conscientious:</p>
			<p>Assessment: Literature:</p> <p>Values: Curious: Resilient: Respectful: Conscientious:</p>			

					<p><i>this might be prevented from happening again.</i></p> <p>Values: Curious: Resilient: Respectful: Conscientious:</p>	
9	<p>Topic: Novel Study: <i>Of Mice and Men</i></p> <p>Key Knowledge: Read, understand and respond to the novel, maintaining a critical style for a personal response. Refer to relevant quotes when analysing language, form and structure to evaluate writer's use of language for effect and purpose. Make relevant links between context and the text.</p> <p>Assessment: Literature: extract about Slim answering the question: What impressions do you get of Slim here? Give reasons for what you say, and remember to</p>	<p>Topic: Non-Fiction and Transactional Writing: <i>Lady in the Van & Don't Leave Me Here (moral dilemmas)</i></p> <p>Key knowledge: Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts. Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise</p>	<p>Topic: Play Text: Educating Rita/Our Day Out</p> <p>Key knowledge: Read, understand and respond to texts. Students should be able to maintain a critical style and develop an informed personal response; use textual references, including quotations, to support interpretations. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p>	<p>Topic: Shakespeare: Much Ado About Nothing</p> <p>Key knowledge: Read, understand and respond to texts. Students should be able to identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts. Explain, comment and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p>	<p>Topic: Charles Dickens: <i>Introduction to Dickens</i></p> <p>Key knowledge: Read, understand and respond to Dickens extracts, maintaining a critical style and develop an informed personal response using textual references, including quotations, to support and illustrate interpretations. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p>	<p>Topic: Poetry: <i>Anthology</i></p> <p>Key knowledge: Read, understand and respond to Dickens extracts, maintaining a critical style and develop an informed personal response using textual references, including quotations, to support and illustrate interpretations. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p>

	<p>support your answer with words and phrases from the extract.</p> <p>Values: Curious Resilient Respectful Conscientious</p>	<p>information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>Assessment: Language: Write a speech for secondary students arguing for or against the statement: “we all have a moral obligation to look after the vulnerable in society.”</p> <p>Values: Curious Resilient Respectful Conscientious</p>	<p>Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>Assessment: Literature: Imagine Frank and Rita meet 10 years later after the events of the play. Write the script of the conversation they would have as though it was an extra scene to be added to the play. Think about form, audience and purpose. You should use the script form, use stage directions and try to use the tone that the characters have to create their voice.</p> <p>Values: Curious Resilient Respectful Conscientious</p>	<p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different audiences, forms and purposes; organise information and ideas using structural and grammatical features.</p> <p>Assessment: Language: Imagine that you are a guest at the sham wedding of Claudio and Hero. Write a letter describing what happened that day.</p> <p>Values: Curious Resilient Respectful Conscientious</p>	<p>Show understanding of the relationships between texts and the contexts they were written in</p> <p>Assessment: Language: Your school’s behaviour system needs to be updated. Write a report for the Head teacher suggesting ways this might be done. You could include:</p> <ul style="list-style-type: none"> • Examples of how the current behaviour system isn’t working • Your ideas about how the situation could be improved. <p>Values: Curious Resilient Respectful Conscientious</p>	<p>Show understanding of the relationships between texts and the contexts they were written in</p> <p>Assessment: Literature: Read the poem <i>The Man He Killed</i>, by Thomas Hardy. In this poem Hardy explores ideas about war. Write about the ways in which Hardy presents war in this poem.</p> <p>Values: Curious Resilient Respectful Conscientious</p>
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