



ENGLISH DEPARTMENT

KS3 Curriculum Roadmap

THE KEY STAGE THREE CURRICULUM

With the exception of the class novel, which is taught over a full term, English is taught in half termly units of work. The aims of these units are to provide our pupils with a broad knowledge base of English literature and language, whilst practising and developing key skills. Across the year, we focus explicitly on our pupils technical skills in spelling, punctuation, grammar, reading and spoken language skills, these are embedded into each unit of work.

Our curriculum has been carefully designed to provide our pupils with opportunities for the above, but also for them to learn about language and literature in a local and global context; we take care to choose a wide range of fiction and non-fiction texts. Our pupils are exposed to voices and experiences that reflect our history, present and possible futures. In English they will find that their thoughts and lives are given expression in words, film, drama and media whilst also being invited to consider the diverse experiences of others, testing their imagination and broadening their horizons.

Our curriculum is one of increasing challenge, each unit and year builds upon the knowledge and skills of the units studied previously, slowly building and refining a rich repository of knowledge and expert toolkit of skills.

The English classroom is a dynamic and ever-changing environment that celebrates English in all its forms, from the performance of drama and poetry to the quiet enjoyment of the written word: in short, it is a space where all our pupils are encouraged not only to learn about English, but to grow and develop their own literary, critical, creative and individual voices. This is why English has a constantly evolving curriculum, we regularly change, adapt and edit to respond not only to changes in pedagogy but in response to our pupils' voices.

BEYOND THE CLASSROOM

The English curriculum also extends beyond the classroom, to include home learning. Pupils are encouraged to read a rich diet of texts at home as well as learning key vocabulary and spellings linked to their unit of study. Creativity and personal responses to their units of study are also encouraged through homework projects set across the years.

Optional extracurricular clubs are also offered to our pupils, covering a range of interests from creative writing to book groups and debating.



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EXCELLENCE FOR ALL

The curriculum at Comberton is designed so that the full offer is available to every pupil. All pupils follow the same curriculum with the same learning outcomes. Every pupil is given the same opportunities, this is ensured through student groupings, adaptive learning strategies and specialist teaching. Both within and outside of the classroom, our pupils are supported and challenged to learn and achieve the very best of which they are capable.

HOW DO WE ASSESS PROGRESS AND UNDERSTANDING?

In the first half term of Year 7, our pupils do a baseline test assessing their reading and writing skills to allow us to build a picture of their skills and knowledge. Thereafter each unit of work assesses reading, writing or spoken language skills.

Each unit of work has two assessment points. The first is a 'formative' assessment where the criteria against which they are being assessed is explained to pupils and they receive feedback which gives them specific targets to focus on so they can make progress. Pupils are then given time to practise these skills, building to a second assessment point, the summative assessment, where they receive an overall level of progress, as well as understanding the finer skills that form this judgement. These levels are explained more fully in our Key Stage Three Assessment Guide, available on the website.

THE ASSESSMENT CRITERIA AT KEY STAGE THREE

Within each of these criteria are skills and knowledge of increasing challenge. As above, our assessment criteria is explained fully in the assessment guide, but to contextualise our curriculum, the main criteria are broadly explained below.

READING

Planning Assessment Objective (AO):

How carefully/independently pupils plan their work before beginning

Reading AO1: How pupils show their understanding of what they have read and studied

Reading AO2: How pupils write about a writer's choices and the effect these have on readers and/or audiences

Reading AO3: How pupils show their understanding of the connections between texts and the contexts in which they were written

Proofreading AO: How well/carefully pupils check and improve their finished work.

WRITING

Planning Assessment Objective

(AO): How carefully/independently pupils plan their work before beginning

Writing AO1: How effective pupils' writing is

Writing AO2: How pupils organise and layout their writing

Writing AO3: How ambitious and accurate pupils' writing is

Proofreading AO: How well/carefully pupils check and improve their finished work.

SPOKEN LANGUAGE

Spoken Language AO1:

How pupils speak

Spoken Language AO2:

How pupils convey their ideas

Spoken Language AO3:

How pupils organise their ideas

Spoken Language AO4:

How pupils listen to, and participate in, discussions with their peers.



Here follows a brief outline of the units studied across the three years of Key Stage 3 to provide an insight into the content of our curriculum. Please do contact us if you have any questions or would like further information: we're happy to provide more detail!

Year 7: An introduction to the key skills and knowledge needed for the study of English study

HALF TERM

UNIT

Autumn 1	Myths and Legends: An Introduction to English
Autumn 2	An Introduction to Drama
Spring 1&2	An Introduction to narratives followed by the study of a novel: <i>The Prince of Mist</i> by Carlos Ruiz Zafón
Summer 1	An Introduction to Non-Fiction: The History of English
Summer 2	An Introduction to Poetry

THE SHAPE OF YEAR SEVEN

Year 7 English study focuses on building upon the learning of Key Stage 2 whilst laying a solid foundation of the skills and knowledge needed for KS3 study and beyond as we encourage our pupils to think not only about the technical craft of English, but also the history of our language and literature and its place on the global stage.

The year begins with an introduction to the history of fiction; our pupils begin by exploring myths and legends from across time and the world. In this unit they learn to identify themes and character types, experimenting with these in their own writing. This learning then develops into the study of drama, where pupils are challenged to think of different ways ideas are presented and how writers put texts together.

In the spring, pupils begin to 'dig' into texts, moving beyond themes and character: the study of a whole novel is prefaced with explicit study of how narratives are constructed as our pupils begin to write about structure and form whilst deepening their analytical language skills whilst growing their technical vocabulary and understanding.

As summer approaches, pupils expand their understanding of language analysis, by applying their understanding of fiction writing to non-fiction extracts, whilst learning about the history of the English language. As the school year ends, the cumulative knowledge and skills attained across the year are celebrated in the study of poetry in different forms from across the world: in this unit, students consolidate their understanding of language, structure, form and a writer's choices whilst 'playing' with these skills and knowledge in a KS3 celebration of poetry.

Year 8: Increasing the breadth of English study, focusing on developing skills and knowledge

HALF

TERM

Autumn 1

UNIT

Non-fiction: Autobiographies

Autumn 2

The Graphic Novel: *The Arrival* by Shaun Tan

Spring
1&2

A novel: either *Ruby in the Smoke* by Philip Pullman or *Montmorency* by Eleanor Updale alongside study of life in the 19th century

Summer 1

Shakespeare: *Much Ado about Nothing*

Summer 2

Voices in Poetry

THE SHAPE OF YEAR EIGHT

Year 8 English study focuses on building on the foundations of the key skills of English acquired in Year 7, giving pupils the opportunity to practise and extend what has already been learnt, whilst developing new skills and understanding.

The year begins with pupils exploring autobiographies. Pupils read a range of autobiographical extracts and practise writing their own versions. In this unit they take the understanding of form and language built in Year 7 and use this knowledge to grow their own voices by reflecting on their experiences. After half term, pupils turn their attention to the study of graphic novels, through this they begin to think about how life experiences are presented for effect and explicitly focus on how writers create and manipulate meanings whilst growing their understanding of how social, cultural and historic contexts can inform works of fiction.

In the spring, pupils study a whole novel set in the C19th century, based on their teacher's choice. In this unit they hone and grow the skills of literary analysis established in Year 7, whilst also building their understanding of viewpoint, characterisation and the importance of context, which is developed in explicit lessons focusing on non-fiction from the C19th, taught alongside the unit.

In the summer, our pupils study a full Shakespeare play (having read extracts and poetry in Year 7), this unit continues to build on the ideas of how experience and characters can be brought to life, whilst expanding their understanding of drama and the English language in all its forms. As the school year ends, the cumulative knowledge and skills attained across the year are celebrated in the study of poetry from a range of different voices and experience: in this unit, students consolidate their increasing understanding of language, structure, form and a writer's choices to give voice to their own thoughts, feelings and experiences whilst 'playing' with these skills and knowledge in a KS3 celebration of poetry.

Year 9: Widening understanding of English study with increasing challenge, whilst developing knowledge and refining skills

HALF TERM

UNIT

Autumn 1 & 2	Novel: <i>Animal Farm</i> by George Orwell alongside the study of genre, specifically focusing on dystopian writing
Spring 1	Moving Image: The study of film
Spring 2	Shakespeare: <i>The Tempest</i>
Summer 1	Non-fiction: The Power of Language
Summer 2	Poetry: Identity and Experience

THE SHAPE OF YEAR NINE

Year 9 English study focuses on embedding the skills and knowledge taught across Key Stage 3, whilst challenging our students to expand their thinking and application, encouraging greater creativity and independent critical thought.

The year begins with the study of *Animal Farm*, in addition to refining the literary analytical skills taught across KS3, in this unit our pupils consider not only form but genre. By considering the genre of political and dystopian fiction, students learn not only to identify these features but consider the role of genre in how we understand texts and how writers construct meaning, enriching their understanding of literary analysis whilst having fun practising these skills in their own creative writing.

As we move into spring, we develop our focus on writers' methods: through the study of moving image our pupils draw parallels between directors and writers. Whilst this unit consolidates their understanding of a writer's use of techniques and language, it also builds new understanding of the importance of structure and of texts as a conscious construct. This learning then develops into the study of *The Tempest*, where students reflect back on their previous learning of Shakespeare and drama whilst developing their focus and understanding of writers' methods across literary forms.

As summer comes, we take the ideas central to this year's study, power, identity and experience, and focus on how these manifest in the English language. In this unit, pupils hone their understanding and ideas of a writer's methods through the analysis and writing practise of a variety of genres, focusing on how language can be used in all sorts of different ways and to different ends. The year ends, as with Y7 and 8, with a consolidation of the knowledge and skills learnt as our pupils explore ideas in the study of poetry and manipulate and play with language in the writing of it.