





















**English Key Stage 3 Curriculum Overview**

YEAR 7	Autumn HTs 1/2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT2
 <p>Pupils read ‘<b>Uncle Montague’s Tales of Terror</b>’ and explore writer’s intentions, analyse language and structure, and explore characterisation, plot, and key themes.</p> <p>Writing forms: creative writing based on an image, writing from a viewpoint (diary entry), and a newspaper article.</p> <p>Writing focus: Semi colons, tone for effect, metaphors, juxtaposition, personification.</p> 	<p><b>Descriptive Writing</b> plus non-fiction thematic reading.</p> <p>Writing focus: developing complex sentences. Brackets and commas. Similes, personification, pathetic fallacy.</p> 	<p>Non-fiction <b>Autobiographical writing</b> using <b>Boy, Roald Dahl</b></p> <p>Writing focus: Simple, compound, complex sentences. Tone for effect</p> 	<p><b>People Poetry:</b> Pupils read a range of poems from poets including Benjamin Zephaniah, John Agard and Dylan Thomas.</p> <p>Oracy: Poetry Slam competition</p> 	<p><b>Romeo and Juliet</b></p> <p>Oracy: pupils perform a scene from Romeo and Juliet</p> 	
ASSESSMENT	<p><b>READING: 1, 2, 3 &amp; 4</b></p> <ol style="list-style-type: none"> <li>1. I can use relevant quotations to support my ideas</li> <li>2. I can comment on the effects of the writer’s language/structural choices</li> <li>3. I can comment on the writer’s intentions</li> <li>4. I can use literary terms accurately in my analysis</li> </ol> <p><b>WRITING: 5, 6, 7 &amp; 8</b></p> <ol style="list-style-type: none"> <li>5. I can organise my writing using structural devices</li> <li>6. I can use appropriate vocabulary and language devices within my writing</li> <li>7. I can punctuate sentences accurately</li> <li>8. My writing is grammatically correct and I use accurate spelling</li> </ol>	<p><b>WRITING: 5, 6, 7 &amp; 8</b></p> <ol style="list-style-type: none"> <li>5. I can organise my writing using structural devices</li> <li>6. I can use appropriate vocabulary and language devices within my writing</li> <li>7. I can punctuate sentences accurately</li> <li>8. My writing is grammatically correct and I use accurate spelling</li> </ol>	<p>READING: 2 &amp; 3</p> <ol style="list-style-type: none"> <li>2. I can comment on the effects of the writer’s language/structural choices</li> <li>3. I can comment on the writer’s intentions</li> </ol> <p>WRITING: 5, 6 &amp; 7</p> <ol style="list-style-type: none"> <li>5. I can organise my writing using structural devices</li> <li>6. I can use appropriate vocabulary and language devices within my writing</li> <li>7. I can punctuate sentences accurately</li> </ol>	<p><b>READING: 1, 2 &amp; 3</b></p> <ol style="list-style-type: none"> <li>1. I can use relevant quotations to support my ideas</li> <li>2. I can comment on the effects of the writer’s language/structural choices</li> <li>3. I can comment on the writer’s intentions</li> </ol> <p><b>ORACY: 9 &amp; 10</b></p> <ol style="list-style-type: none"> <li>9. I can express myself clearly</li> <li>10. I can confidently communicate with my teacher and classmates</li> </ol>	<p><b>READING: 1 &amp; 4</b></p> <ol style="list-style-type: none"> <li>1. I can use relevant quotations to support my ideas</li> <li>4. I can use literary terms accurately in my analysis</li> </ol> <p><b>ORACY: 9 &amp; 10</b></p> <ol style="list-style-type: none"> <li>9. I can express myself clearly</li> <li>10. I can confidently communicate with my teacher and classmates</li> </ol>



YEAR 8	Autumn HTs 1/2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
 <p>Pupils read <b>'The Graveyard Book'</b> and explore writer's intentions, analyse language and structure, and explore characterisation, plot, and key themes.</p> <p>Writing forms: diary entry, creative writing. Writing focus: ambitious adjectives, tone, colons, complex sentences</p> 	<p><b>Poetry Around the World</b> with Seminal World Literature</p> 	<p>Pre-1914 Gothic Horror: <b>The Fall of the House of Usher</b>, Edgar Allen Poe</p> <p>Writing forms: creative writing Writing focus: semi-colons, personification, foreshadowing, metaphors</p> 	<p><b>Hamlet</b> – pupils study Shakespeare's use of language, plot, historical context, and characterisation</p> 	<p><b>Greek Myths</b></p> <p>Writing forms: creative writing from an image, eyewitness account. Writing focus: semi colons, colons, dashes. epistrophe.</p> 	
<p><b>ASSESSMENT</b></p>	<p><b>READING: 2 &amp; 3</b></p> <p>2. I can confidently comment on the effects of the writer's language/structural choices 3. I can confidently comment on the writer's intentions referring to audience and purpose</p> <p><b>WRITING: 6 &amp; 7</b></p> <p>6. I can use relevant vocabulary and language devices confidently within my writing 7. I can use punctuation and a range of sentence types effectively 8. My writing is grammatically correct and I use accurate spelling</p>	<p><b>READING 1 &amp; 4</b></p> <p>1. I can use relevant quotations effectively to support my ideas 4. I can use literary terms effectively in my analysis</p> <p><b>ORACY: 9 &amp; 10</b></p> <p>9. I can express myself clearly 10. I can confidently communicate with my teacher and classmates</p>	<p><b>READING: 1 &amp; 2</b></p> <p>1. I can use relevant quotations effectively to support my ideas 2. I can confidently comment on the effects of the writer's language/ structural choices</p> <p><b>WRITING: 5, 6, 7 &amp; 8</b></p> <p>5. I can effectively organise my writing using structural devices 6. I can use relevant vocabulary and language devices confidently within my writing 7. I can use punctuation and a range of sentence types effectively</p>	<p><b>READING: 1, 2 &amp; 4</b></p> <p>1. I can use relevant quotations effectively to support my ideas 2. I can confidently comment on the effects of the writer's language/ structural choices 4. I can use literary terms effectively in my analysis</p> <p><b>ORACY: 9 &amp; 10</b></p> <p>9. I can express myself clearly 10. I can confidently communicate with my teacher and classmates</p>	<p><b>READING: 1, 2, 3 &amp; 4</b></p> <p>1. I can use relevant quotations effectively to support my ideas 2. I can confidently comment on the effects of the writer's language/structural choices 3. I can confidently comment on the writer's intentions referring to audience and purpose 4. I can use literary terms effectively in my analysis</p> <p><b>WRITING: 5, 6, 7 &amp; 8</b></p> <p>5. I can effectively organise my writing using structural devices 6. I can use relevant vocabulary and language devices confidently within my writing 7. I can use punctuation and a range of sentence types effectively 8. My writing is grammatically correct and I use accurate spelling</p>



YEAR 9	Autumn HTs 1/2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
	<p>Pupils read <b>'Roll of Thunder, Hear My Cry'</b> and explore writer's intentions, analyse language and structure, and explore characterisation and key themes.</p> <p>Writing forms: creative writing, diary entry, speech Writing focus: anaphora, epistrophe, anadiplosis, triplets, metaphors</p> 	<p>Non-fiction reading and writing based on <b>travel exerts</b></p> <p>Writing focus: sensory imagery, tone, chronological order, varied sentence openers.</p> 	<p>Pupils read <b>A Monster Calls (play)</b> and explore writer's intentions, analyse language and structure, and explore characterisation, plot, and key themes.</p> 	<p>TIME: <b>Dystopian Literature.</b> Pupils will study a range of authors including: George Orwell, Ray Bradbury, Margaret Atwood and Laline Paull.</p> 	<p>TIME: Shakespeare's World Victorian London Edwardian England Contextual links to GCSE</p> 
ASSESSMENT	<p><b>READING: 1, 2, 3 &amp; 4</b></p> <ol style="list-style-type: none"> <li>1. I can thoughtfully use quotations to support specific and focused ideas</li> <li>2. I can thoughtfully comment on the effects of the writer's language/structural choices</li> <li>3. I can comment on the writer's deliberate intentions linking to the wider context</li> <li>4. I can use literary terms thoughtfully in my analysis</li> </ol> <p><b>WRITING: 5, 6, 7 &amp; 8</b></p> <ol style="list-style-type: none"> <li>5. I can make deliberate structural choices to organise my writing effectively</li> </ol>	<p><b>READING: 2 &amp; 3</b></p> <ol style="list-style-type: none"> <li>2. I can thoughtfully comment on the effects of the writer's language/structural choices</li> <li>3. I can comment on the writer's deliberate intentions linking to the wider context</li> </ol> <p><b>WRITING: 6</b></p> <ol style="list-style-type: none"> <li>6. I can use vocabulary and language devices thoughtfully within my</li> </ol>	<p><b>READING: 1, 2, 3 &amp; 4</b></p> <ol style="list-style-type: none"> <li>1. I can thoughtfully use quotations to support specific and focused ideas</li> <li>2. I can thoughtfully comment on the effects of the writer's language/structural choices</li> <li>3. I can comment on the writer's deliberate intentions linking to the wider context</li> <li>4. I can use literary terms thoughtfully in my analysis</li> </ol>	<p><b>READING: 1 &amp; 2</b></p> <ol style="list-style-type: none"> <li>1. I can thoughtfully use quotations to support specific and focused ideas</li> <li>2. I can thoughtfully comment on the effects of the writer's language/structural choices</li> </ol> <p><b>WRITING: 5 &amp; 6</b></p> <ol style="list-style-type: none"> <li>5. I can make deliberate structural choices to organise my writing effectively</li> <li>6. I can use vocabulary and language devices thoughtfully</li> </ol>	<p><b>ORACY: 9 &amp; 10</b></p> <ol style="list-style-type: none"> <li>9. I can express myself clearly</li> <li>10. I can confidently communicate with my teacher and classmates</li> </ol>



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	<p>6. I can use vocabulary and language devices thoughtfully within my writing for a specific audiences and purpose</p> <p>7. I can punctuate sentences thoughtfully and employ a wide range of sentence structures</p> <p>8. My writing is grammatically correct and I use accurate spelling.</p>	<p>writing for a specific audiences and purpose</p>		<p>within my writing for a specific audiences and purpose</p>	
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