

# ENGLISH – KEY STAGE 3

## Aims and Objectives

In line with school policy, our aims in the English Department are to ensure that all our students, irrespective of their ability and regardless of anyone's doubts, achieve their potential in full.

To this end we offer programmes of work balanced between speaking and listening, reading and writing. Whilst keeping our eye on current trends in teaching content and style, we remain committed to widening our pupils' experience of their literary and linguistic heritage at each key stage.

## **Key Stage 3 - Year 7**

- Unit 1 - **Prose Study** - pupils are introduced to a modern novel and range of 19th Century literature.
- Unit 2 - **Poetry Study** - pupils study a wide range of poetry from literary heritage and contemporary sources.
- Unit 3 - **Modern Drama** – pupils are introduced to the conventions and language of drama through the study of a whole play.
- Unit 4 – **Shakespeare Texts** - pupils explore a Shakespeare play in performance and devise a media campaign.

Throughout the year pupils' cognitive skills are developed through the 'Let's Think in English' programme, with sessions attached to topics being studied in lessons.

All pupils participate in the 'Accelerated Reader' programme to boost their reading comprehension across the curriculum and develop their reading age.

## Reading

### **As part of the curriculum pupils have opportunities to:**

- read a variety of genres (e.g. letters, autobiography, newspaper and magazine articles, travel books) as well as short stories, novels poetry and plays
- read literature from different cultures (e.g. Greek myths)
- engage in personal reading and discussion of a variety of genres
- use a dictionary a) to check spellings, b) to find correct meanings, and c) to find different parts of speech deriving from the main word
- use a thesaurus
- glean information from a variety of sources (e. g. newspapers and leaflets)
- focus on the main characteristics of literary language (e. g. simile, rhyme alliteration)
- learn some of the ways language changes over time
- read aloud
- respond to settings and characters

## Speaking and Listening

### **As part of the curriculum pupils have opportunities to:**

- read aloud and recite aloud
- tell a story or recount an individual experience to the class or group
- listen and respond to stories, rhymes, poems, songs including those of other cultures

- respond to a variety of audio-visual stimuli
- ask and respond to questions
- give and receive explanations, information and instructions
- plan and take part in problem-solving activities in pairs and groups
- express an opinion and listen to the point of view of others
- take part in a drama experience
- prepare a presentation for an audience

## Writing

**As part of the curriculum pupils should have opportunities to:**

- write additional scenes for novels or stories and re-write a story or part of a story from a different point of view
- write first and third-person narratives which convey a clear account of events and some sense of characterisation
- write poetry to a given formula
- write for a range of purposes (including formal ones) and for specified audiences
- make rough drafts and improve on them
- write legibly in joined-up handwriting

## **Key Stage 3 - Year 8**

- Unit 1 – **19<sup>th</sup> Century Texts** – pupils study a range of extracts from 19<sup>th</sup> Century texts and closely study a Dickens' story.
- Unit 2 – **English Language Study** – pupils study the history of the English Language and develop their knowledge about language considering standard and non-standard English.
- Unit 3 – **Poetry** – pupils study a range of poetry and two poems in depth. They produce a developed comparative literature essay.
- Unit 4 – **Shakespeare** – pupils study 'The Tempest' developing their understanding of Shakespeare's themes and language.
- All pupils continue to participate in the 'Accelerated Reader' programme.

## Reading

**As part of the curriculum pupils have opportunities to:**

- read a variety of genres (e.g. letters, autobiography, travel books, magazine and newspaper articles) as well as short stories, novels poetry and plays
- read pre-twenty first century texts, including Shakespeare
- develop the habit of personal reading and discussion of text
- use a dictionary a) to check spellings, b) to find correct meanings, c) to check different parts of speech, and d) to find the origins of a word
- develop skills in the use of a thesaurus
- continue to be introduced to the main characteristics of literary language (e.g. metaphor personification, etc)
- learn differences in the use and meaning of words as time passes, the reasons why vocabulary changes and where new words come from
- read aloud
- discuss settings, consider characters and their motives, use evidence from facts to support views, and recognise that the attitudes and behaviour of a character are not necessarily those of the author

- skim read to discover the structure and gist of a text.
- Throughout the year pupils' cognitive skills are developed through the 'Let's Think in English' programme with sessions attached to topics being studied in lessons.

### **Speaking and Listening**

**As part of the curriculum pupils have opportunities to:**

- read aloud
- recite aloud
- give a sustained account of an event, experience or activity
- respond to a variety of audio-visual stimuli
- ask and respond to more searching questions
- give instructions to a group
- recognise features of dialect, pronunciation and grammar which are peculiar to age groups, social groups occupations and localities
- in pairs and groups plan and take part in problem-solving activities related to real situations in the school or community
- take a representative role on behalf of the group/class
- develop a more closely reasoned argument
- take part in a drama- based activity
- plan and take part in scripted group presentation for an audience

### **Writing**

**As part of the curriculum pupils have opportunities to:**

- write additional scenes for novels, stories or plays and re- write a story or part of a story from a different point of view
- write first and third-person narratives which convey a clear account of events, clear characterisation, the ability to explore feelings and to create atmosphere
- write poetry to a given formula and from their own experience
- write more competently for a wider range of purposes (including formal ones) and for specified audiences ( e.g. instructions, arguments)
- make rough drafts and improve on them, both in longhand and on a word-processor adopting a range of layouts suitable to tasks
- write legibly in joined-up writing.

**Students will have regular progress tests and their work will be assessed throughout the year**