



Be Inspired. Feel Challenged. Become Empowered.

Implementation

Our stand-alone Key Stage 3 Programmes of study offer a breadth of experience and illustrate the logical sequencing and clear links between units as students make progress through Years 7, 8 & 9 (see below) building upon and consolidating prior knowledge, as well as being constantly challenged. There is also a consistent approach in terms of how students are taught to plan, deconstruct texts, break down tasks and redraft for improvement. The key assessed pieces for each unit reflect an increased level of challenge as they move towards Key Stage 4.

Sequencing of ideas / thematic links through Key Stage 3:

Year 7	Year 8	Year 9
Transition: Who Am I?		
Unit: Survival in the Modern World	Unit: Alienated characters	Unit: The Gothic
Unit: Courage & Heroism	Unit: Wild Animal Poetry	Unit: Power & Corruption
Unit: Good Vs Evil	Unit: Doom, Death & Destruction	Unit: Homelessness
Unit: Nature & Romantic Poetry	Unit: Media - Creative Persuasion	Unit: Hope & Suffering
Unit: Language of Love	Unit: Prejudice & Perspective	Unit: Isolation in American Fiction
Unit: Cultural Voices	Unit: Genre – The Imitation Game	Unit: Poetry from Other Cultures

Breadth:

The Key Stage 3 English curriculum offers breadth and depth: To summarise, there are a range of available texts and extracts spanning across the past 500 years to the present day; there are a range of forms studied including short stories, novellas, poetry, non-fiction, prose as well as a range of print, online and moving image media texts. We encourage students to explore forms of writing from blogs to poems, diaries to websites, adverts to monologues, speeches to articles, letters to anecdotes. They are encouraged to consider the purpose: to describe, explain, inform, advise, persuade, entertain, argue, discuss, evaluate or compare.

Similarly, a range of reading skills are taught from skimming / scanning, to inference, from decoding to dynamic reading, from analytical to comparative, creative to evaluative. Students are taught to close the gap between reading and writing, Language and Literature, understanding and expression. They become aware of how to write for purpose, audience and form, to write creatively for impact and to craft writing through refinement, redrafting and polishing to perfection. They increasingly understand the relevance of what they learn and understand **why**.

At all points in their English education, students gain confidence with the spoken word and become adept at speaking in a range of different contexts, to different audiences and increasingly use more refined, selective and appropriate vocabulary choices to express their ideas. In addition, we fully recognise that a curriculum with an explicit focus on oracy fosters confidence – academically, socially and emotionally. Indeed, the importance of providing a strong, oracy rich programme of study is essential to prepare students for success in later life.

Sequencing:

Consideration has been taken to plan for and embrace wherever possible any relevant cross curricular links between topics studied in English and the wider school curriculum. This is evident in three ways:

- Synchronised learning
- Building on prior learning
- Knowledge as skills

Knowledge as skills	Building on prior learning	Synchronised learning
<p>The knowledge required to master the skill of comparing, evaluating, summarising, analysing, justifying, assessing, describing, informing, instructing and explaining are all relevant to all subjects. They are essential learning for all students to raise their aspirations.</p> <p>This is inspiring.</p>	<p>Sharing prior knowledge learned in other subjects to support the English focus of study or vice versa. In this way divisions between departments are eroded helping to create a cohesive school curriculum which aims to sequence learning effectively.</p> <p>This is challenging.</p>	<p>Sharing current knowledge or live learning in other subjects to support the English focus of study or vice versa. In this way, student learning is consolidated across subjects and the wider curriculum. Enables them to make links and recognise the relevance.</p> <p>This is empowering.</p>

Some examples are shown below:

	Year 7	Year 8	Year 9
Autumn 1	Spanish: My Life English: Who Am I?		Art: Distorted Portraits English: Gothic
Autumn 2	History: Crusades English: Courage & Heroism	Art: Animal Explorations English: Wild Animals Poetry	History: Impact of WW1 English: Power & Corruption
Spring 1	D&T: Making a Desk Tidy, Roll Up Organiser, Knife skills English: Oracy – How to... presentation / demo.	<i>Music: Genres</i> English: <i>The Imitation</i> <i>Game – Genre Writing</i>	
Spring 2		<i>Drama: Writing a monologue</i> English: <i>W – A drama script</i>	<i>Music: Soundtracks</i> English: <i>Hope & Suffering</i>
Summer 1		History: Slave Trade English: Prejudice & Perspectives	
Summer 2	<i>Geography: China</i> English: <i>W – Travel Blog.</i>		<i>Geography: Brazil & India</i> English: <i>Poetry from Other Cultures</i>

**Italics indicate building on prior learning / non-italics indicate links to current learning*

Internally, within the English curriculum, the way that skills, knowledge and awareness are nurtured and developed throughout the key stages shows a desire to equip students with an awareness of themselves and their environment, and their capacity for change, before gradually moving towards the ways in which they explore and respond to the wider world around them, extending beyond their local context.

Push & Challenge:

In addition to the homework set by individual teachers on edulink:

- All students in KS3, KS4 & KS5 are actively encouraged to read an age appropriate text to promote reading for pleasure – reading habits are tracked and staff use this information to spark discussions.
- Year 7 & 8 benefit from termly Literacy homework booklets.
- Year 8 & 9 enjoy reading homework each week through Sparx Reader.
- Year 11 tackle an extended writing response on a different poem from the English Literary Heritage on a weekly basis which supports their preparation for the GCSE English Language and Literature exams.
- Masterclass 'lecture-style' revision sessions in the hall between Christmas and Easter to support Year 11 prepare for examinations in the summer.
- A range of Recognition Awards are presented in Celebration Assemblies for achievement above and beyond in English across the key stages.

Consistency:

There is a flexible structure across the Key Stage 3 English curriculum which involves consistent departmental approaches to deconstructing texts and planning writing tasks. These focus on the level of detail required and aim to support students in recognising the importance of these disciplines in producing work to a high standard. Often a comparative approach may be adopted eg showing two plans for an essay and asking which is better and why as this allows them to identify the standard that is expected. The use of style models and exemplar responses supports this.

All teachers in English are closely monitored and equipped with a teacher toolkit to ensure a consistent approach to their developing pedagogy and to maintain high standards of teaching for students. We continue to develop the use of oracy (including student voice) as a strategy for learning through a wide range of speaking and listening activities which promote personal growth and development, individual wellbeing and academic success, and which draws on a growing awareness of cultural capital.

Reading tasks use question stems which explore, challenge and evaluate. Extended writing tasks encourage greater creative freedom for students to write for a wider range of purpose, audience and forms. Far more emphasis is placed on the importance of oracy at Key Stage 3, not only to prepare and support the compulsory element at GCSE but more importantly as a stepping stone to

refining writing skills, encouraging self-expression and understanding the importance of acknowledging the views of others.

The use of teacher modelling, style models, planning strategies and scaffolding are all regular facets of our approach to drawing out the best from the students that we teach. In addition, we firmly believe in active learning which can be personalised to encourage and nurture good behaviour for learning, independence and resilience in fully preparing all pupils for life beyond the classroom.

Furthermore, we understand the importance in pupils acknowledging not only why and what they are learning but also extending this further to develop a burgeoning interest into *how* they learn as individuals. Reflective learning and metacognitive awareness serve to underpin a greater depth of knowledge and skills and encourages students to recognise the ways in which they learn best as individuals. This can greatly enhance the learning process and encourages links between like-minded learners which can stimulate and push students to even greater achievements.