

KS3 - Year 7 Overview of English

Term	Autumn 1	Autumn 2	Spring 1		Spring 2	Summer 1	Summer 2
Topic	Novel study 1: <i>The Song Walker</i> by Zillah Bethell <i>Literacy Tree Transition Unit</i>	<i>Fairy Tales: The Pied Piper</i> by Robert Browning and <i>Grimm's Fairy Tales</i> <i>pre 1914</i>	Short Stories <i>Pre 1914 and contemporary</i>	Shakespeare: <i>A Midsummer Night's Dream</i> <i>pre 1914</i>	Novel study 2: <i>The Night Run</i> by Bali Rai <i>contemporary</i>	Poetry from diverse cultures <i>contemporary and pre 1914</i>	Novel study 3: <i>The Other Side of Truth</i> by Beverley Naidoo <i>contemporary</i>
Knowledge outcomes	Know how figurative language and an author's personal style contributes to meaning and effect. Select vocabulary, grammar and form judiciously to suit the purpose. Identify and use literary devices. Context: Outback in Australia and First Country Australian culture.	How to approach the decoding of unfamiliar/archaic language. Contextual background of these fairy tales. Features of fairy tales. How to adapt whilst not fundamentally changing a fairy tale. Comparison of Grimm vs Disney. Persuasive features using AFOREST acronym.	Develop comprehension accuracy by ensuring answers are specific and fully explained. Similarities between short stories. Similarities between two stories by the same author. How to select relevant, short quotations as evidence. How to write an essay.	Building on how to decode unfamiliar/archaic language, already taught in Aut 2. Introduce prose/verse. Shakespeare plays fall within comedy, tragedy, history categories. Know the basic plot/key characters. Performance skills/confidence. Learn lines and take part in a (very!) short production.	Building on whole text studies taught in Aut 1. Understand character and plot development - in a non-linear flashback format. Context: British Empire's occupation of India and the Amritsar massacre. Building on descriptive writing techniques taught in KS2: alliteration, simile, metaphor, repetition, power of 3. Adding pathetic fallacy, personification, onomatopoeia.	Identify techniques used in poems with correct terminology: rhyme, rhythm, syllable, verse/stanza, metaphor, alliteration, simile, onomatopoeia. Contextual understanding of the various poems. Layout/form of a poem (as opposed to prose). Select vocabulary and phrases from within a poem to compose descriptive sentences.	Understand a complex plot with frequent flashbacks. Complex metaphors. Develop figurative language techniques learnt in previous units. Further develop comprehension accuracy and the use of quotations as evidence. Context: Nigeria under military rule, refugees in Britain. The impact of truth and lies.
Written outcome	First person narrative	Alternative fairy tale narrative Persuasive speech	Comparative essay	Short essay response	Description	Postcard	Recount - diary Essay

The theme of 'Truth/Discovery' develops across Year 7, appearing strongly in each of our novel studies and peppered throughout the other units.

Writing to explain your own ideas/opinions is taught using the PEARL (Point, Evidence, Analyse, Reader Response, Link) paragraph method. PEE is introduced at KS2 but developed further in Year 7.

Writing to entertain, inform and persuade is taught in KS2 and is revisited and developed in KS3, with the expectation that students will write with increasing independence, additional detail and with a higher level of sophistication/maturity.

Core skills which are revisited and developed from KS2: rich discussion which builds from peer-peer; planning, drafting and editing to refine written work; close textual analysis (moving on from guided reading to more independent analysis); learning new literacy terminology and selecting appropriate/ambitious vocabulary; spelling, punctuation and grammar accuracy.

KS3 - Year 8 Overview of English

Term	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Dr Curapet: Persuasive writing	Novel study 1: <i>The Bone Sparrow</i> by Zana Fraillon <i>contemporary</i>	War Poetry <i>pre 1914</i>	Gothic Literature <i>pre 1914 and contemporary</i>	Shakespeare: <i>Macbeth</i> and <i>The Tempest</i> <i>pre 1914</i>	Non-Fiction: travel blogs and vlogs	Detective Fiction Sherlock Holmes <i>pre 1914</i>
Knowledge outcomes	Building on persuasive devices learnt in KS2 and Y7. Adjust tone to be sincere and formal. Recognise the difference between exaggeration and sincerity. Know AFOREST acronym and use persuasive devices.	How to make inferences and predictions. Develop PEARL technique from Yr 7. Track characters across a whole text. Use varied sentence structures. Select appropriate quotations as evidence. Critical understanding of the writer's craft. Context: Australian immigration detention centre, persecution of the Rohingya people. Descriptive devices.	Charge of the Light Brigade, The Man He Killed, Dulce et Decorum est, Who's For the Game? Building on poetry analysis taught in Y7. Context: Crimean War, The Boer War, WW1 and conscription. Use drama to explore meaning. Learn sections of poems by heart. Analyse poetic form, context, authorial intent and audience in an essay. Support ideas with well-chosen evidence from the texts. Compare two poems using close textual analysis, applying literary terminology correctly.	Recognise and use gothic features. Read a gothic novel independently. Read extracts from Frankenstein and Dracula. Explain the effect of gothic features on the reader. Experiment with archaic language, gothic stylistic devices and word order to create the appropriate atmosphere for this genre.	Building on how to decode unfamiliar/archaic language taught in Y7. Read key scenes. Know the plot and key characters from Macbeth and the Tempest. Learn lines and take part in a (very!) short production of Macbeth. Compare modern and traditional adaptations of the same play. Know the GCSE Lit, Paper 1 requirements.	Know and recognise the features of travel blogs and vlogs. Read travel blogs with scrutiny. Experiment with vlogging, adopting the correct style. Adapt writing style to suit this informal, chatty genre. Building on descriptive devices taught in Yr 7 and Aut 1.	Recognise and replicate features of detective fiction. Work independently and as part of a group. Collaborate and compromise. Know and use the features of play scripts. Select vocabulary and form judiciously to suit the genre.
Written outcome	'Formal' persuasive letter	Description	Comparative essay	Gothic story narrative	Short essay response	Travel Blog	Script

The theme of 'Conflict' develops across Year 8, starting with *The Bone Sparrow*, revisiting again within the war poetry unit and exploring further in gothic literature, Shakespeare and finally detective fiction.

Writing to explain your own ideas/opinions is taught using the PEARL (Point, Evidence, Analyse, Reader Response, Link) paragraph method. PEE is introduced at KS2 and developed further in Year 7 and then taken further again in Year 8 so that writers can go beyond the formulaic structure, whilst retaining the principles.

Writing to entertain, inform and persuade is taught in KS2 and is revisited and developed in KS3, with the expectation that students will write with increasing independence, additional detail and with a higher level of sophistication/maturity.

Core skills which are revisited and developed from KS2: rich discussion which builds from peer-peer; planning, drafting and editing to refine written work; close textual analysis (with the addition in Year 8 of beginning to show critical understanding of the writer's craft/authorial intent); learning new vocabulary and selecting appropriate/ambitious vocabulary; spelling, punctuation and grammar accuracy.