

## KS3 ENGLISH Curriculum Narrative

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. At Manor, English is taught using interleaving. As a result, your child may study the novels and set texts in a slightly different order to the example shown below, to enable the academy to make best use of its resources.

This curriculum of learning has been designed to build upon the experiences encountered at Key Stage 2 at and the [curriculum](#) taught at Primary school.

## KS3 ENGLISH Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p><b>Year 7</b></p>	<p><b>Introduction to Key Stage 3 English</b></p> <p>Establishing the habits and ways of working we want for Manor students in English</p> <p>P+E responses</p> <p>Planning and writing in paragraphs</p> <p>Revisiting grammatical structures and concepts at KS2 to ensure they have been correctly mastered</p>	<p><b>Novel 1</b></p> <p>Establishing close and analytical reading,</p> <p>PEA (Point, Evidence, Analysis) for reading.</p> <p>Focus on spelling skills</p>	<p><b>Novel 2</b></p> <p>Using the novel as a good example – a “mentor text”</p> <p>Students explore use of different structures at sentence and paragraph level.</p> <p>Use of linguistic techniques to increase meaning in their Creative Writing.</p>	<p><b>Instruct and Inform</b></p> <p>Summarising non-fiction texts and exploring the impact of their presentational devices.</p> <p>Organising ideas into sentences and paragraphs in their own writing.</p>	<p><b>Poetry and Persuasion</b></p> <p>Introducing students to different poetic styles and techniques in their reading.</p> <p>Using different <b>persuasive</b> techniques in their writing.</p>	<p><b>Drama/Shakespeare</b></p> <p>Appreciating and using the conventions of scripts.</p> <p>Further practice in selecting and using quotations, Point, Evidence, Analysis (PEA) etc.</p> <p>Making links between text and context.</p>
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## KS3 ENGLISH Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 8</b>	<p><b>Novel: e.g Stone Cold</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>● retrieving information</li> <li>● making links to context</li> <li>● analysis of language, structure &amp; form.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>● SPaG technical accuracy</li> </ul>	<p><b>Dystopia</b></p> <p>Understanding the conventions of dystopian fiction</p> <p>Identifying and analysing the effect of language and structure</p> <p>Writing parts of dystopian short story to develop understanding of genre.</p>	<p><b>Newspapers</b></p> <p>Writing newspaper articles.</p> <p>Reading– retrieving and summarising information in a newspaper article</p> <p>Analysis of language and structure in articles in order to develop understanding of non-fiction conventions.</p>	<p><b>Dickens</b></p> <p>Understanding the way a writer is influenced by their context.</p> <p>Reading – a range of Dickens extracts in order to practise retrieving information and commenting on language use.</p> <p>Writing – emulating Dickens’ style and techniques, developing technical accuracy;</p>	<p><b>Poetry</b></p> <p>Studying a wide range of poems in different forms, from different periods and by different poets.</p> <p>Reading - using precise textual references, commenting on language, form and structure.</p> <p>Comparing ideas and their presentation in two different texts.</p>	<p><b>Language study</b></p> <p>Identify key similarities and differences between two writers’ ideas and the way they present them</p> <p>Writing clear texts with a focus on form, audience and purpose</p> <p>Organising writing into logical paragraphs and sections;</p> <p>Speaking &amp; Listening: Communicating clearly to an audience and responding to questions appropriately</p>

<p><b>Year 9</b></p>	<p><b>Lit &amp; Lang – The Gothic genre</b></p> <p>Reading - exploring the work of key writers in this genre and developing an appreciation of its conventions.</p> <p>Formatively assessed analysis of how particular effects are created.</p> <p>Writing - producing extracts from a Gothic story, developing use of vocabulary, structure and grammar for effect.</p> <p>GCSE Link: Language Paper 1 and Literature 19th Century texts</p>	<p><b>Literature – Modern Drama</b></p> <p><i>“Our Day Out” or “The Crucible”</i></p> <p>Developing understanding of context and how this influences writers.</p> <p>Study of a whole drama text, developing skills or retrieval, inference and analysis.</p> <p>Preparing for closed book questions on extract and whole play, including learning quotations.</p> <p>GCSE Link: Literature Paper 2 Modern Drama</p>	<p><b>Literature – War Poetry</b></p> <p>Reading - studying the response of different poets to the events of the First World War. Developing understanding of poetic form and techniques.</p> <p>Assessed Comparison of two war poems.</p> <p>Writing - formatively assessed creative writing using poetry as a stimulus.</p> <p>GCSE Link: Literature Paper 2 Poetry</p>	<p><b>Literature – Romeo &amp; Juliet</b></p> <p>Reading - studying a full Shakespeare text, focusing on particular themes and issues. Relating the text to its historical and cultural context.</p> <p>Preparing for closed book questions on extract and whole play, including learning quotations.</p> <p>GCSE Link: Literature Paper 1 Shakespeare</p>	<p><b>Literature – Make your Voice Heard (Speaking &amp; Listening)</b></p> <p>Writing - developing the skills needed to plan and present a viewpoint in non-fiction writing.</p> <p>Speaking and Listening - preparing and delivering a formal presentation on a topic of students’ own choosing.</p> <p><b>This is assessed for the GCSE S&amp;L endorsement reported in Y11, but not part of GCSE grade.</b></p>	<p><b>Language – Justice &amp; Equality</b></p> <p>Reading - Exploring a range of fiction and non-fiction texts around the theme of Justice &amp; Equality, incorporating writers from a range of nationalities, genders and eras.</p>
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# KS4 ENGLISH Curriculum Narrative

At KS4, students will continue to study AQA English Language and English Literature. For literature, students will consolidate their understanding of different texts forms through studying a variety of texts forms such as drama, prose, poetry and Shakespeare. They will start to study key GCSE texts such as poetry from the Power and Conflict anthology and 'Macbeth' by William Shakespeare. In years 10 and 11, students will continue to study and consolidate their understanding of poems from the Power and Conflict anthology and 'Macbeth' by William Shakespeare, as well as 'An Inspector Calls' by JB Priestley and 'Dr Jekyll and Mr Hyde' by RL Stevenson. For English Language, students will be introduced to more writing forms, such as inform and advise. They will revisit writing to writing to describe, narrate, argue and persuade.

## KS4 ENGLISH Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 10</b>	<p><b>Literature – An Inspector Calls</b></p> <p>Developing a more secure understanding of: How language, structure and form create meanings in text; Key themes such as, gender, generation gap, rights of workers, class, prejudice and morality; Genre feature such as the detective play, morality plays; Historical context, especially political and social. Learning of quotations to support closed book assessment.</p> <p>Assessment: a timed essay response to the play.</p>		<p><b>Language – Writers' Viewpoints and Perspectives</b></p> <p>Exploring a range of non-fiction extracts from writers across the 19th-21st centuries in order to develop skills of understanding, inference, language analysis and comparison.</p> <p>Writing non-fiction texts to express a viewpoint and conform to genre conventions, developing ideas and making full use of structure and language for effect.</p> <p>Assessment: past exam paper questions (Language Paper 2)</p>		<p><b>Literature - Unseen Poetry and Poetry Anthology</b></p> <p>Developing the skills needed to respond to a wide range of poems, including studying the effects of voice, language, imagery, and structure. Comparing two poems on a similar theme with precision and efficiency.</p> <p>Assessment: past exam paper questions (Literature Paper 2 Section C)</p>	
	<p><b>Language – Explorations in Creative Reading and Writing</b></p> <p>Exploring a range of fiction extracts from different modern writers in order to develop skills of understanding, inference, language and structure analysis, informed critical response.</p> <p>Writing narrative and descriptive texts, developing ideas and making full use of structure and language for effect.</p> <p>Assessment: past exam paper questions (Language Paper 1)</p>		<p><b>Literature – Macbeth</b></p> <p>Developing a more secure understanding of: How language, structure and form create meanings in text; Key themes such as, gender, kingship, power, the supernatural and morality; Genre features such as the conventions of tragedy; Historical context, especially political and social. Learning of quotations to support closed book assessment.</p> <p>Assessment: a timed extract to whole text response.</p>		<p>Studying the first group of poems from the AQA 'Power &amp; Conflict' anthology. Exploring the context of both poets and poems, along with how they use language, structure and form to create meanings. Comparing two poems on a similar theme. Learning of quotations to support closed book assessment.</p> <p>Assessment: past exam paper questions (Literature Paper 2 Section B)</p>	

## KS4 ENGLISH Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 11</b>	<p><b>Literature - Poetry Anthology</b></p> <p>Continuing the study of AQA's 'Power &amp; Conflict' Anthology, begun in Y10.</p> <p><b>Language - Writers' Viewpoints and Perspectives</b></p> <p>Revisiting and building on the skills for reading and writing non-fiction texts successfully, begun in Y10.</p> <p>Mock examination: Language past exam paper questions</p>		<p><b>Language – Explorations in Creative Reading and Writing</b></p> <p>Revisiting and building on the skills for reading and writing fiction texts successfully, begun in Y10.</p> <p><b>Literature - Poetry Anthology and revision of full texts</b></p> <p>Continuing the study of AQA's 'Power &amp; Conflict' Anthology, begun in Y10.</p> <p>Revisiting the Modern and Shakespeare Texts studied in Y10, moving towards exam preparation</p> <p>Mock examination: Literature past exam paper questions</p>		<p><b>Revision – All Language and Literature Units</b></p>	