

KS3 Long Term Curriculum Plan: English/Year 7 2023-2024

Curriculum Aim: The Chace English curriculum aims to ensure that all pupils acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Our text choices enable our students to appreciate our rich and diverse literary heritage and have a chance to develop culturally, emotionally, intellectually and socially. We also aim to empower pupils to write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences. The curriculum encourages the use of discussion in order to learn so pupils should be able to elaborate and explain clearly their understanding and ideas. It ensures that they are competent in the arts of speaking and listening, making formal presentations and participating in debate.

Link to prior learning: The Year 7 curriculum builds on the skills developed during the upper key stage 2 curriculum by exposing students to a range of different forms of literature and nonfiction reading and writing. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

Rationale of sequencing: We teach a spiral curriculum that ensures that we consistently revisit the key strands of the curriculum in order to consolidate and develop students' skills in prose, plays, poetry, nonfiction and spoken language. The texts chosen for study become more challenging in language, structure and content as the KS3 curriculum progresses.

| | Focus / Topic | Knowledge & Skills (from NC/Programmes of Study) | Assessment |
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| Autumn 1 | Introduction to Reading Fiction: A Monster Calls by Patrick Ness | Pupils will: <ul style="list-style-type: none"> develop an appreciation and love of reading through reading a whole book that provides an introduction to the gothic and fantasy genre learn to make inferences, referring to evidence in the text read critically through: knowing how language, including figurative language, vocabulary choice presents meaning Study the writer's use of plot, and characterisation, and the effects of these | Reading assessment Character based extract |
| Autumn 2 | Fiction Writing – Image based description | Pupils will: <ul style="list-style-type: none"> write accurately, fluently and effectively to create imaginative writing apply their growing knowledge of vocabulary to their writing draw on knowledge of literary devices from their reading and listening to enhance the impact of their writing | Writing assessment Image based descriptive writing |
| Spring 1 | Drama The Canterbury Tales or War Horse | Pupils will: <ul style="list-style-type: none"> develop their understanding of fiction texts through the study of drama and reading a whole play develop their skills of making inferences and referring to evidence in the text learn the purpose, audience for and context of the plays and draw on this knowledge to support comprehension Develop an understanding of how the work of dramatists is communicated effectively through performance | Writing Assessment. Script Writing ASSESSMENT WEEK - W/C 19th Feb |

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| Spring 2 | Writing - The Power of Persuasion | Pupils will: <ul style="list-style-type: none"> practise skills in summarising and organising material, and supporting ideas and arguments with necessary factual detail rehearse being able to speak confidently and effectively through delivering short speeches and presentations make use of notes and scripts for talks and presentations express their own ideas by participating in formal debates and structured discussions Current Affairs | Spoken assessment Write and deliver an opinion piece |
| Summer 1 | Poetry Experiences from other cultures | Pupils will: <ul style="list-style-type: none"> recognise poetic conventions and understand how these have been used by poets to create meaning make inferences and refer to evidence in the text have a chance to develop their understanding of cultural diversity through the exploration of writing from other cultures | Reading Assessment Analysis of the poet's use of language and structure - unseen poem. |
| Summer 2 | I Have No Secrets by Penny Joelson | Pupils will: <ul style="list-style-type: none"> develop an appreciation and love of reading through reading a whole book learn to make inferences, referring to evidence in the text Explore and study a novel that offers diversity of representation Read critically through: knowing how language, including figurative language, vocabulary choice presents meaning Study the writer's use of plot, and characterisation, and the effects of these | |

Further Information

Key Stage 3 Curriculum https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/244215/SECONDARY_national_curriculum_-_English2.pdf
<https://soraapp.com/welco>