

English

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Curriculum Intent: We teach English to enable students to become better communicators: better at reading, better at writing and better at speaking and listening. In English, we follow a spiral curriculum. This means that all core skills are revisited each year with an increased level of challenge as the years progress.

	Core Knowledge	Procedural Knowledge
Autumn	Topics: Novel: an introduction analytical writing. Monsters and Magic: descriptive and story writing.	Students will: Analyse how the character's feelings are presented in an extract. • Become a confident reader with strategies to unpick challenging texts. • Analyse a literature text, considering a range of language and structural effects of the choices made • Understand a writer's message and reasoning for writing a text. Write a descriptive narrative inspired by the fantasy genre with a picture stimulus. • Describe and story tell successfully - making a variety of language and structural choices to have an intended effect. • Analyse a literature text, considering a range of language and structural effects of the choices made • Confidently apply rules of grammar to writing embedding them to create an intended effect
Spring	Topics: Representing heroes: non-fiction read and writing. Growing up poetry: analytical writing.	Students will: Write an article about their own hero/represented character. • Write persuasively successfully - making a variety of language and structural choices to have an intended effect. • Analyse a non-fiction text, considering a range of language and structural effects of the choices made. Write an analytical essay considering how growing up is presented in a poem. • Become a confident reader with strategies to unpick challenging texts. • Analyse a literature text, considering a range of language and structural effects of the choices made • Understand a writer's message and reasoning for writing a text.

Summer	Topics: Zoo debate: writing to persuade. A Midsummer Night's Dream: introduction to Shakespeare through inferences.	Students will: Write a speech about whether they agree with animal parks or not • Write persuasively successfully – making a variety of language and structural choices to have an intended effect. • Analyse a non-fiction text, considering a range of language and structural effects of the choices made. • Compare/contrast two texts. Answer comprehension questions based on an extract • Become a confident reader with strategies to unpick challenging texts. • Analyse a literature text, considering a range of language and structural effects of the choices made • Understand a writer's message and reasoning for writing a text.
Homework: A reading homework will be set weekly for all students in KS3. This will be set on ClassCharts weekly where parents/carers are expected to sign to show that their child has completed the reading.		
Assessment: Progress tasks in all lessons. Self and peer assessment to check progress. Descriptive/story teacher marked assessment. Writing to persuade teacher marked assessment. One teacher marked literature assessment. Speaking and listening assessment.		
Links to Personal Development: Promoting inclusivity and diversity of all protected characteristics. Social development: Practise using a range of social skills in different situations. Confidence, Resilience and Knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships. Character: Reflect Wisely, learn eagerly, behave with integrity, cooperate. Moral development: Recognising the difference between right and wrong. Cultural development: Understanding the wide range of cultural influences that shape an individual.		
How is my knowledge further developed in Year 8? We follow a spiral curriculum where all skills visited in Year 7 will be revisited in Year 8 with a higher level of challenge. In Y8 students continue to develop their descriptive and story writing skills, analyse poetry, and continue to develop to become effective communicators.		