

Curriculum Information

Key Stage 3



English Faculty

"Through the exploration of literature and language, students will develop an appreciation and deepened understanding of what *was*, what *is*, and what *should be*, becoming enriched young thinkers, readers and writers."

For yourself & for others

Curriculum Intent

Through the exploration of literature and language, students will develop an appreciation and deepened understanding of what *was*, what *is*, and what *should be*, becoming enriched young thinkers, readers and writers.

Through the study of a wide range of texts and genres that enthuse, we aim to excite and inspire creativity and to instil a life-long love of both reading and writing in our students at Ashby School. Because literature is a gateway to other cultures, exploration of the written word encourages students to appreciate, understand, reflect and question the perceptions of others, developing empathy and compassion, while deepening their awareness of the issues affecting modern society. We not only place value on students evaluating writers' craft and authorial intent, inviting students to flourish as mature, critical thinkers, but also on their ability to articulate ideas fluently and precisely. We believe that anything is truly possible for the future of our students when they're armed with the necessary tools to interpret, analyse and communicate with confidence.

Key Stage 3 English

For yourself & for others

Year & Half Term	Themes / Key Questions	Knowledge	Skills
7 Autumn (1)	<p>Stories</p> <p>Intro to storytelling and the evolution of stories</p> <p>The Evolution of Storytelling</p>	<p>Understand how stories were told before the written word.</p> <p>Explore the written story and story features</p> <p>Explore Non-fiction storytelling Explore variety of forms of prose and apply story features</p> <p>Explore how we tell stories on stage Language of Shakespeare and storytelling features</p> <p>Explore how we tell stories through poetry Features of performance poetry</p> <p>Writing Fairy tales Gothic genre</p>	<p>Comprehension Inference Using evidence Opinion Oracy Analysing language Creative writing</p>
7 Autumn (2)	<p>Stories</p> <p>Chaucer (poetry)</p> <p>Miller & Wife of Bath</p>		
7 Spring (1)	<p>A Midsummer Night's Dream (play)</p>	<p>Description: Change</p>	
7 Spring (2)	<p>A Midsummer Night's Dream (play)</p>	<p>Description: Change</p>	
Summer (1)	<p>Island at the End of Everything</p>	<p>Narrative writing</p>	

For yourself & for others

Year & Half Term	Themes / Key Questions	Knowledge & Skills
8 Autumn (1)	Identify Autobiography Identity Diverse range of extracts Autobiography/ Non-fiction extracts (national, individual + changing identity)	Letter writing
8 Autumn (2)	Identify Poetry Modern poetry (linguistic + social identity) Race Religion Discrimination Gender	Article writing
8 Spring (1)	Identify Romeo and Juliet Romeo and Juliet – Shakespeare (loyalty, honour + betrayal)	Speech writing
8 Spring (2)	Identify Romeo and Juliet Romeo and Juliet – Shakespeare (loyalty, honour + betrayal)	
8 Summer (1)	Identify The Other Side of the Truth (novel) The Other Side of the Truth - Beverley Naidoo (discrimination)	Letter writing
8 Summer (2)	Identify The Other Side of the Truth (novel)	

Year & Half Term	Themes / Key Questions	Knowledge & Skills
9 Autumn (1)	Villians What is a villain? fictional representation Fictional presentation of villains (extracts (FICTION)	Narrative writing
9 Autumn (2)	Modern presentation of 'villains' in the Media. Non-fiction depiction of villains (criminals) (NON FICTION)	Article
9 Spring (1)	Looking for J.J (novel)	Descriptive (extreme zoom in)
9 Spring (2)	Looking for J.J (novel)	
9 Summer (1)	War poetry	Descriptive writing
9 Summer (2)	War poetry	