

## English KS3 Curriculum Overview

### Novel: The Curious Incident of the Dog in the Night Time

#### Communication:

- Class reading for meaning in fiction.
- AFL through targeted questioning around characterisation, themes, tropes etc.
- Empathetic study of autism and individuality

#### SPAG Curriculum:

- Idea for improving spelling
- Phonetics
- Plurals
- Prefixes and Suffixes
- Homophone

#### Curriculum Skills:

Reading  
R1,2,3,4 and 5  
Writing  
W1,2,3,4,5,6 and 7  
Communication  
C1

#### Assessments:

Schnolle Spelling  
Hertfordshire Reading



**Reading Assessment:**

Structured interpretation and analysis questions (45 min)

**Writing Assessment:**

Empathetic diary extract (45 min)

Weekly Big Write Sessions

## Romeo and Juliet

**Communication:**

Role-Play/Drama – monologues in role as a Montague or Capulet

**SPAG Curriculum:**

- Nouns (Common and Proper)
- Pronouns
- Verbs (auxiliary and main)
- Adjectives and adverbs
- Determiners
- Prepositions
- Conjunctions (coordinating and subordinating)

**Reading:**

Shakespeare study



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**Curriculum Skills:**

- Reading
- R1,2,3, 4 and 7
- Communication
- C4

**Assessments:**

**Communication Assessment**

Role-play – 2 minute monologue in role as Caliban/Miranda/Prospero or group performance exploring Caliban, Prospero and Miranda’s first meeting

**Reading Assessment**

Analysis of an extract exploring how Shakespeare creates the character of Caliban (45 min)

**Writing Assessment**

- Weekly Big Write sessions
- Writing a monologue to speech from play script format.



## War Horse

### Reading:

Modern Novel

### Communication:

Debating skills (Can war ever be justified?)

### SPAG Curriculum:

- Apostrophe
- Commas (comma splice)
- Colons
- Semi-colons
- Dashes/Hyphens
- Brackets/Parenthesis
- Ellipses
- Direct Speech

### Curriculum Skills:

- Reading
- R1,2,3,4,6 and 7
- Communication



→ C2 & C3

**Assessment Focus:**

**Speaking and Listening**

- SLAF1 Talking to others: Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content.
- SLAF2 Talking with others: Listen and respond to others, including in pairs and groups, shaping meanings
- through suggestions, comments and questions.
- Small group debates

**Reading**

- RAF2 Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.
- RAF3 Deduce, infer or interpret information, events or ideas from texts.
- RAF4 Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.
- RAF5 Explain and comment on writers' use of language.
- RAF6 Identify and comment on writers' purposes and viewpoints.
- RAF7 Relate texts to their social, cultural and historic traditions.
- Structured interpretation and analysis questions (45 min)

## Writing

- WAF5 Vary sentences for clarity, purpose and effect.
- WAF6 Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences.
- WAF3 Organise and present whole texts effectively, sequencing and structuring information, ideas and events.
- WAF4 Construct paragraphs and use cohesion within and between paragraphs.
- WAF1 Write imaginative, interesting and thoughtful texts.
- WAF2 Produce texts which are appropriate to task, reader and purpose.
- WAF7 Select appropriate and effective vocabulary.
- WAF8 Use correct spelling.
- Weekly Big Write sessions

## Gothic writing: Skulduggery Pleasant

### SPAG Curriculum:

- Simple, complex and compound sentences
- Declarative
- Interrogative



- Exclamatory
- Imperative
- Tenses (simple present, simple past, simple present singular, simple present plural, simple past singular and simple past plural)
- Active and passive voice

### Reading

- **RAF2** Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
- **RAF3** Deduce, infer or interpret information, events or ideas from texts
- **RAF4** Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
- **RAF5** Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level
- **RAF6** Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader
- **RAF7** Relate texts to their social, cultural and historical contexts and literary traditions

### Writing Assessment:

- Describe an image or write a short story inspired by a picture/theme (45 min)
- Writing to Describe and narrate (500 words short story competition)

### Writing

- **WAF1** Write imaginative, interesting and thoughtful texts
- **WAF2** Produce texts which are appropriate to task, reader and purpose



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- **WAF3** Organise ideas and whole texts effectively
- **WAF4** Construct paragraphs and link paragraphs together effectively
- **WAF5** Vary sentences for clarity, purpose and effect
- **WAF6** Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences

### **Speaking & Listening**

#### **S and L AF2**

Talking with others

Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments and questions.

### **Harry Potter and the Philosopher's Stone**

#### **Curriculum Skills:**

- Reading
- R1,2,3 and 4
- Writing
- W1,2,3,4,5,6,

#### **Assessment**

Students will:



### Speaking and Listening

- Interact confidently with others in a variety of situations to develop and present familiar ideas, events and information. n Present accurate summaries of decisions reached in group activities.
- Control most linguistic structures and features of spoken language for interpreting meaning and developing and presenting ideas and information in familiar situations. n Use body movement and expressions to enhance meaning in a role-play. Reading and Viewing 4.5 Justify own interpretation of ideas, information and events in texts containing some unfamiliar concepts and topics. n Read novels for their own pleasure and construct considered responses, justifying opinions with references to the text. n Consider events in texts from characters' points of view.
- With teacher guidance, identify and discuss how linguistic structures and features work to shape readers' understanding of texts. n Recognise and discuss the purpose of important organisational elements of different types of text. n Discuss the effect of language forms in texts.
- Group presentation advertising product not used as summative assessment

### Writing

- **WAF1** Write imaginative, interesting and thoughtful texts
- **WAF2** Produce texts which are appropriate to task, reader and purpose
- **WAF3** Organise ideas and whole texts effectively
- **WAF4** Construct paragraphs and link paragraphs together effectively
- **WAF5** Vary sentences for clarity, purpose and effect
- **WAF6** Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences
- Use writing to develop familiar ideas, events and information.
- Write a detailed description of a person.



- Devise a set of explicit instructions that involve related steps.
- Persuasive writing.
- Writing a speech to deliver to a group of investors (45 min)
- Weekly Big Write Sessions

### **Reading**

- Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
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- Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level
- Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader
- Relate texts to their social, cultural and historical contexts and literary traditions

### **SPAG Curriculum:**

- Setting out paragraphs
- Why we change paragraph
- Different types of connectives:
  - ◆ Sequence
  - ◆ Examples



- ◆ Cause and effect
- ◆ Compare and contrast
- ◆ Qualify
- ◆ Purpose
- ◆ Sum up

## Poetry

### **Reading:**

Analysing and interpreting the language of modern poetry.

### **Writing:**

Create an anthology of 3 poems from three different forms

### **SPAG Curriculum:**

### **Revision:**

Focus on key areas of difficulty acknowledged throughout the year.

### **Curriculum Skills:**

Reading

R1,2,3,4,5,6 and 7

Writing



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W1,2,3,4,5,6,7

**Assessments:**

**Reading Assessment:**

Close analysis of a poem (45 min)

## ASSESSMENTS

- At the end of each term the pupils will be sitting the pira test according to their relevant year groups.
- Big write sessions weekly are assessed against criteria set
- Termly Grammar tests
- Weekly Spelling tests