



## Sir John Cass Red Coat School Programme of Study – Key Stage 3

### Subject: English

Year 7	Year 8	Year 9
<p><b><u>Topics Covered/ Areas of Focus:</u></b></p> <p>Fractured Fairytales Autobiography Stories of War Poetry for Performance Shakespeare in the Forest Welcome to the Newsroom</p>	<p><b><u>Topics Covered/ Areas of Focus:</u></b></p> <p>Divided London – Oliver Twist The Tempest Inspiring Speeches Our Day Out Gothic Tales</p>	<p><b><u>Topics Covered/ Areas of Focus:</u></b></p> <p>The History of Love Poetry Writing for Change Othello Nightmare Worlds – Dystopian Fiction</p>
<p><b><u>Skills Development &amp; Expected Progress:</u></b></p> <p>In Year 7 students will develop their skills in reading through exploration of a range of texts from fairytales to Shakespeare’s ‘A Midsummer Night’s Dream’. They will learn to write narrative fiction, autobiographical writing and news articles. They will also develop their understanding of poetry and create their own poems. They will improve their confidence and competence in Spoken English.</p>	<p><b><u>Skills Development &amp; Expected Progress:</u></b></p> <p>In Year 8 students will build on their reading skills, developing the skill of analysis through their reading of texts such as Oliver Twist and the play Our Day Out by Willy Russell. They will also build on their writing skills, through persuasive speech writing, descriptive writing and narrative writing. They will continue to improve their confidence and competence in Spoken English.</p>	<p><b><u>Skills Development &amp; Expected Progress:</u></b></p> <p>In Year 9 students develop their analytical reading skills further through the study of poetry, Shakespeare and dystopian fiction. They will also enhance their ability to write persuasively and descriptively. Throughout the year, they will continue to improve their confidence and competence in Spoken English.</p>
<p><b><u>Assessment:</u></b></p> <p><u>Fractured Fairytales</u> Focus: Writing Assessment 1: Rising Stars Writing test Assessment 2: Write a subverted fairytale Spoken English: Performance of fairytale to class</p> <p><u>Autobiography</u> Focus: Reading and Writing</p>	<p><b><u>Assessment:</u></b></p> <p><u>Divided London – Oliver Twist</u> Focus: Reading/Writing Assessment 1: How is London presented in the opening of Oliver Twist? Assessment 2: Write an extended description of Victorian London. Spoken English: Character role play Assessment 3: How is social deprivation presented in</p>	<p><b><u>Assessment:</u></b></p> <p><u>The History of Love Poetry</u> Focus: Reading/Writing Assessment 1: How is love presented in a poem? Assessment 2: Compare how two poems present love. Spoken English: Performance or presentation of a poem</p>

<p>Assessment 1: How does Dahl present his childhood? Assessment 2: Write the opening to your autobiography. Spoken English: Presentation of autobiography</p> <p><u>Stories of War</u> Focus: Reading Assessment 1: How is a character presented in the opening of the novel? Assessment 2: How is the character presented and developed across the novel? Spoken English: Character role play</p> <p><u>Poetry for Performance</u> Focus: Writing Assessment 1: Create and perform a poem Assessment 2: Re-draft poem for performance Spoken English: Performance of poem</p> <p><u>Shakespeare in the Forest</u> Focus: Reading Assessment 1: How is a character presented in the opening of the play? Assessment 2: How does the character develop during the course of the play? Spoken English: Character role play</p> <p><u>Welcome to the Newsroom</u> Focus: Writing Assessment 1: Write a newspaper article Assessment 2: Rising Stars writing tests Spoken English: Work in groups to present and record news programme</p>	<p><u>Oliver Twist?</u> Assessment 4: Write a diary entry from the perspective of one of the characters Spoken English: Formal debate</p> <p><u>The Tempest</u> Focus: Reading Assessment 1: How is Prospero presented at the beginning Assessment 2: How does Prospero's character develop over the course of the play? Spoken English: Drama activities</p> <p><u>Inspiring Speeches</u> Focus: Writing Assessment 1: Write a speech about something which you believe in. Assessment 2: Re-draft of speech Spoken English: Performance of speech</p> <p><u>Our Day Out</u> Focus: Reading Assessment 1: How is Mr. Briggs presented at the beginning of the play? Assessment 2: How does Mr. Briggs develop over the course of the play? Spoken English: Drama activities</p> <p><u>Gothic Tales</u> Focus: Writing Assessment 1: Write a gothic story Assessment 2: Re-draft of gothic story Spoken English: Storytelling of gothic tales</p>	<p><u>Writing for Change</u> Focus: Writing Assessment 1: Write a broadsheet newspaper opinion piece arguing for change. Assessment 2: Write a letter to an organisation or newspaper seeking change. Spoken English: Class discussion of controversial issue/current affairs (P4C Enquiry)</p> <p><u>Othello</u> Focus: Reading/Writing Assessment 1: How is a character presented in the opening of <i>Othello</i>? Assessment 2: How does this character develop over the course of the play? Spoken English: Character role play Assessment 3: How is evil presented in <i>Othello</i>? Assessment 4: How is prejudice presented in <i>Othello</i>? Spoken English: Formal debate on prejudice in modern society</p> <p><u>Nightmare Worlds – Dystopian Fiction</u> Focus: Writing/Reading Assessment 1: Write an extended description of a dystopian world. Assessment 2: How does an author use setting? Spoken English: Socratic discussion about state control Assessment 3: Write the opening of your own dystopian story.</p>
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<p><b><u>Literacy:</u></b></p> <p>Parts of speech: verbs, nouns, articles, adjectives, prepositions, subject-verb agreement. Tense.</p> <p>Sentences: the elements of a sentence, simple, compound and complex sentences. Listing and bracketing commas. Apostrophes.</p> <p>Whole texts: topic sentences, paragraphs, introductions and conclusions</p>	<p><b><u>Literacy:</u></b></p> <p>Parts of speech: revision of previous year plus adverbs, comparative and superlative adjectives, nouns, plural nouns.</p> <p>Sentences: revision of previous year plus compound-complex sentences, noun appositive phrases, conjunctive adverbs, semi-colons.</p> <p>Whole texts: revision of previous year plus connections between sentences, proof-reading, drafting and re-writing.</p>	<p><b><u>Literacy:</u></b></p> <p>Parts of speech: revision of previous year plus subject, direct object, indirect object, the passive, auxiliary verbs, the passive, participles, word endings.</p> <p>Sentences: revision of previous years plus restrictive and non-restrictive clauses, colons, hyphens, punctuating speech</p> <p>Whole texts: revision of previous years plus text, purpose and audience.</p>
<p><b><u>Numeracy:</u></b></p> <p>Syllables and rhythm in poetry Character/narrative graphs</p>	<p><b><u>Numeracy:</u></b></p> <p>Venn diagram for comparison Character/narrative graphs Roman numerals – chapter numbers</p>	<p><b><u>Numeracy:</u></b></p> <p>Venn diagram/table for comparison Character/narrative graphs</p>
<p><b><u>ICT:</u></b></p> <p>Students will have opportunities to use the VLE for contextual research and re-drafting of written work. They will also use media equipment to record their news programmes.</p>	<p><b><u>ICT:</u></b></p> <p>Students will have opportunities to use the VLE for contextual research and re-drafting of written work.</p>	<p><b><u>ICT:</u></b></p> <p>Students will have opportunities to use the VLE for contextual research and re-drafting of written work.</p>
<p><b><u>Life in Modern Britain:</u></b></p> <p>Students will be considering social issues relevant to life modern Britain (gender, war and media bias)</p>	<p><b><u>Life in Modern Britain:</u></b></p> <p>Students will be considering social issues relevant to life modern Britain (particularly poverty and society, crime</p>	<p><b><u>Life in Modern Britain:</u></b></p> <p>Students will be considering social issues relevant to life in modern Britain (attitudes towards gender, race,</p>

throughout their study.	and education – with a focus on London during the Oliver Twist unit).	prejudice, society and government) throughout their study.
<p><b>SMSC:</b></p> <p>Spiritual: Students will develop their imagination and creativity in their poetry creation. Moral: Students will be debating the use of stereotypes in the fairy tale unit. Social: Students will be working in groups of their news project develop their empathy and team-work skills. Cultural: Students will be learning about Shakespeare and his place in the literary heritage.</p>	<p><b>SMSC:</b></p> <p>Spiritual: Students will develop their imagination and creativity in their creative writing. Moral: Students will be debating moral and ethical issues in their study of Oliver Twist Social: Students will think about biased language and social issues in their Inspiring Speeches unit. Cultural: Students will be researching and reading the work of a significant member of English literary heritage - Charles Dickens.</p>	<p><b>SMSC:</b></p> <p>Spiritual: Through discussion of complex and emotional texts, pupils will develop their ability to reflect and respond imaginatively Moral: Study and discussion of love poems will develop students' empathy and honesty Social: Encouraging positive peer relationships through class discussion and group and paired work. Cultural: Students will look at texts from a range of eras and cultures.</p>
<p><b><u>Meeting the needs of individual students &amp; Additional Support:</u></b></p> <p>All lessons are differentiated to challenge and support all students. Students with specific learning needs are often supported by an additional adult in the classroom and through the SEN department. Extension classes take place each week for Year 11 students.</p>	<p><b><u>Meeting the needs of individual students &amp; Additional Support:</u></b></p> <p>All lessons are differentiated to challenge and support all students. Students with specific learning needs are often supported by an additional adult in the classroom. Extension classes take place each week for Year 11 students.</p>	<p><b><u>Meeting the needs of individual students &amp; Additional Support:</u></b></p> <p>All lessons are differentiated to challenge and support all students. Students with specific learning needs are often supported by an additional adult in the classroom. Extension classes take place each week for Year 11 students.</p>
<p><b><u>Extra-Curricular Activities &amp; Club:</u></b></p> <ul style="list-style-type: none"> <li>- English Stars (catch up club for Year7s)</li> <li>- Creative Writing Club</li> <li>- Debate Club</li> </ul>		
<p><b><u>Independent Study/ Homework:</u></b></p> <p>Students receive an hour of English homework each week, which they should complete to the best of their</p>	<p><b><u>Independent Study/ Homework:</u></b></p> <p>Students receive an hour of English homework each week, which they should complete to the best of their</p>	<p><b><u>Independent Study/ Homework:</u></b></p> <p>Students receive an hour of English homework each week, which they should complete to the best of their</p>

ability. They should also use the school library and read for pleasure at home.	ability. They should also use the school library and read for pleasure at home.	ability. They should also use the school library and read for pleasure at home.
<p><b><u>Resources for Learning Support and VLE:</u></b></p> <p>All resources are provided by class teachers. The library and VLE are available for students to use for independent study.</p>	<p><b><u>Resources for Learning Support and VLE:</u></b></p> <p>All resources are provided by class teachers. The library and VLE are available for students to use for independent study.</p>	<p><b><u>Resources for Learning Support and VLE:</u></b></p> <p>All resources are provided by class teachers. The library and VLE are available for students to use for independent study.</p>