



AVANTI HOUSE

Excellence · Virtue · Devotion

2019-2020

Programmes of Study

Key Stage 3

English

ENGLISH

OVERVIEW OF COURSE

In Years 7 to 9, we focus on cementing a strong foundation in preparation for the GCSE curriculum in Years 10 and 11. Our aim is to embed key skills, including:

- critical analysis of texts;
- exploring the methods and techniques the writer employs to create meaning;
- how to structure writing in response to a question;
- how to develop creative writing, including narrative, description, speeches, letters, etc.
- understanding how to express personal viewpoints effectively and with clarity in writing, as well as speaking.

PROGRAMME OF STUDY

Term	Year 7	Year 8	Year 9
Autumn 1	Topic – ‘Journeys’ Short stories from the early English canon, Greek and Hindu myths and legends	Topic – ‘Children: Past and Present’ <i>I am Malala</i> , by Malala Yousafzai Extracts from <i>Dreams from My Father</i> , by Barack Obama <i>Children from Willesden Lane</i> , by Mona Kolabek	<i>Of Mice and Men</i> , by John Steinbeck American Short Story Anthology
Autumn 2	Topic – ‘Journeys’ <i>A Christmas Carol</i> , by Charles Dickens Biblical Stories and Parables	Topic – ‘Children: Past and Present’ AQA Extracts – 19 th Century Literature <i>Alice in Wonderland</i> , by Lewis Carroll	Gothic Short Stories Language Paper 2, Question 5 skills
Spring 1	Topic – ‘Outsiders in Society’ <i>Frankenstein</i> , playscript based on the novel by Mary Shelley <i>Skellig</i> , by David Almond	Topic – ‘Power & Conflict’ <i>Animal Farm</i> , by George Orwell Famous Speeches Anthology (Language Paper 2, Question 5 skills)	<i>The Outsiders</i> , by S.E. Hinton
Spring 2	Topic – ‘Outsiders in Society’ Non-fiction extracts related to the topic Speaking and Listening Unit	Topic – ‘Power & Conflict’ Poetry anthology <i>The Merchant of Venice</i> , by William Shakespeare	War and Conflict Poetry Descriptive Writing
Summer 1	Topic – ‘Natural and Supernatural’ Poetry anthology relating to nature	Topic – ‘Love and Relationships’ Poetry Anthology	
Summer 2	Topic – ‘Natural and Supernatural’ <i>A Midsummer Nights Dream</i> and <i>The Tempest</i> , by William Shakespeare Descriptive Writing Shakespeare Festival in Collaboration with Drama/Art/Music/Dance departments	Topic – ‘Love and Relationships’ <i>Romeo and Juliet</i> , by William Shakespeare Descriptive Writing Shakespeare Festival in Collaboration with Drama/Art/Music/Dance departments	<i>Julius Caesar</i> and <i>Hamlet</i> , By William Shakespeare

SKILLS / KNOWLEDGE / UNDERSTANDING

English Literature

A01	Read, understand and respond to a text. Use evidence to support your interpretation.
A02	Analyse the methods a writer uses to create meaning.
A03	Understand the relationship between a text and the context in which it was written.
A04	Compare texts and writers' ideas.
A05	Articulate your ideas clearly in an essay form.
A06	Write using accurate spelling, punctuation and grammar.

English Language

Reading:

RA01	Identify and interpret explicit and implicit information and ideas.
RA02	Explain and analyse how writers use language and structure to achieve effects and influence readers, using the correct technical terms.
RA03	Identify and compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts.
RA04	Evaluate texts and support evaluations with textual references.

Writing:

WA05	<p><u>Content and organisation:</u></p> <p>a) Plan and organise ideas to allow a cohesive and coherent whole.</p> <p>b) Select and adapt use of language and structure to suit purpose, audience and form.</p> <p>c) Communicate clearly, effectively and imaginatively.</p> <p>d) Use a range of vocabulary.</p>
WA06	<p><u>Technical Accuracy:</u></p> <p>a) Use a range of sentence structures: simple, compound and complex.</p> <p>b) Write using accurate spelling, punctuation and grammar.</p>

METHODS OF ASSESSMENT

We will use a range of assessments:

- Formative and Summative Assessment
- Tracking of quality of class and homework through books/folders
- Speaking and oral presentations
- Projects
- DIRT time for self and peer marking

We will also use a range of different styles of feedback to students:

- Extensive (deep) marking of targeted extended writing in which the teacher provides formative comments for future improvement which the student is expect to act on.
- Acknowledgment marking, where the teach concisely marks the piece of work, using specific success criteria, highlighting positive work and addressing major misconceptions.
- Non-written feedback which can take the form of verbal, peer and self assessment.



HOW PARENTS / CARERS CAN HELP

- CGP Books for KS3 English
- YouTube videos on every topic included in the Curriculum Map, how to write an essay, punctuation and grammar, etc.
- Encourage reading newspapers
- Watch the news on television
- Use the suggested reading lists and activities on each unit of work
- The library
- BBC Radio – Download programmes including reading of novels, plays, documentaries, interviews, comedy and satire using the Iplayer Radio App.

EXTRA-CURRICULAR

Book Fair
Trips to see plays (TBD)
Film viewings at school
Shakespeare Festival
Step up to English GCSEs (Year 9 into 10)
Guided Reading groups (Library)

RECOMMENDED READING / OTHER RESOURCES

BBC Bitesize, SparkNotes, GradeSaver, Shmoop, Enotes, The Guardian, The Times, The Independent, The Observer, etc.