English CUSP Programme of Study Traded Ks3

English – PROGRAMME OF STUDY			KEY STAGE 3 Traded
	Reading	**Writing**	**Speaking and listening**
Prior learning	• Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Make comparisons within and across texts • Identify themes and conventions in books • Summarise ideas • Draw and justify inferences with evidence • Make predictions • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Distinguish between statements of fact and opinion	• Identify the audience and purpose, selecting the appropriate form and using other similar writing as models • Select appropriate grammar and vocabulary, understanding how such choices can change/enhance meaning • Use a range of punctuation appropriately • Use organisational and presentational devices to structure text and to guide the reader • Assess the effectiveness of own and others' writing • Ensure consistent and correct use of tense throughout a piece of writing • Ensure correct subject and verb agreement • Use spelling rules, including prefixes and suffixes, words with 'silent' letters and distinguishing between homophones • Use dictionaries to check	• Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, • Maintain attention and participate actively in collaborative conversations • Use spoken language to develop understanding through exploring ideas • Speak audibly and fluently with an increasing command of Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates • Select and use appropriate registers for effective communication.

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Taught content: Knowledge/Skills	Literature: • Develop stamina and resilience within and across texts. • Demonstrate understanding by reading aloud with appropriate prosodic reading skills. • Check their understanding to make sure that what they have read makes sense. • Apply knowledge of etymology and morphology to understand the meaning of new words. • Learn new vocabulary, relating it explicitly to known vocabulary and understand it with the help of context and dictionaries. • Retrieve key details and quotations to demonstrate understanding of character, events and information. • Prove or disprove statements using evidence and quotations from the text. • Use global inference to draw overarching meaning from an extract. • Use stated information to support knowledge-based inference.	Oracy • Draw on new vocabulary and grammatical constructions from their reading and listening to use consciously in their speech to achieve particular effects. • Continue to develop skills in talking collaboratively with peers. • Know and understand the differences between spoken and written language, including differences associated with formal and informal registers. • Discuss reading and spoken language with precise and confident use of linguistic and literary terminology. • Speak confidently, giving short speeches and presentations, expressing their own ideas and keeping to the point. • Participate in formal debates and structured discussions, summarising and / or building on what has been said.	Language • Vary sentence structure for subtleties of meaning. • Comment on the deliberate and conscious selection of grammatical structures in their own and others' writing and speech. • Ensure subject-verb agreement is consistent. • Understand how to write with cohesion (e.g. repetition of words/phrases, specific pronouns, determiners, links between sections of text and across paragraphs). • Identify and analyse the use of a range of literary devices, including, but not limited to, rhetorical devices, hyperbole, pathetic fallacy and dialogue. • Explain and evaluate the selection of vocabulary, including subtleties and nuances. • Develop characters through dialogue, actions and behaviour. • Create atmosphere within settings and sustain it across the text. • Make and analyse stylistic choices based on the context, audience and purpose of a text. • Understand differences between formal and informal registers.

	• Draw on life experience and general knowledge to inform elaborative inference. • Know the purpose, audience and context of the writing and draw on this knowledge to support comprehension. • Know and explain how language, including figurative language and vocabulary choice, contribute to and affect meaning. • Comment critically on how the grammatical, organisational and text structures used by an author impact on meaning. • Study setting, plot and characterisation, and the effects of these on the reader and meaning as a whole.		• Understand differences between Standard English and other varieties of English. • In speeches and presentations, understand how to weave formality and informality to successfully engage an audience. • Use formal conventions to make compelling arguments, engage a reader and represent strength of knowledge and conviction. • Consolidate KS2 punctuation, including colons, semicolons, commas and dashes. • Revisit KS2 spelling rules. • Evaluate the success of the text for the intended audience and purpose. • Redraft sections of text for depth and effectiveness e.g. to strengthen and expand points or to further develop plot and characters. • Edit for cohesion, e.g. composition, vocabulary, grammar and overall structure. • Edit secretarially, e.g. punctuation and spelling. • Evaluate the effectiveness of others' writing, suggesting edits to improve the impact on the reader.

	✓ At the end of Key Stage 3, students will hopefully consolidate their learning in English by following a KS4 curriculum (hopefully culminating in them gaining a qualification at either Level 1 or 2, or a GCSE) which will build on their learning in the following ways: ✓		
Subsequent learning	• learn to read easily, fluently and with good understanding • develop the habit of reading widely and often, for both pleasure and information • acquire a wider vocabulary through reading • develop inference skills and critical thinking through reading • improve understanding of grammar and knowledge of linguistic conventions through reading • appreciate our rich and varied literary heritage	• learn to write clearly and coherently • spell and use grammar and punctuation accurately • adapt vocabulary and style for a range of contexts, purposes and audiences	understand and use the conventions of presentation, debate and discussion so they can become competent speakers and listeners