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.

Taught content: Knowledge/Skills	Reading	Writing	Speaking & Listening
	• **To develop reading skills so pupils can read easily, fluently and with good understanding** • **To acquire a wider vocabulary** • **To develop an understanding of grammar** • **To develop an understanding of linguistic conventions** • **To develop the habit of reading widely and often, for both pleasure and information** • **To develop a love and appreciation of literature** **Students should:** • **Develop an appreciation and love of reading and be encouraged to read increasingly challenging material independently though reading a wide range of fiction and non-fiction including whole books, short stories, poems and plays covering a wide range of genres, historical periods, forms and authors.**	• **To write accurately, fluently, effectively and at length for pleasure and information through:** • **To write for a wide range of purposes and audiences, including:** well-structured formal expository and narrative essays stories, scripts, poetry and other imaginative writing notes and polished scripts for talks and presentations a range of other narrative and non-narrative texts, including arguments, and personal and formal letters • **To consolidate and build on their knowledge of grammar and vocabulary through:** extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts	• **To speak confidently and effectively, including through:** ✓ using Standard English confidently in a range of formal and informal contexts, including classroom discussion **Students should:** • **have the opportunity to participate in a variety of speaking and listening activities:** give 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 Improvise, rehearse and perform play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

	The range will include: English literature, both pre-1914 andShakespeare (two plays) Seminal world literature e.g. Grimm's Fairytales, Greek Mythology, Canterbury Tales, Diary of Anne Frank, The Raven (at least two authors each year) • **Be given opportunities to choose and read books independently for challenge, interest and enjoyment** • **Be allowed to re-read books encountered earlier to increase familiarity with them** • **Be taught new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries** • **Learn to understand the effects of setting, plot and characterisation**	studying the effectiveness and impact of the grammatical features of the texts they read drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English using Standard English confidently in their own writing and speech English discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology. **Students should:** • **be taught to summarise and organise material and support ideas and arguments with any necessary factual detail** • **learn to apply their growing knowledge of vocabulary, grammar and text structure to their writing selecting the appropriate form** • **be enabled to draw on knowledge of literary and**	

	• **Understand and respond to ideas, viewpoints, themes and purposes in texts** • **Relate texts to the social, historical and cultural contexts in which they were written** • **Learn to analyse:** ✓ writers' vocabulary choices ✓ how writers use linguistic and literary features to shape and influence meaning ✓ writers' use of organisation, structure, layout and presentation • **Practise making inferences and referring to evidence in the text** • **Be taught how to make comparisons across texts**	**rhetorical devices from their reading and listening to enhance the impact of their writing** • **practise planning, drafting, editing and proof-reading through:** ▪ **considering how their writing reflects the audiences and purposes for which it was intended** ▪ **amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness** ▪ **paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.**	

	✓ **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**