

READERS FOR LIFE – PROGRAMME OF STUDY – KEY STAGE 3

	Reading	Speaking & Listening
Prior learning	We hope that, prior to the start of KS3, pupils have been able to, at least in part, learn the following skills:	
	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	Included in our reading spine are books which cover a wide range of topics: inspirational figures, celebrating diversity, environmental responsibility, historical issues, joyful literary experience, poetry, female presentation and current issues. Understanding language as a wellbeing indicator, access to the curriculum, engagement with the wider world, aspiration and belief for every young person and helping them to become empowered adults underpins our Literature Spine.	
	<p>At Key Stage 3, our aim is for students:</p> <ul style="list-style-type: none"> • 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 	<p>Oracy development is central to the Readers for Life curriculum - speaking and listening tasks are embedded in all learning sessions.</p> <p>At Key Stage 3, our aim is for students: To speak confidently and effectively, including through:</p> <ul style="list-style-type: none"> • using Standard English confidently in a range of formal and informal contexts, including classroom discussion

- 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 through 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.
 - 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
 - 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

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.

	<ul style="list-style-type: none"> • Be taught how to make comparisons across texts 	
Subsequent learning:	<p>At Key Stage 4, pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 	<p>At Key Stage 4, pupils should be taught to:</p> <ul style="list-style-type: none"> • understand and use the conventions of presentation, debate and discussion so they can become competent speakers and listeners