

| KS3 ENGLISH – PROGRAMME OF STUDY        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         | Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Speaking and listening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Prior learning</b>                   | <ul style="list-style-type: none"> <li>• Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Make comparisons within and across texts</li> <li>• Identify themes and conventions in books</li> <li>• Summarise ideas</li> <li>• Draw and justify inferences with evidence</li> <li>• Make predictions</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• Distinguish between statements of fact and opinion</li> </ul> | <ul style="list-style-type: none"> <li>• Identify the audience and purpose, selecting the appropriate form and using other similar writing as models</li> <li>• Select appropriate grammar and vocabulary, understanding how such choices can change/enhance meaning</li> <li>• Use a range of punctuation appropriately</li> <li>• Use organisational and presentational devices to structure text and to guide the reader</li> <li>• Assess the effectiveness of own and others' writing</li> <li>• Ensure consistent and correct use of tense throughout a piece of writing</li> <li>• Ensure correct subject and verb agreement</li> <li>• Use spelling rules, including prefixes and suffixes, words with 'silent' letters and distinguishing between homophones</li> <li>• Use dictionaries to check</li> </ul> | <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers</li> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Articulate and justify answers, arguments, and opinions</li> <li>• Give well-structured descriptions, explanations, and narratives for different purposes,</li> <li>• Maintain attention and participate actively in collaborative conversations</li> <li>• Use spoken language to develop understanding through exploring ideas</li> <li>• Speak audibly and fluently with an increasing command of Standard English</li> <li>• Participate in discussions, presentations, performances, role play, improvisations, and debates</li> <li>• Select and use appropriate registers for effective communication.</li> </ul> |
| <b>Taught content: Knowledge/Skills</b> | <b>Reading</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Writing</b> <ul style="list-style-type: none"> <li>• <b>To write accurately, fluently, effectively and at length for</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Speaking &amp; Listening</b> <ul style="list-style-type: none"> <li>• <b>To speak confidently and effectively, including through:</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• To develop reading skills so pupils can read easily, fluently and with good understanding</li> <li>• To acquire a wider vocabulary</li> <li>• To develop an understanding of grammar</li> <li>• To develop an understanding of linguistic conventions</li> <li>• To develop the habit of reading widely and often, for both pleasure and information</li> <li>• To develop a love and appreciation of literature</li> </ul> <p><b>Students should:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>The range will include:</p> | <p><b>pleasure and information through:</b></p> <ul style="list-style-type: none"> <li>• To write for a wide range of purposes and audiences, including: <ul style="list-style-type: none"> <li>✓ well-structured formal expository and narrative essays stories, scripts, poetry, and other imaginative writing</li> <li>✓ notes and polished scripts for talks and presentations</li> <li>✓ a range of other narrative and non-narrative texts, including arguments, and personal and formal letters</li> </ul> </li> <li>• To consolidate and build on their knowledge of grammar and vocabulary through: <ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ studying the effectiveness and impact of the grammatical features of the texts they read</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>✓ using Standard English confidently in a range of formal and informal contexts, including classroom discussion</li> </ul> <p><b>Students should:</b></p> <ul style="list-style-type: none"> <li>• have the opportunity to participate in a variety of speaking and listening activities: <ul style="list-style-type: none"> <li>✓ give short speeches and presentations, expressing their own ideas and keeping to the point</li> <li>✓ participate in formal debates and structured discussions, summarising and/or building on what has been said</li> <li>✓ Improvise, rehearse, and perform play scripts and poetry to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness, and action to add impact.</li> </ul> </li> </ul> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <ul style="list-style-type: none"> <li>✓ English literature, both pre-1914 and Shakespeare (two plays)</li> <li>✓ Seminal world literature e.g., Grimm's Fairytales, Greek Mythology, Canterbury Tales, Diary of Anne Frank, The Raven (at least two authors each year)</li> <li>• <b>Be given opportunities to choose and read books independently for challenge, interest, and enjoyment</b></li> <li>• <b>Be allowed to re-read books encountered earlier to increase familiarity with them</b></li> <li>• <b>Be taught new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</b></li> <li>• <b>Learn to understand the effects of setting, plot, and characterisation</b></li> </ul> | <ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ 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</li> <li>✓ 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.</li> </ul> <p><b>Students should:</b></p> <ul style="list-style-type: none"> <li>• <b>be taught to summarise and organise material and support ideas and arguments with any necessary factual detail</b></li> <li>• <b>learn to apply their growing knowledge of vocabulary, grammar and text structure to</b></li> </ul> |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                     |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
|                     | <ul style="list-style-type: none"> <li>• Understand and respond to ideas, viewpoints, themes, and purposes in texts</li> <li>• Relate texts to the social, historical, and cultural contexts in which they were written</li> <li>• Learn to analyse: <ul style="list-style-type: none"> <li>✓ writers' vocabulary choices</li> <li>✓ how writers use linguistic and literary features to shape and influence meaning</li> <li>✓ writers' use of organisation, structure, layout, and presentation</li> </ul> </li> <li>• Practice making inferences and referring to evidence in the text</li> <li>• Be taught how to make comparisons across texts</li> </ul> | <p>their writing selecting the appropriate form</p> <ul style="list-style-type: none"> <li>• be enabled to draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</li> <li>• practice planning, drafting, editing, and proof-reading through: <ul style="list-style-type: none"> <li>✓ considering how their writing reflects the audiences and purposes for which it was intended</li> <li>✓ amending the vocabulary, grammar, and structure of their writing to improve its coherence and overall effectiveness</li> <li>✓ 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.</li> </ul> </li> </ul> |                                                                                                                     |
|                     | ✓ 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 | <ul style="list-style-type: none"> <li>• learn to read easily, fluently and with good understanding</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• learn to write clearly and coherently</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• understand and use the conventions of presentation, debate, and</li> </ul> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                             |                                                                |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• develop the habit of reading widely and often, for both pleasure and information</li> <li>• acquire a wider vocabulary through reading</li> <li>• develop inference skills and critical thinking through reading</li> <li>• improve understanding of grammar and knowledge of linguistic conventions through reading</li> <li>• appreciate our rich and varied literary heritage</li> </ul> | <ul style="list-style-type: none"> <li>• spell and use grammar and punctuation accurately</li> <li>• adapt vocabulary and style for a range of contexts, purposes, and audiences</li> </ul> | discussion so they can become competent speakers and listeners |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|