

**Readers for Life**  
**PROGRAMME OF STUDY – KS3 NSM PATHWAY – ST CHRISTOPHERS ACADEMY**

**Prior Learning: KS2**

Reading Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English appendix 1](#), both to read aloud and to understand the meaning of new words that they meet
- maintain positive attitudes to reading and an understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
  - recommending books that they have read to their peers, giving reasons for their choices
  - identifying and discussing themes and conventions in and across a wide range of writing
  - making comparisons within and across books
  - learning a wider range of poetry by heart
  - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction

	<ul style="list-style-type: none"> <li>• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>• provide reasoned justifications for their views</li> </ul>
<b>KS3 Taught Content, Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>- Reading Pupils should be taught to:</li> <li>- develop an appreciation and love of reading, and read increasingly challenging material independently through: <ul style="list-style-type: none"> <li>○ reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: <ul style="list-style-type: none"> <li>▪ English literature, both pre-1914 and contemporary, including prose, poetry and drama</li> <li>▪ Shakespeare (two plays)</li> <li>▪ seminal world literature</li> </ul> </li> <li>○ choosing and reading books independently for challenge, interest and enjoyment.</li> <li>○ re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.</li> </ul> </li> <li>- understand increasingly challenging texts through: <ul style="list-style-type: none"> <li>○ learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li> <li>○ making inferences and referring to evidence in the text</li> <li>○ knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li> <li>○ checking their understanding to make sure that what they have read makes sense.</li> </ul> </li> <li>- read critically through: <ul style="list-style-type: none"> <li>○ knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ recognising a range of poetic conventions and understanding how these have been used</li> <li>○ studying setting, plot, and characterisation, and the effects of these</li> <li>○ understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play</li> <li>○ making critical comparisons across texts</li> <li>- studying a range of authors, including at least two authors in depth each year</li> </ul>
<b>Subsequent learning</b>	<i>KS4 TR4L covering the KS4 National Curriculum PoS</i>