

Oracy – Programme of Study KEY STAGE 3	
KS2 Prior Learning	<p>As we are an Alternative Provision site, we cannot assume that a student beginning KS3 has had the opportunity to access fully (if at all) their entitlement to an English programme of study at KS2. However, we hope that, prior to the start of KS3 they have been able to, at least in part, learn skills within the curriculum. Please see link to the KS2 National Curriculum for expectations of prior learning linked to oracy.</p> <p style="text-align: center;">English programmes of study: key stages 1 and 2 (publishing.service.gov.uk)</p>
KS3 (Year 7,8,9)	Oracy (spoken language)
<p>Our curriculum aim is to promote high standards of language and literacy by equipping all pupils with strong command of the spoken and written word and ensure that all pupils:</p> <ul style="list-style-type: none"> • acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for spoken language • appreciate our rich and varied literary heritage • use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas • are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in class discussions. <p>Pupils are taught to:</p> <ul style="list-style-type: none"> • speak confidently and effectively through: <ul style="list-style-type: none"> - using Standard English confidently in a range of formal and informal contexts, including classroom discussion - expressing their own ideas and keeping to the point - rehearse and perform poetry or play scripts in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. 	
<p>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:</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 	

Reading

Our curriculum aim is to promote high standards of language and literacy by equipping all pupils with strong command of the spoken and written word and ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading for pleasure and with good understanding
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading
- appreciate our rich and varied literary heritage
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

Pupils are taught to:

- develop an appreciation and love of reading, and read increasingly challenging material independently through:
 - reading a wide range of fiction and non-fiction, including particular whole books, short stories with a wide coverage of genres, historical periods, forms and authors. The range will include English Literature prose, both pre-1914 and contemporary and seminal world literature, and poetry
 - choosing and reading books independently for challenge, interest and enjoyment.
- understand increasingly challenging texts through:
 - learning new vocabulary, relating it to explicitly to known vocabulary and understanding it with the help of context and dictionaries
 - making inferences and referring to evidence in the text
 - knowing the purpose, audience for and context in the writing and drawing on this knowledge to support comprehension
 - responding to ideas, viewpoints, and themes
 - relating to the social, historical and cultural context in which they were written
 - checking their understanding to make sure that what they have read makes sense.
- read critically through:
 - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organizational features, presents meaning
 - analysing writer's vocabulary choices, the use of linguistic and literary features to shape and influence meaning, and the use of organisation, structure, layout and presentation
 - studying setting, plot, and characterization, and the effects of these
 - making critical comparisons across texts
 - studying a range of authors.

RAEDWALD ACADEMY TRUST

Programme of study and progression outline:

English (Oracy) Key Stage 3 Alderwood





	READING	WRITING	SPEAKING & LISTENING
Subsequent learning	<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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • understand and use the conventions of presentation, debate and discussion so they can become competent speakers and listeners