

Moreton English Department
KS3 Curriculum Programmes of Study

Moreton School's English Programme of Study covers the following skills range over reading, writing and speaking and listening:

Reading

Pupils should be 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 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:
 - English literature, both pre-1914 and contemporary, including prose, poetry and drama
 - Shakespeare (two plays)
 - seminal world literature
- choosing and reading books independently for challenge, interest and enjoyment.
- re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.
- understand increasingly challenging texts through:
- learning new vocabulary, relating it 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 of the writing and drawing on this knowledge to support comprehension
- 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 organisational features, presents meaning
- recognising a range of poetic conventions and understanding how these have been used
- studying setting, plot, and characterisation, and the effects of these
- understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
- making critical comparisons across texts
- studying a range of authors, including at least two authors in depth each year.

Writing

Pupils should be taught to:

- write accurately, fluently, effectively and at length for pleasure and information through:
- writing 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
- summarising and organising material, and supporting ideas and arguments with any necessary factual detail
- applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
- drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
- plan, draft, edit and proof-read 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

Grammar and vocabulary

Pupils should be taught to:

- consolidate and build on their knowledge of grammar and vocabulary through:
- 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
- discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.

Spoken English

Pupils should be taught to:

- speak confidently and effectively, including through:
- using Standard English confidently in a range of formal and informal contexts, including classroom discussion
- giving short speeches and presentations, expressing their own ideas and keeping to the point
- participating in formal debates and structured discussions, summarising and/or building on what has been said
- improvising, rehearsing and performing 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.

Year 7 Programme of Study

Autumn term:

Year 7 are given opportunities to study and produce a wide range of texts including studying autobiographical texts, and writing their own, as an introduction to Secondary school life. They will also read a class novel. This will enable them to strengthen their reading skills including: close analysis, inference, deduction and prediction.

Spring term:

Students will be looking at and analysing different forms of Media. This includes print, moving image and radio texts.

Summer term:

Students will be introduced to various Shakespeare texts by looking at his portrayal of villains. They will also be studying a range of short stories.

Students are assessed by:

2 key assessment piece submitted per half term with either a reading, writing or speaking and listening focus.

Year 8 Programme of Study

Autumn term:

Opportunity is also given to study a range of class novels including: Maggot Moon by Sally Gardner, Ketchup Clouds by Annabel Pitcher and Cirque de Freak – Darren Shan. The work of Children's Laureate, Malorie Blackman will also be studied.

Spring term:

Students also study the Evolution of the English Language including Shakespeare and Chaucer as well as a range of persuasive texts including advertisements, debates and movie trailers.

Summer term:

Year 8 look at an in depth study of WWII texts including the use of Propaganda in posters and speeches as well as a range of texts focused on WWII as a theme. These texts include Anne Frank's Diary and The Boy in the Striped Pyjamas. This will enable them to strengthen their reading skills including: Identifying audience and purpose, close analysis, inference, deduction and prediction.

Students are assessed by:

2 key assessment piece submitted per half term with either a reading, writing or speaking and listening focus.

Year 9 Programme of Study

Autumn term:

Year 9's Autumn focus is linked to the new GCSE requirements of transactional writing. This will introduce them to knowledge and skills needed for Key Stage 4. Class novels for this half term include *Of Mice and Men* by John Steinbeck and *To Kill a Mockingbird* by Harper Lee.

Spring term:

Classes will be given the opportunity to strengthen their creative writing skills linked to the new GCSE requirements. They will also study a range of poetry.

Summer term:

Further opportunity is given to study the Shakespeare text, *Macbeth*. This will strengthen students' analytical skills with Shakespearian language ready for Year 10 and 11 GCSE's. They also will be preparing for their public speaking GCSE requirements.

Students are assessed by:

2 key assessment piece submitted per half term with either a reading, writing or speaking and listening focus.

Key Stage 4 Programme of Study

Year 10 and 11 students will be studying the AQA English Language and English Literature GCSE specification.

All aspects of Controlled Assessment are no longer a requirement so this means that students will be completing 100% exams at the end of Year 11. There will be four un-tiered exams that they will sit which are outlined in the table below. Students will also have to complete a speaking and listening presentation in order to achieve their full qualification. Without this mark, they cannot achieve a grade in either qualification.

| English Language | | English Literature | |
|--|--|--|---|
| Paper 1 | Paper 2 | Paper 1 | Paper 2 |
| Section A: Explorations in Creative Reading | Section A: Writer's viewpoints and perspectives – reading non-fiction texts | Section A: Shakespeare – <i>Macbeth</i> | Section A: <i>Blood Brothers/Animal Farm</i> depending on set |
| Section B: Explorations in Creative Writing | Section B: Transactional Writing – writing for different audiences and purposes | Section B: 19 th Century Fiction – <i>Jekyll and Hyde</i> | Section B: Poetry |
| | | | Section C : Unseen poetry |

The two year course has been designed to ensure that all knowledge of texts and skills are covered in order to achieve every students' potential. Students will be given numerical grades 1-9 instead of the previous A*-U grades.

