

**National Curriculum Key Stage 3 ENGLISH**

TITLE	COVERED IN OLD SCHEME?	WHERE IS IT COVERED IN THE NEW OVERVIEW? T = term	ANY EXAMPLE OF GOING BEYOND NC? (If relevant)
<b>READING</b>	YES	YES	
<b>develop an appreciation and love of reading, and read increasingly challenging material</b>	YES	Every year each term	
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	PARTIAL	Every year each term	
<i>English literature, both pre-1914 and contemporary, including prose, poetry and drama</i>	PARTIAL	Every year each term	
<i>Shakespeare (two plays)</i>	NO	7T2 8T3	
<i>seminal world literature</i>	YES	7T2, 7T3 8T2, 8T3 9T1, 9T2, 9T3	Chosen for diversity
choosing and reading books independently for challenge, interest and enjoyment.	YES	Every year each term	Extended reading lists linked to curriculum.
re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.	NO	7T2 8T2, 8T3 9T1	
<b>understand increasingly challenging texts</b>	PARTIAL	YES	
Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries	YES	Every Year each term	Vocab linked to tier 2 and WOW words
making inferences and referring to evidence in the text	YES	Every Year each term	Core threshold skill
knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension	PARTIAL	7T2, 7T3 8T1, 8T2 9T1, 9T2, 9T3	
checking their understanding to make sure that what they have read makes sense.	YES	Every Year each term Using direct questions	Fortnightly check-ins.

<b>read critically</b>	YES	YES	
knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning	YES	Every year each term	
recognising a range of poetic conventions and understanding how these have been used	PARTIAL	7T1, 7T2, 7T3 8T3 9T2	All forms of poetry covered.
studying setting, plot, and characterisation, and the effects of these	YES	7T1, 7T2 Continued each year	Underpins whole curriculum.
understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play	PARTIAL	7T2 8T3 9T2, 9T3	
making critical comparisons across texts	YES	7T1, 7T2 8T1, 8T2 9T1, 9T3	
studying a range of authors, including at least two authors in depth each year	NO	7T3 8T1, 8T2, 8T3 9T2, 9T3	In home work tasks
<b>WRITING</b>	YES	YES	
<b>write accurately, fluently, effectively and at length for pleasure and information</b>	YES	Every year each term	
writing for a wide range of purposes and audiences	YES	Every year each term	
<i>well-structured formal expository and narrative essays</i>	YES	Every year each term in increasing complexity	
<i>stories, scripts, poetry and other imaginative writing</i>	PARTIAL	7T1, 7T2 8T1, 8T3 9T1, 9T3	
<i>notes and polished scripts for talks and presentations</i>	PARTIAL	8T1 9T1, 9T2, 9T3	
<i>a range of other narrative and non-narrative texts, including arguments, and personal and formal letters</i>	YES	7T1 8T1, 8T2 9T1, 9T3	
summarising and organising material, and supporting ideas and arguments with any necessary factual detail	YES	7T1, 7T2 8T1, 8T2	

		9T1, 9T2, 9T3	
applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	YES	7T3 8T1, 8T2, 8T3 9T2, 9T3	
drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing	YES	7T3 8T1, 8T2 9T1, 9T2, 9T3	
<b>plan, draft, edit and proof-read through</b>	PARTIAL	YES	Use of writing exercise book to edit.
considering how their writing reflects the audiences and purposes for which it was intended	PARTIAL	7T1, 7T3 8T1, 8T2, 8T3 9T1, 9T2, 9T3	
amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	YES	Every year each term Review and Improve	
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	YES	7T1, 7T2 8T2, 8T3 9T2, 9T3	
GRAMMAR and VOCABULARY			
<b>consolidate and build on their knowledge of grammar and vocabulary</b>	YES	YES	
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	YES	7T2, 7T3 8T2, 8T3 9T2, 9T3	
studying the effectiveness and impact of the grammatical features of the texts they read	YES	7T1, 7T2, 7T3 8T1, 8T2 9T1, 9T2, 9T3	
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	YES	7T1, 7T2 8T1, 8T2, 8T3 9T2, 9T3	
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	PARTIAL	7T2 8T2 , 9T3	
using Standard English confidently in their own writing and speech	YES	Every year each term	
discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.	YES	7T1 8T2, 8T3 9T2, 9T3	

<b>SPOKEN ENGLISH</b>	YES	YES	
<b>speak confidently and effectively</b>	YES	YES	
using Standard English confidently in a range of formal and informal contexts, including classroom discussion	YES	7T2 8T2 9T1, 9T2, 9T3	
giving short speeches and presentations, expressing their own ideas and keeping to the point	YES	8T2 9T1, 9T2, 9T3	
participating in formal debates and structured discussions, summarising and/or building on what has been said	PARTIAL	8T2 9T2, 9T3	
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.	PARTIAL	7T2 8T3 9T3	