

Top-Level Overview for Key Stage 3 Curriculum: English

1. End points for the end of Key Stage 3:

- Students will develop strategies to read increasingly challenging texts
- Students know how the elements of a story, eg narrative, setting, characterisation, structure, themes, poetry, are created and how to create them in their own writing: accurately and effectively. They will plan, draft, edit and proof read
- Students know how to form an argument, both rhetorical and analytical
- Students develop an understanding of performance in speeches, scripts, poetry: speaking confidently and effectively
- Students will know how grammar works to give clarity, purpose and effect

Story	Argument	S & I	Grammar	Context	Structure	Literary
Know how setting creates atmosphere	Know how to support ideas with evidence: embedded, variety of lengths	Performance of poetry, script, speech	How to use a range of punctuation	Embedding context	Explain beginnings, change and endings	Know COMPASS
Know COMPASS		Prosody, pace, stress	Know the word classes	1600s: Elizabethan	Explore patterns and parallels	Know sound techniques
Know characterisation	Know how to use Analytical and evaluative verbs	How to voice own opinion: discussion, argument, questioning and responding to others	Know sentence types and functions	Role of women		Know literary metaphors
Know how sympathy is created	Topic sentences with adjectives		Know how a text is joined together	Patriarchy	Describe tension and anticipation	Know allegory
Know 5-part story	Tentative exploration	To know how to critically offer an interpretation linked to a thesis statement	Know text audience and purpose	Victorian	Know foreshadowing	Know soliloquy
Know reader Response	Use relevant terminology		Know comparatives and superlatives	Discrimination	Know structural devices	Know power dynamics
Know narrative style	Discourse markers to further argument: significance to reader	Reading with fluency and intonation		Romanticism	Know dramatic devices	Know symbolism
Know theme				Russian revolution	Know climax and finale	Know motif
Know genre conventions				Individual		Know rhyme and rhythm
Know narrative perspective	Introduction and conclusion: thesis Developed use of rhetoric					Know how to approach a poem

2. Topic Overview

Year Group	Autumn Term	Spring Term	Summer Term
	Topics:	Topics:	Topics:
7	Setting 'Island at the End of Everything' by Kiran Millwood Hargrave + Fiction extracts 21 st Century fiction	Characterisation 'Romeo and Juliet' by William Shakespeare + Fiction extracts 16 th Century fiction	Innocence and Experience 'Oliver Twist' by Charles Dickens + Non-fiction and fiction extracts Poetry 19 th Century fiction and non-fiction
8	Real v imaginary 'Bone Sparrow' by Zana Fraillon + Non-fiction and fiction extracts Poetry 21 st Century fiction	Control and Rebellion 'Animal Farm' by George Orwell + Non-fiction extracts Poetry 20 th Century fiction	Human v Human 'Merchant of Venice' by William Shakespeare Poetry 16 th Century fiction
9	Human v Self 'Jane Eyre' by Charlotte Bronte + Fiction extracts Poetry 19 th Century fiction	Human v Nature 'Christmas Carol' by Charles Dickens Poetry 19 th Century Fiction	Human v Society 'The Crucible' by A. Miller Synoptic knowledge 20 th Century Fiction

3. End point Overview

Year Group	Autumn Term		Spring Term		Summer Term	
	Topics:	Endpoints:	Topics:	Endpoints:	Topics:	Endpoints:
7	Setting	Know how a writer creates a setting with atmosphere, using linguistics devices Baseline knowledge: Atmosphere COMPASS Using quotes to support	Character	Know how a writer constructs a character, using speech, thoughts and actions. Baseline knowledge: That characters are a construct created for a purpose Being able to articulate interpretation of character	Innocence & experience	Know how context adds meaning to a text, using knowledge of Victorian hardship to understand character, setting and message. Baseline knowledge: Victorian context linking to interpretation of setting, character and plot
8	Real v imaginary	Know how a writer constructs a text to create real and imaginary worlds, using differing narrative styles, setting, and form in poetry. Baseline knowledge: Reader response Linking in context to reading	Control and rebellion	Know how writers persuade their audiences, using the rhetorical devices: direct address, pathos and emotive language. Baseline knowledge: That language is used to persuade a point of view: writer's intention How to link context to reading	Human v human	Know how writers show conflict between characters, ideas and perspectives, using interpretation and context. Baseline knowledge: Conflict – how and why a writer creates it: linking interpretation and context
9	Human v self	Know how a writer creates a sense of self and identity through increasingly challenging texts, using narrative form, character, setting and context. Baseline knowledge: Symbolism Narrative style Thesis and Topic sentences	Human v nature	Know how a writer creates an unnatural character to portray a message: focusing on symbolism, tension and structure. Baseline knowledge: Plot and character in ACC	Human v society	Know how writers use expectations of society to elicit a reaction in an audience, using language and structure Baseline knowledge: Context of witches. How natural order of societies can be disrupted. How a drama uses stagecraft, language and structure.