

English – KS3 – Our Intent for the Curriculum

- Pupils to develop knowledge skills and understanding in Speaking and Listening, reading and writing which enables them to become functional readers and effective and confident communicators both in writing and spoken language.
- There will be a focus on group discussion so that pupils process ideas verbally which enables them to write fluently and communicate their ideas and emotions to others.
- All pupils will read full novels and plays based on our belief that books play a key role in pupils' cultural, emotional, intellectual, spiritual and social development.
- Through the study of engaging fiction which pupils find enjoyable, pupils develop a lifelong love of literature.
- High standards of language and literacy will be promoted so that pupils access all areas of the curriculum and make a smooth transition into KS4.

English Intentions – Reading

Enjoyment and engagement

1. Our number 1 priority is to **sustain** an appreciation and love of reading through reading whole books, poems and plays in the belief that books play a key role in pupils' cultural, emotional, intellectual, spiritual and social development.
2. Pupils listen to each other and the teacher read stories. They take on characters **showing understanding through intonation, tone, volume and action** while **displaying a range of emotions in play reading and dialogue**.
3. Pupils choose and read a wide range of books independently and are motivated to increase challenge as well as interest and enjoyment.

Comprehension and retrieving information

4. **Pupils will learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context**
5. Pupils read increasingly challenging material in groups taking turns and independently through reading a wide range of fiction and non-fiction, including in particular whole books, short stories, book reviews, letters, poems and plays with a wide coverage of genres, historical periods and authors. The range will include high-quality works from: English literature, both pre-1914 and contemporary, prose, poetry and drama and an introduction to Shakespeare play.
6. Pupils can put a sequence of events in a plot in the right order and explain **how events are structured to build dramatic tension**.
7. Pupils can locate facts in both fiction and non-fiction texts confidently and efficiently, e.g. scanning, highlighting, using topic sentences, using headings, sounding out, whispering sentence as read them etc.
8. Pupils support answers with relevant reference to, or quotations from the text and **identify less obvious points in a text**.

Deduction, inference and language

9. Opportunities for teachers to enhance pupils' vocabulary will arise naturally from discussion of their reading
10. Teachers will give pupils regular opportunities to read between the lines in order to discuss and explore the thoughts, feelings, **attitudes**, relationships of characters and/or the writer and how the reader or audience would be affected (how it makes the reader think, feel, imagine or act)
11. Teacher will develop pupils' understanding of, and ability to use, figurative language (simile, extended metaphor, personification, **hyperbole** etc)
12. Pupils will recognise a range of poetic conventions and understand how these have been used
13. Pupils will discuss the purpose, audience and context of the writing and drawing on this knowledge to support comprehension

English Intentions – Reading

Themes, context and personal response

14. Pupils can **identify the main themes in a text for themselves**.
15. Pupils will discuss and explore how the book, play or poem reflects events in society at the time or the author's life.
16. Pupils will discuss how the text reflects attitudes or messages from social/cultural/**political**/historical time in which the book was set.
17. Pupils will be encouraged to find links within the text to their own life and discuss/explore how the themes are relevant today.
18. **Pupils read critically knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning and affects the reader as well as making critical comparisons across texts.**

English KS3 – Overall Implementation of English

- In English we have ensured that each Key Stage builds on the former learning through graded learning intentions and more challenging novels, plays and topics.
- The curriculum is designed so that pupils build knowledge needed for their future learning, beyond the classroom and in life beyond school.
- We ensure that we teach our students how to work with increasing independence, give opportunities for overlearning so pupils have time to apply their learning, make links and recall information.
- Formative assessment takes place through low-stakes quizzes, discussions, debates, role play, acting in character in order to help teachers understand how much our students have learnt and retained.
- Our formal summative assessments at the end of each half-term then help teachers to determine how well pupils can apply their knowledge in different situations.
- The schemes of work and sequencing of lessons are determined by Heads of Subject in close collaboration and with feedback from the department. In order to do this effectively, teachers have looked at the National Curriculum, educational research including OFSTED's subject research reviews and guidance from professions.
- Subject meetings take place regularly in order to share best practice and to ensure both topics and individual lessons are logically sequenced to allow pupils to build knowledge and develop connections between information that has been learned.

English - The Implementation of our Curriculum - Reading at KS3

Reading full books

At Key Stage 3, reading is wide, varied and challenging and pupils are expected to read whole books as a class, to read in depth and to read for pleasure and information.

Pupils will 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 plays
- Short stories
- Seminal world literature

Reading Skills targeted

Pupils 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;
- 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

English - The Implementation of our Curriculum - Reading at KS3

Organisation

- At key stage three pupils will receive 4 lessons of English per week which is over and above what Qualifications and Curriculum Agency (QCA) suggest of three hours per week. Extra time has been committed in order to provide more opportunities for over-learning and learning the same thing through a different learning style in order to support pupils to commit content to memory and learn at their own pace.
- Pupils access our accelerated reader library after completing their annual STAR reading assessment which gives a baseline of all pupils' reading ages.
- All our books are graded according to these reading ages so pupils access the books at their appropriate level of difficulty ensuring they are engaged and challenged enough to improve their comprehension yet still not reading at their frustration level.
- Individual or group reading takes place twice a week in form and there is a heavy focus on class reading of entire books in English lessons each week.
- Pupils below a functional reading age are targeted for 1:1 intervention 2-3 times a week in form time. We use decodable, synthetic phonics, reading books with age-appropriate stories for older, struggling and/or reluctant readers or those with specific learning difficulties including dyslexia. With an interest age of 8 - 14, these chapter books are highly structured to fill in the missing gaps in phonic skills, helping pupils to catch up through targeted reading interventions
- Pupils who have a chronically low reading age and who are not making progress on 1:1 will receive specialist teaching from a specialist SPLD teacher from TESS and will have the opportunity to access intensive Sounds-write/phonic sessions, independent/guided reading sessions and/or support with specific issues and pieces of work.
- At Newbridge we use a combination of approaches that include phonics, reading comprehension and oral language approaches.

English - The Implementation of our Curriculum - Reading at KS3

Extra-curricular

We aim to offer additional activities to promote reading enjoyment:

- World Book Day - dressing up as book characters and taking part in book day themed activities.
- Book review day - Everybody writes a book review.
- Comparing book to film adaptation.
- Identified books for form time for different forms.
- Teachers to visit different classes to read their favourite texts.
- Theatre visits to watch a play on stage.

English - The Intended Impact of our Curriculum - Reading KS3

- Pupils have a strong understanding of the texts they are studying due to improved comprehension, deduction and inference and can link learning from different topics together by themes.
- High aspirations for GCSE.
- Our learners will be confident readers of a range of genres and styles and have developed a broad vocabulary.
- Any gaps in knowledge will have been bridged.
- Literacy skills will be well developed and pupils will know how to apply these across the curriculum and beyond.
- all pupils will have participated in a wide variety of extra-curricular activities, benefited from these experiences and developed the confidence to pursue future opportunities at Key Stage 4.
- Pupils are confident communicators and can clearly articulate the knowledge they have learned, their ideas as well as listening to and responding to others respectfully.
- Pupils will have developed a love of reading because they have encountered books that they have enjoyed.
- By creating reading rich environments and celebrations across the school year, our pupils see that we are all readers together and it is an integral part of life.
- Children will be able to apply their phonics knowledge to decode unknown words and by re-reading texts, will gradually build their fluency.
- After listening to inspiring stories, children will be able to transfer ideas into their own writing and be motivated to use higher level vocabulary learn new vocabulary and gain creative ideas from fiction texts..

English Intentions - Writing - Key Stage Three

In Key Stage 3 pupils will write for a wide range of purposes and audiences, including:

- short stories, character descriptions, poetry and other imaginative writing
- a range of other narrative and non-narrative texts, including arguments, articles, speeches, reviews, leaflets and personal and formal letters

Through Key Stage pupils will develop knowledge, skills and understanding in the **key 6 areas**:

Communicating

- Communicate effectively, clearly and with imagination using a range of sentence structures and write **engaging, original** and imaginative narratives and descriptions **using techniques (action, dialogue, quotation, clear structure, clear setting, convincing characters and dramatic scenes with some pace, alliteration, onomatopoeia, metaphor, dialogue, simile, personification, dialect, short sentences for tension)**.
- **Develop and sustain**, with support, some convincing characters with a range of feelings, viewpoints, thoughts, motives and attitudes in writing through the use of action, speech, perceptions, inner voice, thoughts and feelings.
- Write in both formal and informal styles (letters, dialogue, quotations, information, explanation, narrative, descriptive, **persuasive, analytical, conversational**) and develop ideas in some **original** and interesting ways.
- Use a **wide range of writing strategies and techniques to engage, involve and influence** the viewpoint of the reader (e.g. persuasive techniques, rhetorical devices, irony, foreshadowing, flashbacks, evidence, statistics, suspense and tension)

Purpose

- Write engaging fiction and non-fiction texts using a range of **features from the correct** format for a range of purposes
- Write using the **appropriate style** in order to engage/ sustain the interest of the reader and influence the viewpoint, attitude, opinion of the reader.

Structure

- Structure and build a sequence of paragraphs in a coherent order
- Organise and sequence events in creative writing
- Use paragraphs of **varied lengths for some deliberate effects**.
- Organise writing to ensure it has
 - an **introduction** which **establishes purpose and refers directly to the question**
 - a **main body** which develops explanations and **analysis**
 - a **conclusion** which **sums up main points, refers back to question** and gives an overview of arguments made, as well as looking to the future.

English Intentions - Writing - Key Stage Three

Language

- Vary vocabulary using specific adjectives, verbs and adverbs
- Use a **range of** connectives in writing
- Use a **range of keywords** from the topic with support.
- Ensure there is more sentence variety in writing using a range of adverbs
- Use literary techniques to introduce originality and creativity to a story or description. (

Spelling, Punctuation and Grammar

- Interchange the present, past and future tense correctly
- Use complex sentences (when, if, while, even though, although) as well as simple.
- Use a **range of compound sentences, complex and** simple sentences for **humour, sarcasm, dramatic effect**.
- Use formal and informal registers, and between Standard English and other varieties of English.
- Use Standard English confidently in writing and speech.
- Apply spelling patterns and rules for keywords.
- **Start with a noun or adjective** to avoid starting sentences with 'I'
- **Start sentences with present continuous or past participle verbs**

Plan, draft, edit and proof-read

- Check work is pitched at the correct audience.
- Redraft and refine work with some independence
- Proof-read to check for errors in spelling, grammar and punctuation tense and agreement is mainly secure.

English Intentions – Spoken Language – Key Stage Three

Our English curriculum reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically.

At Newbridge we are committed to

- developing pupils' own spoken language and their understanding of that of others understanding that it supports the development of pupils' reading and writing during key stage 3.
- developing pupils' understanding and use of the conventions for discussion and debate
- developing pupils' skills in working collaboratively with their peers to discuss reading, writing and speech across the curriculum.
- teaching pupils to control their speaking and writing consciously
- encouraging pupils to understand and use age-appropriate vocabulary, including linguistic and literary terminology, for discussing their reading, writing and spoken language. This involves consolidation, practice and discussion of language.
- learning the correct grammatical terms in English and that these terms are integrated within teaching.

English KS3 - Implementation - Writing

Audience

Our pupils will write for a real audience to show that they can adapt their writing according to the needs of the reader:

- Friend, teenagers - chatty, informal, comical, ironic, anecdotes, friendly.
- Employer, Council - formal, polite, serious, stern, reasoned

Purpose

Our pupils will write for a real purpose as they write best when they have an intrinsic motivation to communicate an idea, opinion or be creative. Our pupils will have the opportunity to write for a range of purposes:

- inform, explain, describe
- explore, imagine, entertain
- argue, persuade, advise
- analyse, review, comment

Format

At key stage 3, pupils will have the opportunity to write in a range of formats which prepares them for the KS4 curriculum as well as developing their writing skills for life and employment:

- *Formal Letters*
- *Reports*
- *Articles*
- *Leaflets*
- *Reviews*
- *Speech*
- well-structured formal expository and narrative essays
- stories, scripts, diaries, poetry and other imaginative writing
- Debates and discussions

English KS3 - Implementation - Writing

Organisation

At key stage three pupils will receive 4 lessons of English per week. There will be formative written tasks throughout and then a key writing task to assess skills within each unit under the 6 key areas.

Modelling

- Pupils will be provided with writing models so they see an example of best practice for a given format unless the teacher decides this could stunt creativity in the early stages
- Keywords - Our pupils will have access to specific terminology and key points on the board.
- Show boys how to write essays, construct sentences and paragraphs. Use of who, where, how, what, when, why.
- Guided writing. Have pupils work with you so you model the process to them.

Planning

- Using games to build vocabulary which builds confidence. (Crossword puzzles, word games, anagrams and cryptograms, flash cards).
- Lots of speaking and listening. Talking with pupils, class discussions as much as possible before writing. This will develop ideas, logic, context, thoughts and opinions making the topic relevant.
- Pupils are helped with how to plan, structure and organise work. writing their ideas down for them. Using writing frames and other scaffolding techniques.
- You talk, I'll type. This is helpful in getting ideas flowing the early stages of any work. It allows pupils to express their ideas fluently without the mechanics of writing and typing getting in the way. Access to a scribe especially in early stages when getting started in planning stages to allow ideas to flow

English KS3 - Implementation - Writing

Make it real and relevant and finding your voice

- Making it real. Pupils need to do real writing, have real debates and discussions before writing about real issues.
- Based on research from examiners reports, pupils are encouraged to find their real voice in their writing with their own perceptions, humour and individual descriptions. Tasks are relevant to their lives as the task has a real purpose and audience.

Allowing time to finish full written piece

- Work towards larger writing exercises through building smaller steps.
- Allowing time. Being patient and allowing quiet time for ideas to take hold.

Proof-reading

- Offering explicit direction on how to proofread and provide opportunities to practise. Separating the process of writing from that of proofreading for content and organisation; once for grammar, expression, sentence structure, etc.; and once for spelling.
- Proofreading each other's work can be beneficial where there is no risk of embarrassment

Marking

- Responding. Making it clear that we are interested in their ideas. This means focusing on "what" is good about the writing and advice and what makes it better. It's wise to ignore minor errors, particularly at the stage when pupils are just getting ideas together.

English Implementation – Spoken Language – Key Stage Three

- Our pupils will be given the opportunity to speak confidently and effectively in discussions, debates, role plays, in character interviews
- Pupils will be given constructive feedback on how to use Standard English confidently in a range of formal and informal contexts
- There will be opportunities for giving short speeches and presentations, expressing their own ideas and keeping to the point will build confidence
- Formal debates and structured discussions will take place in order to support pupils active listening skills, develop respect for different points of views, build on what others say and summarise what has been said
- Pupils will be encouraged to improvise, rehearse and perform 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.

English KS3- The Intended Impact of our Curriculum – Writing and Spoken Language

The intended impact of our Curriculum on our pupils is that they will find their own voice in their writing and be able to

- Support a point of view by referring to and explaining evidence within the text
- Produce clear and coherent texts for different purposes and audiences
- Describe, narrate, explain, instruct, give and respond to information, and argue
- Use language imaginatively and creatively
- Maintain a consistent point of view
- Maintain coherence and consistency across a text
- Select, organise and emphasise facts, ideas and key points
- Create an emotional impact
- Use language creatively, imaginatively and persuasively, including rhetorical devices
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language so that they can express themselves clearly and creatively and with impact
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences and influence the reader
- Select and organise information and ideas effectively and persuasively for prepared spoken presentations
- Plan effectively for different purposes and audiences; making presentations and speeches speak confidently and effectively in discussions, debates, role plays, in character interviews
- Use Standard English confidently in a range of formal and informal contexts
- Actively listen to others, develop respect for different points of views, build on what others say and summarise what has been said
- Use role, intonation, tone, volume, mood, silence, stillness and action to add impact when performing.

