



Key Stage 3 English



Intent:

At Blackminster we aspire to create and enthuse pupils to become writers and readers. We want their natural style and flair to be evident in their creations by giving them to tools to do so. Within this subject, it is imperative pupils can read and write. Without this ability pupils will struggle to function within other curriculum subjects and, more importantly, it will prevent access to opportunities within the outside world.

Our curriculum has been developed to ensure the pupils will be high school ready and are equipped with skills to begin their G.C.S.Es after they leave us. This subject is knowledge led. No child would be successful in their subject without a grasp of the basics of English language. We ensure that the knowledge comes first and gaps identified to ensure they are reduced. Thus, creating a competent writer and, later, a critical reader. The benefit of having Key Stage 2 and 3 in our setting means we have established relationships and knowledge of pupils that is rare in year 7 starters at secondary.

Implementation:

Curriculum time: Pupils have 7 hours of English across our two-week timetable. All lessons are taught by one member of staff from the English department. Some pupils have additional support during tutor time to access the IXL package, Dyslexia Gold spelling support or PiXL secondary support. Classes are taught in mixed ability setting and teachers differentiate for their pupils' needs.

Grammar, Punctuation, Spelling is taught within the lessons and a key focus in all topics. The Key Stage Two curriculum expectation of GPS is not always met by all pupils so staff continue to teach these skills—often in starters as reminders or to fill gaps in previous learning. Covid Catch up funding enabled us to source an English tutor who works with pupils who did not meet end of Key Stage Two English expectations.

Library usage: All pupils access accelerated reader and are given an individual target to meet per term based on their reading ability. One lesson a fortnight. Reading homework to be monitored in this lesson. Two tutor time sessions and two lunch times a week are also dedicated to Key Stage Three pupils so access is available to quiz and loan books.

Homework: Independent AR reading and weekly tasks focusing on basic English grammar and punctuation or a task linked to the current learning.

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Units	Poetry Anthology of poems Analysing language Comparing poems Spoken poetry	War Horse PEEL analysis Character studies Plot development	Gothic Horror Creative writing a Gothic piece Reading gothic extracts and typical features. Analysing language. Writing their own gothic story.	Introduction to Shakespeare and play scripts Non-fiction text type writing Creating own scripts with a modern twist on Shakespearian plays	Holes Inference and deduction. Character development.	Holes Inference and deduction. Character development.
Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Boy Novel study and links to real moments in history: Boy by Roald Dahl First person writing. Critically analyse events from different viewpoints. Inference.	A flavour of... Pre 1914 extracts Analysis of language and author intention	Our Day Out Analysis of language and plot development. Link to inner city poverty and opportunities.	Out of this world! Sci-fi, dystopian extracts, apocalyptic settings Creative writing	Survival Mix of fiction and non-fiction texts. Creative writing and textual analysis	Survival The Titanic. Non-fiction text types. Comparing events. Historical writing. Diary entries.

Impact:

Our pupils are internally assessed throughout the year (three times). Data is collected using agreed papers with our cluster middle and high school. These judgements are vital to ensure we have the correct picture of the children's ability. At the end of year 8, in the summer term, all pupils in our area sit the same end of middle school exams. These are marked by cluster school English teachers and moderated in a team. Doing so ensures all pupils from the town are judged fairly regardless of the school they have attended. Subject leader completes a HOTA (Holding Ourselves To Account) analysis after data capture points. This data is shared with staff and pupils to ensure next steps for all are clear to ensure successful progress.