

# KS3 English Overview

Orange/Green Groups			
	Year 7	Year 8	Year 9
Autumn 1	Non-Chronological Reports	Letters/Emails	Descriptive Writing
Autumn 2	Newspaper Articles	Leaflets	Letters of Complaint
Spring 1	Balanced Arguments	Persuasive Language: Advertisements	Review Writing
Spring 2	Instructional Writing	Playscripts/ Shakespeare	Balanced Arguments
Summer 1	Narrative Writing	Narrative Writing	Persuasive Speeches
Summer 2	Playscripts	Poetry	Non-chronological Writing Review: Letters/ Newspaper/ Leaflet

# KS3 English Overview

Communication (Blue)			
	Year 7	Year 8	Year 9
Autumn 1	Topic: All About Me	Topic: Autobiography What makes me unique?	Topic: Autobiography My family, my community and I!
Autumn 2	Topic: Magic (fairy tales)	Topic: Fantastic places! Travel Writing	Topic: Travel writing.
Spring 1	Topic: Settings	Topic: Story Settings. Can I write alternative openings /endings?	Topic: Class Read
Spring 2	Topic: Rhyme	Topic: Riddle Me having fun with simile and alliteration	Topic: Debating 'Don't get me started on...'
Summer 1	Topic: News	Topic: Adverts The power of persuasion!	Topic: Drama Macbeth!
Summer 2	Topic: Project based learning- Time Capsule	Topic: Time Capsule! Creative writing project.	Topic: Create your own holiday resort!

# KS3 English Overview

Year 7 Orange/Green					
Autumn 1: Non-Chronological Reports	Autumn 2: Newspaper Articles	Spring 1: Balanced Arguments	Spring 2: Instructional Writing	Spring 2: Instructional Writing	Summer 2: Playscripts
<p><b>Writing: Non-chronological reports: Non-Fiction books</b></p> <ul style="list-style-type: none"> <li>Using factual language</li> <li>Organising work using paragraphs and subheadings</li> <li>Creating a page for a non-fiction book</li> <li>Using the present tense</li> <li>First/ second/ third person writing</li> <li>Evaluating and editing work</li> </ul> <p><b>Reading: Non-fiction books</b></p> <ul style="list-style-type: none"> <li>Commenting on the features of non-fiction books</li> <li>Using the features of a non-fiction book to retrieve information (glossary, contents, index page)</li> <li>Alphabetical ordering</li> <li>Retrieving information</li> </ul> <p><b>Communication: Presentations</b></p> <ul style="list-style-type: none"> <li>Presenting information to an audience</li> <li>Using prompts/ pictures to structure a talk</li> </ul>	<p><b>Writing: Non-chronological reports: Newspaper reports</b></p> <ul style="list-style-type: none"> <li>Using facts and opinions</li> <li>Organising work using paragraphs (BUILDING ON SKILLS from Aut 1)</li> <li>Creating a newspaper report</li> <li>Opening with topic sentences (understanding the wh- words)</li> <li>Using past tense verbs</li> <li>Writing in the third person (subject/ verb agreement)</li> <li>Using quotations</li> <li>Evaluating and editing work</li> </ul> <p><b>Please note: Lower ability groups may wish to focus on recounts which cover these skills and link to their own experience.</b></p> <p><b>Reading: Newspaper Articles</b></p> <ul style="list-style-type: none"> <li>Commenting on the features of a newspaper</li> <li>Retrieving information</li> <li>Making predictions (based on photos/ headlines etc)</li> </ul> <p><b>Communication: Interviews</b></p> <ul style="list-style-type: none"> <li>Asking questions to gain information</li> <li>Presenting information to an audience (gained from interviews)</li> </ul>	<p><b>Writing: Balanced Arguments</b></p> <ul style="list-style-type: none"> <li>Writing an introduction</li> <li>Organising work using paragraphs (BUILDING ON SKILLS from Aut)</li> <li>Expressing points of view - for and against</li> <li>Using connectives to structure your argument (however, in addition, therefore etc)</li> <li>Using past tense verbs (BUILDING ON SKILLS from Aut 2)</li> <li>Writing in the third person (BUILDING ON SKILLS from Aut 2)</li> <li>Using an impersonal voice in writing</li> <li>Opportunities for reading balanced arguments and retrieving information</li> <li>Evaluating and editing work</li> </ul> <p><b>Reading: Fiction</b></p> <p><b>(pls note: reading will also involve analysing balanced arguments. Upper groups could use 'This Week' Junior's Weekly Debates)</b></p> <ul style="list-style-type: none"> <li>Retrieving information (BUILDING ON SKILLS from Aut)</li> <li>Making predictions (BUILDING ON SKILLS from Aut 2)</li> <li>Inferring meaning</li> <li>Commenting on the writer's choice of language</li> </ul> <p><b>Communication: Debates/ Discussion</b></p> <ul style="list-style-type: none"> <li>Express a point of view</li> <li>Give reasons</li> <li>Show listening skills through relevant comments</li> <li>Demonstrate non manual features of communication (eye-contact, nodding etc)</li> </ul>	<p><b>Writing: Instructional Writing</b></p> <ul style="list-style-type: none"> <li>Using facts and opinions</li> <li>Organising work using paragraphs (REVIEW from Aut 1)</li> <li>Creating a set of instructions</li> <li>Opening with topic sentences (imperative verbs)</li> <li>Using past tense verbs</li> <li>Writing in the third person (subject/ verb agreement)</li> <li>Using quotations</li> </ul> <p><b>Please note: Lower ability groups may wish to focus on recounts which cover these skills and link to their own experience.</b></p> <ul style="list-style-type: none"> <li>Evaluating and editing work</li> </ul> <p><b>Reading: Fiction</b></p> <p><b>(pls note: reading will also involve analysing instructions and understanding the concept of 'before' and 'after' - e.g. what happened before...)</b></p> <ul style="list-style-type: none"> <li>Retrieving information (BUILDING ON SKILLS from Aut/ Spr 1)</li> <li>Making predictions (BUILDING ON SKILLS from Aut 2/ Spr 1)</li> <li>Inferring meaning (BUILDING ON SKILLS from Spr 1)</li> <li>Commenting on the writer's choice of language (DEVELOPING SKILLS from Spr 1)</li> </ul> <p><b>Communication: Explanations</b></p> <ul style="list-style-type: none"> <li>Explaining a process (e.g. Explaining how to play a game that they have created)</li> <li>Asking and answering questions linked to this process</li> </ul>	<p><b>Writing: Narratives</b></p> <ul style="list-style-type: none"> <li>Creating a plan/writing a 5 part narrative (opening, build up, problem, resolution, ending)</li> <li>Organising work using paragraphs (BUILDING ON SKILLS from Aut/Spr)</li> <li>Developing understanding and use of verb tenses</li> <li>Developing language (adjectives, adverbs, figurative lang - depending on ability)</li> <li>Extending use of connectives</li> <li>Using dialogue</li> </ul> <p><b>Please note: Lower ability groups will adapt this to write words/ phrases/ sentences to tell a story.</b></p> <ul style="list-style-type: none"> <li>Evaluating and editing work</li> </ul> <p><b>Reading: Fiction</b></p> <ul style="list-style-type: none"> <li>Retrieving information (BUILDING ON SKILLS from Aut/ Spr)</li> <li>Making predictions (BUILDING ON SKILLS from Aut/ Spr)</li> <li>Inferring meaning (BUILDING ON SKILLS from Spr)</li> <li>Commenting on the writer's choice of language (BUILDING ON SKILLS form Spr)</li> </ul> <p><b>Communication: Drama</b></p> <ul style="list-style-type: none"> <li>Create a drama</li> <li>Develop a character through drama</li> </ul>	<p><b>Writing: Scripts</b></p> <ul style="list-style-type: none"> <li>Stage directions written in the present tense</li> <li>Up to four characters included to create an engaging scene</li> <li>Inclusion of dramatic events which interest the audience</li> <li>Direct speech used</li> <li>Correct layout</li> <li>Use of a narrator</li> <li>Evaluating and editing work</li> </ul> <p><b>Reading: Plays</b></p> <ul style="list-style-type: none"> <li>Retrieving information (BUILDING ON SKILLS from Aut/ Spr)</li> <li>Making predictions (BUILDING ON SKILLS from Aut/ Spr)</li> <li>Inferring meaning (BUILDING ON SKILLS from Spr/Sum 1)</li> <li>Commenting on the writer's choice of language (BUILDING ON SKILLS from Spr/Sum)</li> </ul> <p><b>Communication: Drama</b></p> <ul style="list-style-type: none"> <li>Create a drama (BUILDING ON SKILLS from Sum 1)</li> <li>Develop a character through drama (BUILDING ON SKILLS form Sum 1)</li> </ul>

# KS3 English Overview

Year 8					
Autumn 1: Letters/Emails	Autumn 2 : Leaflets	Spring 1: Persuasive Language: Advertisements	Spring 2: Playscripts/ Shakespeare	Summer 1: Narrative Writing	Summer 2: Poetry
<p><b>Writing: Letters and Emails</b></p> <ul style="list-style-type: none"> <li>Formal and informal letters - recognising how the language changes</li> <li>Responding to a variety of letters and emails using appropriate greeting, content and sign off to meet to meet the needs of the audience and the purpose.</li> <li>Evaluating and editing work</li> </ul> <p><b>Reading: Non-Fiction/ Web pages</b> (Building on Skills from A1/2 Aut 1) (pls note: reading will also involve responding to letters and emails)</p> <ul style="list-style-type: none"> <li>Retrieve information</li> <li>Comment on the structure of a non-fiction text</li> <li>Ask relevant questions to clarify meaning</li> <li>Use the layout features to retrieve information</li> </ul> <p><b>Communication: Discussion (Paired and Group)</b></p> <ul style="list-style-type: none"> <li>Communicate in a logical way, expressing ideas.</li> <li>Show they have listened and understood through the comments that they have made</li> <li>Asking relevant questions to clarify meaning</li> </ul>	<p><b>Writing: Leaflets</b></p> <ul style="list-style-type: none"> <li>Using persuasive devices</li> <li>Describe what and why people should visit/ get involved</li> <li>Use layout which is engaging and well laid out</li> <li>Include key information</li> </ul> <p><b>Reading: Fiction</b> (Building on skills from A1/A2) (pls note: reading will also involve analysing leaflets, commenting on layout and retrieving information)</p> <ul style="list-style-type: none"> <li>Retrieving information</li> <li>Making predictions</li> <li>Inferring meaning</li> <li>Commenting on the writer's choice of language</li> </ul> <p><b>Communication: Discussion</b> (Build on work from last half term)</p> <ul style="list-style-type: none"> <li>Communicate in a logical way, expressing ideas.</li> <li>Show they have listened and understood through the comments that they have made</li> <li>Asking relevant questions to clarify meaning (Discuss ideas for a class outing using information from leaflets, for example)</li> </ul>	<p><b>Writing: Advertisements</b></p> <ul style="list-style-type: none"> <li>Develop appealing adjectives</li> <li>Give a description of the benefits</li> <li>Use persuasive devices, e.g. exaggeration, superlatives, imperative verbs</li> <li>Organise work using an engaging layout</li> </ul> <p><b>Reading: Fiction</b> (Building on skills from last half term) (pls note: reading will also involve analysing adverts, commenting on layout and retrieving information)</p> <ul style="list-style-type: none"> <li>Retrieving information</li> <li>Making predictions</li> <li>Inferring meaning</li> <li>Commenting on the writer's choice of language</li> </ul> <p><b>Communication: Presentation</b></p> <ul style="list-style-type: none"> <li>Present information to sell a product/ service/event</li> <li>Adapt language to suit the needs of the audience</li> <li>Ask and respond to a variety of questions</li> </ul>	<p><b>Writing: Scripts</b> (BUILDING FROM WORK IN A1/A2 SUM 2)</p> <ul style="list-style-type: none"> <li>Stage directions written in the present tense</li> <li>Up to four characters included to create an engaging scene</li> <li>Inclusion of detailed dramatic events which interest the audience</li> <li>Direct speech used</li> <li>Correct layout</li> <li>Use of a narrator</li> <li>Evaluating and editing work</li> </ul> <p><b>Reading: Plays</b></p> <ul style="list-style-type: none"> <li>Retrieving information</li> <li>Making predictions</li> <li>Inferring meaning</li> <li>Commenting on the writer's choice of language</li> </ul> <p><b>Communication: Drama</b> (Building on skills from A1/2 Sum 1/2)</p> <ul style="list-style-type: none"> <li>Perform a drama following a script</li> <li>Create and perform their own script</li> <li>Evaluate their performance and suggest improvements</li> </ul>	<p><b>Writing: Narratives</b> (BUILDING FROM WORK IN A1/A2 SUM 1)</p> <ul style="list-style-type: none"> <li>Creating and developing a 5 part narrative with appropriate detail to interest the reader</li> <li>Organising work using paragraphs with discourse markers</li> <li>Developing understanding and use of verb tenses</li> <li>Developing language (adjectives, adverbs, figurative lang - depending on ability)</li> <li>Extending use of connectives</li> <li>Using dialogue</li> <li>Evaluating and editing work</li> </ul> <p><b>Please note: Lower ability groups will adapt this to write words/ phrases/ sentences to tell a story.</b></p> <p><b>Reading: Fiction</b> (Building on skills Aut 2/Spr1)</p> <ul style="list-style-type: none"> <li>Retrieving information</li> <li>Making predictions</li> <li>Inferring meaning</li> <li>Commenting on the writer's choice of language</li> </ul> <p><b>Communication: Drama</b> (Developing skills from A1/2 Aut 2)</p> <ul style="list-style-type: none"> <li>Hot seating: Developing questioning skills to interview a character from a story they have read.</li> <li>Responding to questions in character</li> </ul>	<p><b>Writing: Poetry</b></p> <ul style="list-style-type: none"> <li>Choosing words carefully for maximum effect on the audience.</li> <li>Producing imaginative writing</li> <li>Editing and re-drafting work</li> </ul> <p><b>Reading: Poetry</b></p> <ul style="list-style-type: none"> <li>Examining the language used by the poet.</li> <li>Commenting on the effectiveness of language features. (Note: Lower ability pupils can look at adjectives, nouns, verbs whereas higher level learners can examine the similes, metaphors, alliteration etc)</li> </ul> <p><b>Communication: Poetry</b></p> <ul style="list-style-type: none"> <li>Perform poems from memory adapting tone and expression as appropriate.</li> <li>Watch their performances, evaluate and improve</li> </ul>

# KS3 English Overview

## Year 9

Autumn 1: Descriptive Writing	Autumn 2: Letters of Complaint	Spring 1: Review Writing	Spring 2: Balanced Arguments	Summer 1 : Persuasive Speeches	Summer 2: Non-chronological Writing Review: Letters/ Newspaper/ Leaflet
<p><b>Writing: Descriptions</b></p> <ul style="list-style-type: none"> <li>• Visual sensory details (sight, touch, smell, taste, hearing)</li> <li>• Using adjectives to paint a picture</li> <li>• Figurative language incl similes/ metaphors</li> <li>• Adverbs to describe verbs</li> <li>• Using alliteration to highlight feelings</li> <li>• Repetition to add emphasis</li> <li>• Using personification as a technique of presenting things</li> <li>• Evaluating and editing work</li> </ul> <p><b>Reading: Fiction</b></p> <ul style="list-style-type: none"> <li>• Retrieving information (BUILDING ON SKILLS from Yr 7/8)</li> <li>• Making predictions (BUILDING ON SKILLS from Yr 7/8)</li> <li>• Inferring meaning (BUILDING ON SKILLS from Yr 7/8)</li> <li>• Commenting on the writer's choice of language (BUILDING ON SKILLS from Yr 7/8)</li> </ul> <p><b>Communication: Discussion (Paired)</b> (Build on work Y7 Spr1 &amp; Y8 Aut)</p> <ul style="list-style-type: none"> <li>• Communicate in a logical way, expressing ideas.</li> <li>• Show they have listened and understood through the comments that they have made</li> <li>• Asking relevant questions to clarify meaning: (e.g. describing a scene - one describes and their partner draws it)</li> </ul>	<p><b>Writing: Letters of Complaint</b></p> <ul style="list-style-type: none"> <li>• Using formal language</li> <li>• Correct layout/ paragraphs</li> <li>• Clearly explaining the problem/ adding detail</li> <li>• Offering solutions to the problem</li> <li>• Using emotive language</li> <li>• Evaluating and editing work</li> </ul> <p><b>Reading: Fiction</b> (pls note: reading will also involve answering questions linked to letters of complaint that they have read)</p> <ul style="list-style-type: none"> <li>• Retrieving information (BUILDING ON SKILLS from Yr 7/8)</li> <li>• Making predictions (BUILDING ON SKILLS from Yr 7/8)</li> <li>• Inferring meaning (BUILDING ON SKILLS from Yr 7/8)</li> <li>• Commenting on the writer's choice of language (BUILDING ON SKILLS from Yr 7/8)</li> </ul> <p><b>Communication: Drama</b> (Building on skills from A1/2 Sum 1/2 and B1/2 Spr2/Sum2)</p> <ul style="list-style-type: none"> <li>• Perform a drama following a script</li> <li>• Create and perform their own script</li> <li>• Evaluate their performance and suggest improvements (e.g. create a scene where they need to complain about something)</li> </ul>	<p><b>Writing: Reviews</b></p> <ul style="list-style-type: none"> <li>• Express strengths and weaknesses</li> <li>• Give a personal opinion with confidence and authority.</li> <li>• Using evidence to support views</li> <li>• Drawing a conclusion, saying whether something will be useful for, or interesting to, its audience and purpose</li> <li>• Giving a personal opinion with confidence and authority</li> <li>• Evaluating and editing work</li> </ul> <p><b>Reading: Non-Fiction</b> (Building on Skills from A1/2&amp;B1/2) (pls note: reading will also involve answers questions after reading reviews)</p> <ul style="list-style-type: none"> <li>• Retrieve information</li> <li>• Comment on the structure of a non-fiction text</li> <li>• Ask relevant questions to clarify meaning</li> <li>• Use the layout features to retrieve information</li> </ul> <p><b>Communication: Presentations</b> (BUILDING ON SKILLS FROM Y7 Aut1 &amp; Y8 Spr 1)</p> <ul style="list-style-type: none"> <li>• Presenting information to an audience</li> <li>• Using prompts/ pictures to structure a talk</li> </ul>	<p><b>Writing: Balanced Arguments</b> (BUILDING ON SKILLS from Year 7)</p> <ul style="list-style-type: none"> <li>• Writing an introduction</li> <li>• Organising work using paragraphs</li> <li>• Expressing points of view - for and against, including detail</li> <li>• Using a range of connectives to structure your argument</li> <li>• Using past tense verbs consistently and accurately</li> <li>• Writing in the third person</li> <li>• Using an impersonal voice in writing</li> <li>• Opportunities for reading balanced arguments and retrieving information</li> <li>• Evaluating and editing work</li> </ul> <p><b>Reading: Non-Fiction</b> (Building on Skills from A1/2&amp;B1/2) (pls note: reading will also involve answers questions after reading reviews)</p> <ul style="list-style-type: none"> <li>• Retrieve information</li> <li>• Comment on the structure of a non-fiction text</li> <li>• Ask relevant questions to clarify meaning</li> <li>• Use the layout features to retrieve information</li> </ul> <p><b>Communication: Debates/ Discussion</b> (BUILDING ON SKILLS from Yr 7 Spr 1)</p> <ul style="list-style-type: none"> <li>• Express a point of view</li> <li>• Give reasons</li> <li>• Show listening skills through relevant comments</li> <li>• Demonstrate non manual features of communication (eye-contact, nodding etc)</li> </ul>	<p><b>Writing: Speeches</b></p> <ul style="list-style-type: none"> <li>• Welcome and introductions</li> <li>• Involve the audience (e.g. using rhetorical questions, personal pronouns)</li> <li>• Adapt the language to suit the needs of the audience</li> <li>• Using a range of persuasive features incl: list of 3, facts, statistics, opinions, repetition</li> <li>• Vary sentence length</li> <li>• Use personal anecdotes</li> <li>• Use emotive language</li> <li>• Thank the audience</li> <li>• Evaluating and editing work</li> </ul> <p><b>Reading: Fiction</b> (BUILDING ON SKILLS from Yr 7/8 and 9 Aut)</p> <ul style="list-style-type: none"> <li>• Use PEEL if able.</li> <li>• Making predictions (BUILDING ON SKILLS from Yr 7/8 and 9 Aut)</li> <li>• Inferring meaning (BUILDING ON SKILLS from Yr 7/8 and 9 Aut)</li> <li>• Commenting on the writer's choice of language (BUILDING ON SKILLS from Yr 7/8 and 9 Aut)</li> </ul> <p><b>Communication: Presentations</b> (BUILDING ON SKILLS FROM Y7 Aut1 &amp; Y8 Spr 1)</p> <ul style="list-style-type: none"> <li>• Presenting information to an audience</li> <li>• Using prompts/ pictures to structure a talk</li> </ul>	<p><b>Writing: Non-Chronological: Letter/Newspaper/ Leaflet</b></p> <ul style="list-style-type: none"> <li>• Review layout and features of these different styles of writing.</li> <li>• Identify targets/ areas of weakness and focus on these</li> <li>• Identify the purpose for different types of writing</li> </ul> <p><b>Reading: Variety of reading sources</b></p> <ul style="list-style-type: none"> <li>• Retrieve information</li> <li>• Comment on the structure of a non-fiction text</li> <li>• Ask relevant questions to clarify meaning</li> <li>• Use the layout features to retrieve information</li> </ul> <p><b>Communication: Presentations/ Debates/ Drama</b></p> <ul style="list-style-type: none"> <li>• Assess through a variety of tasks</li> </ul>

# KS3 English Overview

## Year 7 - Communication (Blue)

Autumn 1: Topic: All About Me	Autumn 2 : Topic: Magic (fairy tales)	Spring 1: Topic: Settings	Spring 2: Topic: Rhyme	Summer 1: Topic: News	Summer 2: Topic: Project based learning- Time Capsule
<p><b>Basic Introduction to Autobiography.</b></p> <p><b>Key Questions</b></p> <p><b>Reading / Speaking</b></p> <ul style="list-style-type: none"> <li>listen to simple accounts from texts e.g. people's autobiographies?</li> <li>show an interest in the activity of reading?</li> <li>understand that words, symbols and pictures convey meaning? -Can I share key facts about myself with my peers e.g. what I look like, my hobbies, my family, my favourite foods...</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Plan and write a mini autobiography with support using pictures</li> <li>show an awareness of how text is organised on a page e.g. headings</li> <li>copy letter forms [for example, labels and/or captions for pictures or for displays].</li> </ul> <p><b>Suggested Reading:</b></p> <p>Boy-Roald Dhal Extraordinary Lives series of books Little People, Big Dream Series (Captain Tom Moore...)</p>	<p><b>Students experience 1 or 2 fairy tales.</b></p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>What is a story?</li> <li>What is a character?</li> <li>What role does the character play in the story?</li> <li>What does the character look like /speak / behave?</li> <li>What adjectives can I use to describe a character?</li> <li>What is a good character? What is a bad character?</li> </ul> <p><b>Reading /Speaking</b></p> <ul style="list-style-type: none"> <li>listen to simple accounts from texts e.g. traditional fairy tales?</li> <li>show an interest in the activity of reading?</li> <li>understand that words, symbols and pictures convey meaning?</li> <li>follow instructions using three key words?</li> <li>take part in a simple role play</li> </ul> <p><b>Suggested Reading:</b></p> <p>Traditional fairytales Cinderella, Snow White, Rapunzel</p>	<p><b>Key Questions:</b></p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>What is a setting?</li> <li>What do we find in different settings?</li> <li>Who might we find in different settings?</li> <li>How do different settings make us feel?</li> <li>describe your favourite place?</li> <li>describe using my senses?</li> <li>simply compare two settings?</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Plan and write(with support) a simple description of a setting using pictures.</li> <li>Trace or overwrite my descriptions</li> <li>show an awareness of how text is organised on a page e.g. headings</li> <li>copy letter forms (for example, labels and/or captions)</li> <li>begin to explore using upper and lower case letters.</li> </ul> <p><b>Suggested Reading:</b></p> <p>Stories with a range of settings Home – The Tiger who came to tea Jungle – Walking through the Jungle. Woods – Going on a bear Hunt. Under the Sea – Rainbow Fish</p>	<p><b>Key Questions:</b></p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>What is rhyme?</li> <li>What words sound the same?</li> <li>What nursery rhymes do I like or used to like?</li> <li>join in with a nursery rhyme?</li> <li>say which rhyme is my favourite?</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>select some words/ pictures from a familiar rhyme and give it meaning?</li> <li>show curiosity about what is being read?</li> <li>recognise half the letters of the alphabet?</li> <li>associate sounds with patterns in rhymes.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Plan and write (with support) simple ideas (likes / dislikes) about a nursery rhyme.</li> </ul> <p><b>Suggested Reading:</b></p> <p>Range of Poems with rhyme schemes. Nursery Rhymes– Incy Wincy Spider Humpty Dumpty</p>	<p><b>Key Questions:</b></p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>What is news?</li> <li>Why do we have news?</li> <li>Can I listen to a simple news story (Newsround) and say 2-3 things about it?</li> <li>Can I take part in producing a class newsletter using simple words/ phrases or Communication In Print.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>select some words/ pictures from a familiar news story.</li> <li>show curiosity about what is being read?</li> <li>read a small selection of familiar words about a class event.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Plan and write (with support) a simple account of a class event (group work).</li> <li>Trace or overwrite my ideas. - show an awareness of how text is organised on a page e.g. news headings</li> <li>copy letter forms (for example, labels and/or captions)</li> <li>choose the best sentences to give meaning.</li> </ul> <p><b>Suggested Reading:</b> Newspaper articles Newsround articles Narrative articles – based traditional tales.</p>	<p><b>Key Questions:</b></p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>What is a time capsule?</li> <li>Why would people keep one?</li> <li>Your class are creating a time capsule of your favourite items –what will you include? Snack package? Pictures of your favourite items? An 'All About Me' page? My favourite stuffed toy?</li> <li>explain why I have chosen my items (up to 3).</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Plan and write (with support) a simple description of my Time Capsule items.</li> <li>Trace or overwrite my ideas.</li> <li>show an awareness of how text is organised on a page e.g. headings</li> <li>copy letter forms (for example, labels and/or captions)</li> <li>choose the best sentences to give meaning for my reader.</li> </ul> <p><b>Suggested Reading:</b> Oxford Reading Tree The Time Capsule.</p>

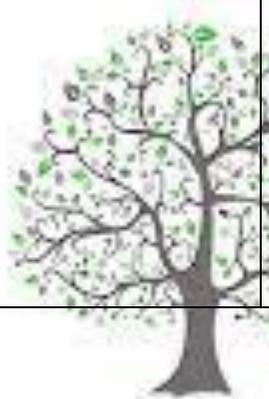
# KS3 English Overview

## Year 8 - Communication (Blue)

Autumn 1: Topic: Autobiography What makes me unique?	Autumn 2 : Topic: Fantastic places! Travel Writing.	Spring 1: Topic: Story Settings. Can I write alternative openings /endings?	Spring 2: Topic: Riddle Me having fun with simile and alliteration.	Summer 1: Topic: Adverts The power of persuasion!	Summer 2: Topic: Time Capsule! Creative writing project.
<p><b>Reading:</b> Autobiography/ Biography extracts</p> <ul style="list-style-type: none"> <li>read extracts of text and check that the text makes sense?</li> <li>make basic inferences from what I have read?</li> <li>participate in discussions about autobiographies, taking turns listening to what others say?</li> <li>record and retrieve key information?</li> </ul> <p><b>Writing:</b> Planning and writing an autobiography about themselves.</p> <ul style="list-style-type: none"> <li>Plan and write my own short autobiography about myself? (They can decorate, be creative and make it presentable).</li> <li>choose what to include in their autobiography- e.g a page on: my family, primary school, key memories e.g. holidays or school trips?</li> <li>identify the audience?</li> <li>write legibly and fluently?</li> <li>select apt grammar and vocabulary choices?</li> <li>use some organizational features e.g. headings / bullet points.</li> </ul> <p><b>S&amp;L:</b> Formal presentation; talking about self.</p> <ul style="list-style-type: none"> <li>sustain a longer conversation about a topic I like?</li> <li>present my ideas using the apt tone? Show awareness of the listener and maintain their interest?</li> </ul> <p><b>Suggested Reading:</b></p>	<p><b>Reading:</b> Factual descriptions, simple travel brochures / advertisements. Describing and comparing basic sources.</p> <ul style="list-style-type: none"> <li>read extracts from non-fiction sources e.g. holiday brochures and understand the main points?</li> <li>show an interest in what I have read?</li> <li>record and retrieve key information from the sources I read?</li> <li>identify very basic persuasive techniques questions to the reader?</li> <li>explain and discuss what I have read with a partner? listen to what others say when discussing a text?</li> <li>research a country / location of my choice recording key points in a mind-map?</li> </ul> <p><b>Writing:</b> nonfiction descriptions of places and locations from around the world. Students' design and write about their chosen location (fictional or real) for a travel brochure.</p> <ul style="list-style-type: none"> <li>plan and write a travel brochure for my favourite place.</li> <li>plan and describe my own (real or imagined) location</li> </ul>	<p><b>Reading:</b> short stories and extracts. Compare simple stories. Openings Vs Endings</p> <p><b>Writing:</b> planning and writing the beginning of a short story.</p> <ul style="list-style-type: none"> <li>plan and write (with support) a simple description of a setting using pictures.</li> <li>Trace or overwrite my descriptions.</li> <li>show an awareness of how text is organised on a page e.g.headings</li> <li>copy letter forms E.g. labels and/or captions for display. (Lower ability).</li> <li>begin to explore using upper and lower case letters.</li> <li>compare simple stories and write about my preferences?</li> <li>write an alternative ending to a given story? e.g. Narnia? Spirited Away? The Witches? Skellig? (any suitable story)</li> <li>Include adjectives and interesting sentence structure in my opening.</li> </ul> <p><b>S&amp;L:</b> discussions about what makes a great story opening / ending?</p> <ul style="list-style-type: none"> <li>What is a setting?</li> <li>What do we find in different settings?</li> <li>Who might we find in different settings?</li> </ul>	<p><b>Reading:</b> extracts from poets' / a variety of poems e.g. acrostic, shape, riddles, raps.</p> <p><b>Writing:</b> planning and writing their own poems (e.g. w forms).</p> <p><b>S&amp;L:</b> Group work responses to poems / presenting their poetry.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>What is rhyme?</li> <li>What is poetry?</li> <li>What is rap?</li> <li>What words sound the same?</li> <li>What nursery rhymes do I like or used to like?</li> <li>Can I join in with a poem / rhyme?</li> <li>Can I say which poem / rap is my favourite?</li> <li>Why are poems used to express something? (discussion)</li> <li>Can I create my own simple shape or acrostic poem?</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>select some words / pictures from a familiar rhyme and give it meaning?</li> <li>show curiosity about what is being read?</li> </ul>	<p><b>Reading:</b> a variety of adverts / captions / headings recognising basic techniques used.</p> <ul style="list-style-type: none"> <li>explore what makes a successful advert? Examples on YouTube: Healthy eating</li> <li>eat Change for life</li> <li>eating less sugar</li> <li>ExcusesChange4Life</li> </ul> <ul style="list-style-type: none"> <li>identify key organisational features? E.g bullet points, headings, pictures, sub headings.</li> <li>pick out key information from an advert/flyer?</li> <li>Identify facts and key words in an advert?</li> <li>infer if something is healthy /unhealthy?</li> <li>recognise basic persuasive techniques? E.g rhetorical questions, triplets, facts / statistics.</li> <li>explore why an advert has chosen a particular picture?</li> </ul> <p><b>Writing:</b> planning and writing an advert e.g. healthy eating / in small groups / pairs using persuasive words.</p> <ul style="list-style-type: none"> <li>plan and write my own advert e.g. for a healthy snack or persuading Queenscoft</li> </ul>	<p><b>Reading:</b> reading extracts from Good Night Mr Tom or Carrie's War (or another suitable book from the past).</p> <p><b>Writing:</b> planning and writing time capsule ideas. E.g. letter to future self, description of three important items e.g. cuddly toy, picture of someone important, favourite memory.</p> <ul style="list-style-type: none"> <li>plan and write (with support) a simple description of my Time Capsule items?</li> <li>trace or overwrite my ideas? (lower ability)</li> <li>show an awareness of how text is organised on a page e.g. headings, sub headings.</li> <li>copy letter forms e.g. labels and/or captions for displays (lower ability)</li> <li>choose the best sentences to give meaning for my reader.</li> <li>include appropriate adjectives, similes in my writing?</li> <li>proof-read and edit my writing for spelling and punctuation errors.</li> </ul> <p><b>S&amp;L:</b> presenting their time capsule ideas to a small group or the class,</p> <p><b>Key Questions:</b></p>

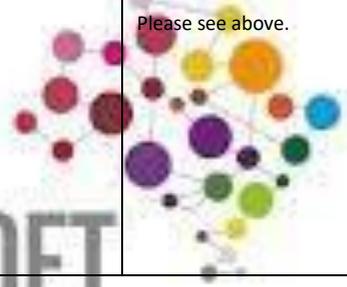
# KS3 English Overview

<p>Little People, Big Dreams Series of books. Extraordinary Lives Series of books.</p>	<p>write a factual description?</p> <ul style="list-style-type: none"> <li>include some appropriate adjectives</li> <li>write legibly? -use simple organizational features e.g. headings / subheadings in my writing?</li> <li>make some appropriate grammar and punctuation choices?</li> <li>Proof-read for spelling errors.</li> </ul> <p><b>S&amp;L:</b></p> <p>Students describe their favourite locations and present their own.</p> <p>S&amp;L - See autumn 1 key questions.</p> <p><b>Suggested Reading:</b></p> <p>Please see above.</p>	<ul style="list-style-type: none"> <li>How do different settings make us feel?</li> <li>describe my favourite place?</li> <li>describe using my senses?</li> <li>simply compare two settings?</li> </ul> <p>-</p> <p><b>Suggested Reading:</b></p> <p>The Chronicles of Narnia. Spirited Away. The Witches. Skellig.</p>	<ul style="list-style-type: none"> <li>ask appropriate questions about given raps / poems?</li> <li>make inferences about what a poem is about?</li> <li>associate sounds with patterns in rhymes.</li> <li>make simple comparisons between poems?</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>plan / write my own simple acrostic or shape poem about something important to me? e.g. bullying, my favourite music etc</li> <li>include appropriate adjectives in my poem?</li> <li>attempt to insert punctuation in my poem?</li> </ul> <p><b>Suggested Reading:</b></p> <p>Examples of acrostic poems. Use colourful visual aides to support understanding.</p>	<p>Students to eat healthily (adapt to suit the class).</p> <ul style="list-style-type: none"> <li>include key organisational features? E.g bullet points, headings, pictures, sub headings.</li> <li>include basic persuasive techniques? E.g rhetorical questions, triplets, facts / statistics.</li> </ul> <p><b>S&amp;L</b></p> <p>group presentation on their advert.</p> <p><b>Suggested Reading:</b></p> <p>Please see above.</p>	<ul style="list-style-type: none"> <li>What is a time capsule?</li> <li>Why would people keep one?</li> <li>Can I create a time capsule of your favourite items?</li> <li>Ideas for capsule: Snack package? Pictures of your favourite items? Letter to future self? Description of three important items e.g. cuddly toy, picture of someone important, favourite memory.</li> <li>Can I explain why I have chosen my items (3 or more).</li> </ul> <p><b>Suggested Reading:</b></p> <p>Please see above.</p>
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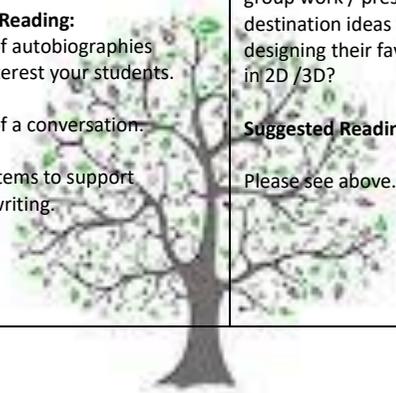
# KS3 English Overview

## Year 9 - Communication (Blue)

<b>Autumn 1:</b> <b>Topic: Autobiography-</b> <b>My family, my</b> <b>community and I!</b>	<b>Autumn 2 :</b> <b>Topic: Travel writing.</b> <b>Reading: Travel</b> <b>brochures and sources-</b> <b>linked to seasons.</b>	<b>Spring 1:</b> <b>Topic: Class Read</b>	<b>Spring 2:</b> <b>Topic: Debating- ‘Don’t</b> <b>get me started on...’</b>	<b>Summer 1:</b> <b>Topic: Drama Macbeth!</b>	<b>Summer 2:</b> <b>Topic: Create your own</b> <b>holiday resort!</b>
<p><b>Reading:</b> Autobiography/ Biography extracts</p> <ul style="list-style-type: none"> <li>read extracts of text and check that the text makes sense?</li> <li>make basic inferences from what I have read?</li> <li>participate in discussions about autobiographies, taking turns listening to what others say?</li> <li>record and retrieve key information?</li> </ul> <p><b>Writing:</b> planning and writing an autobiography about themselves.</p> <ul style="list-style-type: none"> <li>Plan and write my own short Autobiography about myself? (They can decorate, be creative and make it presentable).</li> <li>explore what family means?</li> <li>explore what community means?</li> <li>how do I spend time in my community?</li> <li>choose what to include in their autobiography- e.g. a page on: my family, primary school, key memories e.g. holidays or school trips?</li> <li>identify the audience?</li> <li>write legibly and fluently?</li> <li>select apt grammar and vocabulary choices?</li> </ul>	<p><b>Reading:</b> Read extracts from non-fiction sources e.g. holiday brochures and understand the main points?</p> <ul style="list-style-type: none"> <li>show an interest in what I have read?</li> <li>record and retrieve basic information from the sources I read?</li> <li>explain and discuss what I have read/ listened to with a partner?</li> <li>listen to what others say when discussing a text</li> </ul> <p><b>Writing:</b> short travel descriptions of winter and summer destinations / basic weather reports.</p> <ul style="list-style-type: none"> <li>plan and write a simple description of a location using pictures for a travel brochure? (Up to three places can be written about).</li> <li>trace, overwrite or independently write up my descriptions?</li> <li>show an awareness of how text is organised on a page e.g.headings</li> <li>read aloud and comment on their own writing.</li> <li>write using appropriate adjectives.</li> </ul>	<p><b>Reading:</b> Teacher to choose appropriate book for the class</p> <ul style="list-style-type: none"> <li>read a small selection of words or symbols linked to familiar vocabulary?</li> <li>recognise at least half the alphabet?</li> <li>check the text makes sense by correcting inaccurate reading?</li> <li>make suitable predictions about the story/characters?</li> <li>participate in relevant discussion about the story?</li> <li>make basic inferences?</li> </ul> <p><b>Writing:</b> diary entries, letters, reviews etc.</p> <ul style="list-style-type: none"> <li>write a series of basic diary entries, blogs, texts, emails or letters in-role as a character?</li> <li>include basic organisational devices e.g.headings and subheadings?</li> <li>include simple /more complex sentences in my writing?</li> <li>group letters /leave spaces between them as though writing separate words.</li> <li>write one or two simple words correctly from memory?</li> <li>show awareness that writing can have a range of purposes?</li> </ul>	<p><b>Reading:</b> researching a chosen topic.</p> <p><b>Writing:</b> planning and writing a short speech about something they feel strongly about.</p> <ul style="list-style-type: none"> <li>write a basic speech on something I feel strongly about-‘Don’t get me started on...’</li> <li>include basic organisational devices e.g. headings and subheadings?</li> <li>include simple /more complex sentences in my writing.</li> <li>group letters /leave spaces between them as though writing separate words.</li> <li>write one or two simple words correctly from memory?</li> <li>show awareness that writing can have a range of purposes.</li> <li>include adjectives and basic punctuation.</li> </ul> <p><b>S&amp;L:</b> Formal presentation; presenting key ideas.</p> <ul style="list-style-type: none"> <li>discuss issues that are important to me e.g. bullying, racism, my family, animal cruelty etc.</li> <li>choose one issue to research some key facts about.</li> </ul>	<p><b>Reading:</b> extracts from Macbeth / comic version.</p> <p>Real life context: one teenager persuades another to steal, who is to blame?</p> <ul style="list-style-type: none"> <li>do I know the basic plot of Macbeth?</li> <li>can I discuss key ideas e.g. what type of character is Lady Macbeth / Macbeth</li> <li>can I read (or listen to) extracts from the comic version of Macbeth?</li> <li>can I make basic inferences?</li> <li>can I understand key themes?</li> <li>can I read (or listen to) and understand an extract from the original Shakespearian text?</li> <li>can I make predictions?</li> </ul> <p><b>Writing:</b> diary entries, letters, reviews etc.</p> <ul style="list-style-type: none"> <li>write a small selection of basic diary entries, or letters ‘in-role’ as a character?</li> <li>plan and write an account for court ‘who is to blame for the King’s murder?’</li> <li>write some questions to ask main characters?</li> <li>include simple /more complex sentences in my</li> </ul>	<p><b>Reading:</b> Sources amazing resorts.</p> <p><b>Writing:</b> planning, creating and writing a perfect resort</p> <ul style="list-style-type: none"> <li>plan my own ‘perfect holiday / day trip’.</li> <li>include key ideas such as: entertainment, weather, food and accommodation.</li> <li>create an advert for my chosen ‘ideal holiday?’</li> <li>write using adjectives?</li> <li>use some organisational features e.g headings/ bullet points in my advert.</li> <li>include some basic persuasive techniques.</li> <li>write a simple brochure for my holiday resort?</li> <li>include simple /more complex sentences in my writing?</li> <li>Include basic organisational features (see above)</li> </ul> <p><b>S&amp;L:</b> presenting resort to a small group / class.</p> <ul style="list-style-type: none"> <li>discuss my ideal holiday destinations or day trip?</li> <li>listen respectfully to others’ ideas?</li> <li>research great holiday destinations / day trips and mind map key findings?</li> </ul>

# KS3 English Overview

<ul style="list-style-type: none"> <li>use some organisational features e.g headings / bullet points.</li> </ul> <p><b>S&amp;L:</b> Formal presentation; talking about self.</p> <ul style="list-style-type: none"> <li>sustain a longer conversation about a topic I like?</li> <li>present my ideas using the apt tone?</li> <li>Show awareness of the listener and maintain their interest?</li> </ul> <p><b>Suggested Reading:</b> Examples of autobiographies that will interest your students.</p> <p>Examples of a conversation.</p> <p>Sentence stems to support sentence/writing.</p>	<ul style="list-style-type: none"> <li>plan and describe my own location (real or imagined)?</li> <li>write using facts?</li> <li>make appropriate choices about what to include in my writing?</li> <li>write legibly?</li> <li>use simple organisational features e.g. headings / subheadings in my writing?</li> <li>make some appropriate grammar and punctuation choices?</li> <li>proof-read for spelling errors.</li> </ul> <p><b>S&amp;L:</b> group work / presenting travel destination ideas Consider students designing their favourite location – in 2D /3D?</p> <p><b>Suggested Reading:</b> Please see above.</p>	<ul style="list-style-type: none"> <li>write an alternative ending to a story?</li> <li>proof-read my work for spelling and punctuation errors?</li> </ul> <p><b>S&amp;L:</b> hot seating / characterisation.</p> <ul style="list-style-type: none"> <li>discuss what makes a great story / blurb? / Front cover?</li> <li>listen respectfully to others' ideas?</li> <li>use phrases with up to 3 words to communicate ideas)</li> <li>contribute appropriately one to-one or in small group discussions.</li> <li>link up to four key words, signs or symbols in communicating about their experience of the story</li> <li>respond to simple questions about the story.</li> </ul> <p><b>Suggested Reading:</b> Please see above</p>	<ul style="list-style-type: none"> <li>create a mind-maprecording some basic ideas.</li> <li>listen respectfully to others' ideas?</li> <li>use phrases with up to 3 words to communicate ideas</li> <li>contribute appropriately one to-one or in small group discussions.</li> <li>link up to four key words, signs or symbols in communicating about their experience of the story</li> <li>respond to simple questions about the story.</li> </ul> <p><b>Suggested Reading:</b> Please see above</p>	<p>writing?</p> <ul style="list-style-type: none"> <li>group letters /leave spaces between them as though writing separate words.</li> <li>write one or two simple words correctly from memory?</li> </ul> <p><b>S&amp;L:</b> Discussion who is to blame for the King's death?</p> <ul style="list-style-type: none"> <li>I speak 'in-role' as a character by taking part in hot seating?</li> </ul> <p><b>Suggested Reading:</b> Macbeth. Macbeth-animated version. CGP Macbeth Revision Guides and Workbook.</p>	<ul style="list-style-type: none"> <li>use phrases with up to 3 words to communicate ideas</li> <li>contribute appropriately one-tone or in small group discussions.</li> <li>link up to four key words, signs or symbols in communicating about their experience of the story</li> </ul> <p><b>Suggested Reading:</b> Please see above.</p>
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