

Year 7	Year 8	Year 9
<p>Topic 1</p> <p><u>Heroes and Villains</u></p> <p>Exploring how writers construct and imply meaning</p> <ul style="list-style-type: none"> • What is analysis? • Structuring an analysis • Inference and symbolism • Commenting on the impact on a reader <p>Example texts – Oliver Twist, A Christmas Carol, David Copperfield, Witches, The Northern Lights</p>	<p>Topic 1</p> <p><u>Gothic Horror</u></p> <p>Exploring how writers construct narrative for impact</p> <ul style="list-style-type: none"> • Creation of mood and atmosphere • Symbolism in storytelling • Implied meaning through word choice • Structuring writing for effect <p>Example texts – The Woman in Black, The Red Room, Wuthering Heights, Rebecca,</p>	<p>Topic 1</p> <p><u>The Modern Novel</u></p> <p>Exploring how modern writers reflect the complexity of life through their writing</p> <ul style="list-style-type: none"> • Precision with vocabulary around a character • Characters as a construct for the writer's intent • Positioning of characters in a story • Microcosm and Macrocosm <p>Example text – Of Mice and Men</p>
<p>Topic 2</p> <p><u>Heroes and Villains in a Novel</u></p> <p>Exploring how writers develop a character across a novel</p> <ul style="list-style-type: none"> • Linking the writer's focus to mood • Using quotations to justify a point • Inferences around a character's motivation • Connecting various texts together <p>Example texts – Animal Farm, The Giver, Ghost Boy, Treasure Island</p>	<p>Topic 2</p> <p><u>Great Expectations</u></p> <p>Exploring how ideas and themes are developed across a novel</p> <ul style="list-style-type: none"> • Use of quotations • Linking multiple elements to support an idea • Multiple meanings in a text • Explaining the causes and consequences of actions <p>Example text – Great Expectations</p>	<p>Topic 2</p> <p><u>Different Perspectives</u></p> <p>Exploring alternative perspectives on issues through a novel and persuasive writing</p> <ul style="list-style-type: none"> • Developing an idea • Structuring a paragraph • Language for impact • Building a relationship and including the reader <p>Example text – Cane Warriors</p>
<p>Topic 3</p> <p><u>Romantic Poets</u></p> <p>Exploring the historic tradition of poetry and how poetry reflects the thinking of the time</p> <ul style="list-style-type: none"> • Developing an opinion • Writer's intent 	<p>Topic 3</p> <p><u>Shakespeare -Macbeth</u></p> <p>Exploring how plays use language to convey meaning</p> <ul style="list-style-type: none"> • Linking a character's feelings to language choices 	<p>Topic 3</p> <p><u>Travel Writing</u></p> <p>Exploring how writing can be used to capture an experience and reflect a writer's perspective</p> <ul style="list-style-type: none"> • Building an image with the reader in mind

<ul style="list-style-type: none"> • <i>Linking techniques to meaning</i> • <i>Offering alternative opinions</i> • <i>Comparing poems</i> <p>Example texts – Tyger, Raven, A Red, Red Rose</p>	<ul style="list-style-type: none"> • <i>Identifying linguistic patterns across a text</i> • <i>Audience's relationship with a character</i> • <i>Relating ideas to the structure of a text</i> <p>Example text – Macbeth</p>	<ul style="list-style-type: none"> • <i>Structuring a paragraph / whole text</i> • <i>Developing connections across a text</i> • <i>Drafting and editing work</i> <p>Example texts – George Orwell, Bianca Bujan, Carrie-Ann Lightley</p>
<p>Topic 4</p> <p>Introduction to Shakespeare's World</p> <p><i>Exploring Shakespeare's theatre and introducing students to the language of his plays</i></p> <ul style="list-style-type: none"> • <i>Distinguish between blank verse and prose</i> • <i>Understanding formality</i> • <i>Linking techniques to meaning</i> • <i>Understanding the choices playwrights make</i> <p>Example text – Tempest</p>	<p>Topic 4</p> <p>Psychological Poetry</p> <p><i>Exploring how poets use poetry to explore the psychology of people</i></p> <ul style="list-style-type: none"> • <i>Writer's perspective</i> • <i>Inference and tone</i> • <i>Exploring ideas in poetry</i> • <i>Tracking an idea across poetry</i> <p>Example text – Laboratory, Hitcher, Stealing, My Father Thought it</p>	<p>Topic 4</p> <p>Shakespeare's Themes</p> <p><i>Exploring how Shakespeare presents a theme across one of his plays</i></p> <ul style="list-style-type: none"> • <i>Forming a thesis</i> • <i>Precision with language</i> • <i>Developing an idea</i> • <i>Linking themes to the structure of the play</i> <p>Example texts – King Lear, A Midsummer Night's Dream, Much Ado About Nothing, Othello, Anthony, and Cleopatra</p>
<p>In KS3, students have a weekly writing lesson dedicated to improving writing fluency, accuracy, and dexterity. Practising writing is something we build into their lessons. Each week students are giving a different type of writing task covering a range of audiences, styles, genres, and registers. During this lesson students will also practise a different sentence structure or grammatical device.</p> <p>Each week have a spelling test and lesson Tier 2 vocabulary.</p> <p>Alongside regular homework, we encourage students to read at home for enjoyment and track their reading in a reading log.</p>		
<p>KS3 Assessments</p> <p>We are constantly assessing learning and adapting our teaching as a result. Teachers set students regular skills check each term to see if students have learnt key knowledge and skills.</p> <p>Alongside this, we set students in KS3 three big assessments a year: two reading assessments based on an unseen fiction or non-fiction text and one writing task.</p> <p>We also test for knowledge at the end of each topic, and we test core knowledge (knowledge related to KS2 learning) at Christmas, Easter and summer.</p>		

