KS3 English 2026-27

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Teachers: Ms Jones, (2iC and KS3 lead) Ms Black (2iC and KS5 lead), Ms Underwood (Literacy and EAL lead), Mr Vijayan (KS4 Lead), Ms O' Dolan, Ms Pemble, Ms Sach, Ms Warren, Ms Farrington, Ms Turay, Ms Arshad, Mr Georgiou, Ms Carey

Aims

- We aim to inspire and support all students to develop their skills in speaking and listening, reading and writing to become confident, articulate, reflective and imaginative young women.
- Throughout KS3 students will be given opportunities to develop as enthusiastic critical readers, and creative writers, studying novels, poetry and drama as well as non-fiction.
- We aim to foster students' ability to work independently and collaboratively and to communicate effectively with a range of audiences.

KS3 English	Year 7	Year 8	Year 9
Lessons per two-week cycle	6 lessons + 1 Reading lesson	6 lessons + 1 Reading lesson	6 lessons + 1 Reading lesson
Assessment	Students' reading and writing is assessed through extended pieces of writing, depending on the focus on each unit. There are usually two main pieces of work that are given detailed feedback each half term. For some units, students' assessment will be via speaking and listening skills as we think this is a vitally important skill to foster.		
Home learning	SPARX Reader is the online platform we use to monitor reading. Students complete 30 minutes (or 300 Sparx points) per week. This is not intended to replace their own choice of book, which we would recommend they read for 30 minutes a day. Other homework will be set half-termly and will include a creative, research or reading/writing task connected to the unit focus.		
Reading	Please continue to model good reading habits at home and to monitor what your child is reading. If they are losing interest, visiting the library or a local bookshop together or encouraging your daughter to ask friends for ideas can help to reignite the love of escaping in a good book. Our librarian is always on-hand to recommend the latest trends!		

How to support your daughter and opportunities for enrichment

Read and Talk: apart from helping your daughter to organise her work by encouraging her to do home learning tasks as soon as she gets them, the most helpful way to support your daughter is to encourage her to **read**, and to **discuss** what she is reading with you.

Encourage her to:

- Visit a library and read regularly.
- Read appropriate news regularly and discuss the articles together.
- Use a thesaurus and dictionary when drafting and re-drafting work
- Read and watch Shakespeare productions of both the set texts and other plays
- Watch film and theatre productions of the set texts where possible

- Enrichment: Creative Writing workshops; theatre trips; Dickens Museum;

In Year 7 we focus on how language changes depending on the historical period, culture and purpose and begin to analyse texts in more depth.

Year 7	**Scheme of Learning**	Key skills & assessment tasks
Autumn term	**London:** Transition from KS2. Reading different kinds of text all inspired by London to reflect on and build our reading skills. Writing a range of texts in response to our ideas about London. Parents and carers might find themselves the subject of a broadsheet style article!	• Reading and understanding non-fiction texts • Analysing media texts • Writing to suit particular audiences • Collaborative group work and discussion skills • Giving formal presentations • Literacy Key assessment task: the final assessment is an interview with a Londoner.
	A Christmas Carol. Exploring Dickens famous text and helping students understand Dickens's own time and why he was writing, with a focus on his interest in poverty and social justice.	• Analysing language • Responding imaginatively to texts • Building essay writing skills • Understanding what we mean by context Key assessment task: writing an essay style response exploring how Scrooge changes.
Spring term	**Shakespeare's Twelfth Night:** A creative and engaging exploration of Shakespeare's comedy	• Introduction to Iambic pentameter - importance of rhythm • Understanding structure • Identifying context and relevance – author's intention. • Own responses to play. • Understanding and confidence Shakespearean language – building into analytical paragraphs. Understanding Iambic pentameter Key assessment task: 'How does Shakespeare convey his ideas on love through Twelfth Night?'
	Parli Poetry. Our very own anthology made up of the poetry that Parli English teachers have found most inspiring. There will also be an opportunity for students to share their own favourite poetry and the poetry of our different cultures.	• Understanding different types of poetry • Identifying rhyme and rhythm and explaining its impact on a poem. • Analysis of key poetic techniques. • Key assessment task: complete an essay style response to a poem.
Summer term	**Living Language**: Exploring language change and language choices. Understanding that English is a living language.	• Identifying features of different text types • Identifying inference • Analysing language choices – clear explanation of effects • Responding to a non-fiction text and explaining how the writer has used key non-fiction features to engage • Building vocabulary • Encouraging accuracy Key assessment task: Language Autobiography

	Modern Fiction: students will read a contemporary novel together and explore how the writer develops character and theme as well discussing what it reflects about our own society.	• Exploring what we mean by theme and learning how to write about it. • Developing a personal response to a text. • Understand and analysing feature of language and structure. Key assessment task: an essay style response to a key theme in the novel.

In Year 8 students develop their understanding of literature by studying pre-Twentieth Century poetry and prose texts and their contexts. There is also a focus on developing students creative writing with our Narrative Writing and Writing Club units.

Year 8	**Scheme of Learning unit**	Key skills and assessment tasks
Autumn term	**Frankenstein** A study of the text exploring the varied contexts that Shelley was responding to including women's rights, scientific developments, the rights of man, and nature vs nurture. **Gothic Writing**	• Developing a deeper understanding of how writers are influenced by genre and context. • Exploring complexities of theme and character. • Exploring how structural devices are used to reflect themes. • Including grammar as part of language analysis. • Key assessment tasks: a focused analysis of a key passage and an explorative essay reflecting on students' response to the creature. • Understanding and using the language of description. • Re-drafting sections of text • Learning how to shape texts • Making clear choices about vocabulary and key features.
Spring term	. **Conflict Poetry**	• Developed analysis • Alternative interpretations • Linking paragraphs and ideas • Comparison skills • Key assessment tasks: exploring, analysing and producing different kinds of writing connected by a common theme. Key assessment tasks: an essay in response to a poem.
	Persuasive Writing: A non-fiction writing unit in which students explore different ways we can express our opinions and views before completing a 'real purpose' task.	• Crafting of language and generic features. • Understanding conventions of a range of text types • Finding a voice and using that voice • Key assessment tasks: a crafted piece of 'real purpose' writing, such as a letter

Summer term	**Romeo and Juliet**. A vibrant and practical exploration of Shakespeare's play.	• Understanding how Shakespeare uses language, poetry and dramatic techniques to create his characters and explore ideas. • Comparing context of Shakespeare's time and context of film/performance. Comparing with modern context. • Understanding imagery – developed explanation of effects.
	NEW: class novel 'The Girl of Ink and Stars' by Culture presentations will be incorporated into this unit to retain them (links to identity of central character and iconography of setting/place)	. • Exploring complexities of theme and character. • Exploring how structural devices are used to reflect themes.

In Year 9 students will, in addition to reading challenging texts, develop the skills of analytical comparison that will prepare them for their GCSE studies. They will also consider issues around the representation of gender in the media.

Year 9	**Scheme of Learning unit**	Key skills and assessment tasks
Autumn term	**Short Stories**. Exploring a range of stories ranging from the 19th Century to contemporary writers and ensuring a breadth of voices from different ages, places and cultures.	• Writing with more sophistication. • Developing an argument or idea across a text. • Manipulating key features of texts. Key assessment task: the crafting of a developed and convincing argument.
	Genre Creative Writing: new unit	• Descriptive writing
Spring term	**Shakespeare Study: Julius Caesar** Reading Shakespeare's difficult and at times controversial play, which explores themes of racism, capitalism and ultimately our shared humanity.	• Making links across the play and between Shakespearean texts. • Exploring audience reaction; Shakespearean and 21st Century. • Using critical theory. • Analysis linguistic and dramatic devices in depth, exploring different interpretations. Key assessment task: an essay exploring how a key theme is developed
	Current affairs: non-fiction reading and writing Understanding how news and issues are presented to us.	• Developing skills in analysis of non-fiction texts

	Developing own non-fiction writing.	• Developing the skill of comparison of texts. Effective discussion of a contentious issue. • Writing and delivering a persuasive speech. Key assessment task: end of year exam analysing non-fiction texts and writing a non-fiction text.
Summer term	**The Giver** inspiration for narrative and descriptive writing.	• Exploring how setting reflects theme/purpose. • Exploring complex structures and evaluating how writers have used them. • How to read from different perspectives. • Creating/structuring creative writing. Key assessment task: producing a piece of creative writing inspired by the novel
	Introduction to GCSE poetry 'Worlds and Lives'	• Understanding a range of poetry from different time periods • Explaining the impact of language and structure. • Analysis of key poetic techniques and context. Key assessment task: analysing a poem.