



Key Stage 3 Curriculum Overview – English

Curriculum Intent

The intent of the Key Stage 3 English curriculum is to cultivate a passion for reading, writing, and critical thinking among students. We aim to equip learners with the skills and knowledge necessary to understand, analyse, and appreciate a diverse range of texts, fostering their ability to express themselves creatively and coherently in both written and spoken forms. By engaging with a variety of literature, including classic and contemporary texts, students will develop a lifelong love for reading and writing, preparing them for the academic challenges of Key Stage 4 and beyond.

Curriculum Objectives:

Literary Appreciation and Critical Engagement:

Diverse Texts: Students will explore a range of texts, including novels, poetry, drama, and non-fiction, allowing them to appreciate different voices, cultures, and perspectives.

Critical Thinking: Through analytical discussions and writing assignments, students will learn to critically evaluate themes, character development, and narrative techniques, encouraging them to form their interpretations and opinions.

Developing Language and Communication Skills:

Creative Writing: Students will engage in various writing exercises, from narrative and descriptive to persuasive writing, honing their ability to convey ideas effectively and imaginatively.

Spoken Language: Opportunities for group discussions, debates, and presentations will be provided, fostering confidence in public speaking and collaborative skills.

Foundational Skills for Future Learning:

Analytical Skills: Students will learn to identify literary devices, analyse the impact of language choices, and understand the importance of context. These skills are essential for success in GCSE English Literature and Language.

Structured Writing: The curriculum will emphasise the importance of structure, coherence, and cohesion in writing, preparing students for the rigours of GCSE examination criteria.

Encouraging Personal Response and Reflection:

Independent Thinking: Students will be encouraged to develop their voice and style, fostering independence in thought and writing.

Reflective Practices: Regular opportunities for self-assessment and peer feedback will help students to reflect on their learning and progress, enhancing their ability to learn from constructive criticism.

Aiding Future Learning for Key Stage 4:

The KS3 English curriculum is designed to build a strong foundation that supports students in their transition to Key Stage 4, where they will face the demands of GCSE assessments. The following elements illustrate how KS3 prepares students for future learning:

Deepening Literary Analysis: The analytical skills developed in KS3, including understanding themes, character motivations, and narrative structure, will be further refined in KS4. Students will engage with more complex texts, such as Shakespearean plays and modern novels, applying the skills learned in KS3 to deeper analysis and interpretation.

Strengthening Writing Proficiency: The focus on varied writing styles and genres in KS3 lays the groundwork for the more formal requirements of GCSE writing tasks. By practising different forms of writing, students will be better prepared to meet the expectations of the English Language GCSE, where clarity, organisation, and stylistic choices are paramount.

Enhancing Examination Readiness: Familiarity with the assessment objectives and criteria will be emphasised throughout KS3, enabling students to understand what is expected in their GCSE examinations. Regular practice with past papers and mock exams will help students develop their exam techniques, reducing anxiety and increasing confidence.

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Encouraging a Lifelong Love of Literature: By engaging students with a diverse range of texts and encouraging independent exploration of literature, we aim to instil a passion for reading that will continue into KS4 and beyond. This love for literature will enhance their analytical and writing skills, benefiting their overall educational journey.

Fostering Resilience and Growth Mindset: The reflective practices implemented in KS3 will promote a growth mindset, encouraging students to view challenges as opportunities for growth. This resilience is essential as they transition to the more demanding curriculum of KS4.

Term	Year 7	Year 8
Autumn term 1 Weeks 1-5 (inc. w/c 01-09)	<p style="text-align: center;">Title of unit: Building the Basics Year 5 and 6</p> <p style="text-align: center;">Main focus / Big Picture:</p> <p style="text-align: center;">Consolidate and strengthen students' understanding on the basic writing skills to achieve the 'expected' standard.</p> <p style="text-align: center;">By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> Apply verb tense control and cohesion across writing Apply conjunctions to extend and vary sentences Use a wide range of vocabulary Edit for precision and impact Produce an extended descriptive piece of writing applying all skills taught Use third person narrative writing Describe a disaster day, creating atmosphere Develop suspense and build tension Include feelings Include relative clauses, effective conjunctions, Include dialogue to move the action on and to show character <p style="text-align: center;">By the end of this unit of work, students will have learned how to:</p> <ul style="list-style-type: none"> Use full stops, capital letters, exclamation marks and question marks correctly Write compound sentences Describe settings and character (with atmosphere) Use past and present tense correctly and consistently Understand when to switch tenses for effect Organise writing into logical paragraphs Write legibly Use coordinating conjunctions: and, but, or Use subordinating conjunctions: when, because, if, that Vary sentence length and structure 	

<p>Autumn term 1</p>	<table border="1"> <tr> <td data-bbox="300 300 1189 1321"> <p>Title of unit: Holes Main focus / Big Picture: This unit is designed to develop reading comprehension skills through the study of Louis Sachar's novel 'Holes'.</p> <p>By the end of this unit students will be able to: Meaning and Inference (Identify and interpret implicit information and ideas) Evaluation (Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers. Themes and Conventions - Analyse and compare writers' ideas and perspectives; Analyse how writers' ideas and perspectives are conveyed) Language and Whole Texts (Select and synthesise information from different texts) To develop an appreciation of how particular techniques and devices achieve the effects they do, e.g. how the interweaving of the different storylines creates suspense and helps 'pace' the novel How viewpoint is established or managed across a text, e.g. use of an omniscient narrator and use of direct address to change the pace of the novel</p> <p>By the end of this unit of work, students will have learned: Identify basic plot points from <i>Holes</i> and recall some of the main events and characters, such as Stanley Yelnats and Zero. Recognise the structure of the novel, such as flashbacks and dual timelines, with guidance. In written responses, provide simple descriptions of characters and settings, but may need support in explaining the characters' motivations or how the setting influences the story. Offer basic ideas about themes like friendship and perseverance, although these may need further development. Make connections between the challenges faced by Stanley and their impact on the character's growth.</p> </td><td data-bbox="1189 300 2168 1321"> <p>Title of unit: Gothic Horror Main focus / Big Picture: How to write a Gothic short story</p> <p>By the end of this unit students will be able to: Key features of Gothic Literature writing (Generally involves elements of the horror and romance genres; Sinister settings – castles, dungeons, secret passages, winding stairs, haunted buildings; Extreme landscapes – rugged mountains, thick forests, generally bad weather; Omens, ancestral curses and secrets; An element of the supernatural; Representation and stimulation of fear, horror and the macabre) Writing devices Effective structure of a Gothic narrative Reading both pre-1914 and contemporary, including prose, poetry and drama Reading comprehension skills</p> <p>By the end of this unit of work, students should have learned: The student is starting to understand the key features of Gothic literature, such as dark settings, supernatural elements, and intense emotions. They can identify basic Gothic tropes (e.g., haunted houses, mysterious characters) in simple texts with some guidance. Their written responses show a developing ability to describe the atmosphere in Gothic stories, though vocabulary may be limited. The student can participate in discussions about Gothic themes but may need support to express their ideas clearly. They are beginning to make simple connections between characters' feelings and the Gothic setting.</p> </td></tr> </table>	<p>Title of unit: Holes Main focus / Big Picture: This unit is designed to develop reading comprehension skills through the study of Louis Sachar's novel 'Holes'.</p> <p>By the end of this unit students will be able to: Meaning and Inference (Identify and interpret implicit information and ideas) Evaluation (Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers. 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Evidence of learning	<p>Short Story using the narrative devices found in Chapter 8 of the novel</p> <p>GCSE style analysis exploring the significance of the impact of past events on the present in the novel</p> <p>GCSE style assessment analysing the warden's character and the theme of 'fear' in the novel</p> <p>Review of 'Holes' – Is 'Holes a good novel?'</p>	<p>An original Gothic Short Story</p> <p>Analysis of key Gothic texts</p> <p>Creating a Gothic Character with description</p> <p>Gothic Reading assessment (Comprehension)</p>
Links to prior learning	<p>Students have explored narrative writing in Year 6 – Wrest Park unit of work.</p> <p>The reading comprehension work builds on their SATs Reading Comprehension skills but starts to develop more analysis</p>	<p>Narrative reading and writing in Year 7 – especially supernatural / fantasy elements of Skellig and Holes; Literary devices (from Years 6 and 7)</p>
Links to future learning	<p>Students will study 'Skellig' in the Spring term – this will also include work on Themes, Symbols and the structure of the novel.</p> <p>Studying "Holes" by Louis Sachar at Key Stage 3 (KS3) provides students with valuable skills and insights that will enhance their learning in Key Stage 4 (KS4) English. This engaging novel offers a range of themes, narrative techniques, and character developments that prepare students for more complex literary analysis and writing tasks at the GCSE level. Here's how studying "Holes" can benefit future learning:</p> <p>Exploring Themes and Motifs: "Holes" contains rich themes such as friendship, fate, justice, and resilience, which are important for students to engage with as they prepare for KS4 literature.</p> <p>Understanding Complex Themes: The exploration of fate versus free will, the impact of the past on the present, and the importance of friendship equips students with the ability to analyse themes in more complex texts studied in KS4, such as "Of Mice and Men" or "To Kill a Mockingbird."</p> <p>Social Justice: The novel addresses issues of justice and inequality, which can serve as a springboard for discussions about similar themes in other works, preparing students for critical analysis in texts like "An Inspector Calls."</p> <p>Character Development and Relationships</p> <p>Analysing Character Growth: Studying Stanley's transformation from an insecure boy to a confident individual provides a foundation for analysing character arcs in more complex works, such as "Macbeth," where characters face significant challenges and evolve throughout the narrative.</p> <p>Understanding Relationships</p>	<p>This unit of work leads into studying Charles Dickens' 'A Christmas Carol' which is a Gothic Short Story.</p> <p>Studying Gothic literature at Key Stage 3 (KS3) provides students with a unique opportunity to explore complex themes, narrative techniques, and character developments that will significantly benefit their learning in Key Stage 4 (KS4) English. Here's how this study supports future academic success:</p> <p>Understanding Themes and Motifs: Gothic literature often delves into themes such as fear, isolation, the supernatural, morality, and the human psyche. Engaging with these themes helps students:</p> <p>Develop Critical Thinking Skills</p> <p>Explore Moral Dilemmas: Many Gothic stories present moral ambiguities and ethical questions, preparing students for similar complexities in texts studied at KS4, such as Shakespeare's plays or 19th-century novels.</p> <p>Character Development and Psychological Depth</p> <p>Analyse Character Motivation: Understanding the psychological depth of Gothic characters enhances students' ability to analyse motivations and development, a skill essential for texts in KS4, such as "Macbeth" or "Frankenstein."</p> <p>Engage with Archetypes</p> <p>Exploring Narrative Techniques: Gothic literature employs various narrative styles and techniques, such as unreliable narrators, framing devices, and symbolism. These techniques enrich students' understanding of literary structure:</p> <p>Enhanced Literary Analysis Skills</p> <p>Appreciation for Language and Style</p> <p>Fostering Empathy and Emotional Engagement</p> <p>Develop Empathy</p>

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	<p>Narrative Structure and Techniques Engaging with Narrative Techniques: Students can learn to identify and analyse narrative devices such as foreshadowing, flashbacks, and intertextuality Examining Tone and Style Developing Critical Thinking Skills Forming Opinions and Arguments Connecting Themes Across Texts Creative and Reflective Writing Skills. Inspiration for Creative Writing Reflective Writing Cultural and Historical Context Contextual Analysis: Understanding the historical and cultural contexts that inform the novel prepares students for analysing similar contexts in GCSE texts, where social and historical factors play a significant role in shaping narratives and themes, such as in "A Christmas Carol".</p>	<p>Explore Human Nature: Gothic literature often explores the darker aspects of human nature, prompting discussions about psychology and ethics that resonate with texts studied in KS4, such as "Macbeth" or "An Inspector Calls." Cultivating Research and Independent Learning Skills Conduct Research Contextual Analysis Preparing for Comparative Analysis: The Gothic genre provides a rich landscape for comparative studies, allowing students to: Make Connections Across Texts: Analysing different Gothic texts (like "The Castle of Otranto", "Dracula," or "Wuthering Heights") enhances students' ability to compare and contrast themes, styles, and characters, a key skill in GCSE exams.</p>
Autumn term 2	<p>Title of unit: Balloon Debate Main focus / Big Picture: The Balloon Debate unit is designed to enhance students' persuasive writing and speaking skills. In this engaging and interactive unit, students will research, write, and deliver persuasive speeches, arguing why a selected individual or character should remain in an overcrowded hot air balloon that must lose weight. This activity fosters critical thinking, creativity, and effective communication.</p> <p>By the end of this unit students will be able to: Understand the principles of persuasive writing and speech. Research and gather relevant information to support their arguments. Structure a persuasive speech with a clear introduction, body, and conclusion. Use rhetorical devices and persuasive language effectively. Present arguments confidently and convincingly in front of an audience. Evaluate and critique their own and others' persuasive techniques.</p> <p>By the end of this unit, student will have learned: How to plan and structure a well-balanced argument Literary skills that help with persuading an audience Speaking aloud in front of a crowd</p>	<p>Title of unit: Charles Dickens: A Christmas Carol Main focus / Big Picture: Understanding themes of transformation, exploring Dickens' critique of Victorian society, and developing literary analysis skills.</p> <p>By the end of this unit students will be able to: Literary analysis; Identify and analyse themes, motifs, and symbols in texts. Reading comprehension; Infer meaning from context and identify the author's intent. Construct well-organised essays with clear arguments and supporting evidence Recognise the historical, social, and cultural contexts of the texts studied. The student can identify the basic plot of <i>A Christmas Carol</i>, recalling key events such as Scrooge's visits from the three spirits and his transformation at the end of the story. They are starting to recognize key characters like Ebenezer Scrooge, Bob Cratchit, and Tiny Tim but may need support in describing their roles and relationships. In their responses, they can describe the setting (Victorian London) and provide some understanding of its impact on the story, though their descriptions may be brief or underdeveloped. The student is beginning to understand some of the main themes, such as generosity and the spirit of Christmas, but their explanations may be surface-level.</p>

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	<p>Gaining confidence with their speaking skills</p> <p>To use a range of persuasive techniques effectively:</p> <ul style="list-style-type: none"> Alliteration Facts Opinion (inc. Opinion as Fact) Rhetorical Questions Emotive Language Statistics Triplets (rule of Three) Antithesis, Making it personal, Making a connection with the audience / reader, Being emotive, Using direct address ('you'), using good vocabulary – appropriate to the audience, Using anecdotes – personal stories to get a point over 	<p>They may need guidance in discussing Scrooge's character development and how his transformation is portrayed throughout the novella.</p> <p>By the end of this unit, student will have learned:</p> <p>Reading the entire novella, either through guided reading in class or as homework.</p> <p>Know about Charles Dickens, the Victorian era, and the social issues of the time.</p> <p>Be able to break down the story into its five staves and summarise each part.</p> <p>Create a timeline of key events to understand the sequence and structure.</p> <p>Develop detailed profiles for main characters (e.g., Scrooge, Cratchit, the ghosts).</p> <p>Track Scrooge's transformation from miserly to generous, identifying key moments and influences.</p> <p>Discuss major themes such as redemption, social injustice, and the spirit of Christmas.</p> <p>Locate and analyse quotes and passages that illustrate these themes.</p> <p>Identify and interpret Dickens' use of metaphors, similes, and personification.</p> <p>Analyse the imagery associated with the three spirits and other symbols in the text.</p> <p>Research Victorian society, including workhouses, poverty, and Christmas traditions.</p> <p>Discuss why Dickens wrote the novella and its impact on society then and now.</p> <p>Compare themes and messages of the novella to modern-day issues and personal experiences.</p> <p>Engage in class discussions about character motivations, theme relevance, and personal reflections.</p> <p>Write analytical essays on themes, character development, or the significance of the novella.</p>
Evidence of learning	<p>A well-researched speech ready to debate in class</p> <p>Formative Assessments: Peer reviews, draft feedback sessions, practice presentations.</p> <p>Summative Assessments: Final written speech (marked for content, structure, and language use) and oral presentation (marked for delivery, persuasiveness, and engagement).</p>	<p>Writing to Inform: Dickens Biography and Victorians Factual Information; Scrooge Essay; Obituaries</p> <p>Writing to Persuade: Scrooge's Formal Letter of Complaint</p> <p>Writing to Inform: Dickens Biography and Victorians Factual Information; Scrooge Essay; Obituaries</p> <p>GCSE Style Question – Essay writing</p>
Links to prior learning	Year 6 SATs – Writing to persuade	KS2 Curriculum: Writing to inform, Writing to entertain, Discussion texts, Creative writing, Comprehension
Links to future learning	<p>Preparing for GCSE Speaking and Listening Units</p> <p>Building Argumentative Skills</p>	Understanding Classic Literature

	<p>Formulating a Clear Thesis or Argument</p> <p>Developing Logical Reasoning</p> <p>Understanding Audience and Purpose</p> <p>Writing with the Reader in Mind: KS3 students learn to anticipate the reader’s perspective and use rhetorical devices to appeal to their emotions, logic, or sense of fairness. This ability to consider the reader’s viewpoint will be important at KS4, where students are required to adapt their writing to different audiences in both English Language Paper 2 and creative writing tasks.</p> <p>By KS4, students will also use these skills to analyse how writers in literary texts (e.g., in An Inspector Calls or Macbeth) craft their language to influence an audience.</p> <p>Rhetorical Devices: KS3 students start using devices like rhetorical questions, alliteration, repetition, and emotive language to strengthen their arguments. As they move into KS4, these devices will become more sophisticated, and students will be expected to use them effectively in their own writing, as well as analyse them in the works of others.</p> <p>At GCSE, in English Language Paper 2, students will need to identify and comment on how writers use persuasive techniques, such as ethos, pathos, and logos, to influence an audience.</p> <p>Critical Evaluation: Persuasive writing encourages students to think critically about the strengths and weaknesses of their own arguments, as well as opposing viewpoints. This prepares them for critical evaluation tasks in KS3 and GCSE, where they must assess the effectiveness of texts or arguments (e.g., analysing how Shakespeare presents ambition in Macbeth or how Orwell critiques totalitarianism in Animal Farm).</p>	<p>A Christmas Carol is a 19th-century text, and students are required to study a 19th-century novel for GCSE English Literature. Teaching this text at KS3 helps students become familiar with the language, style, and social context of Victorian literature, making the transition to GCSE texts like A Christmas Carol (if studied again), Jekyll and Hyde, or Great Expectations smoother.</p> <p>Social and Historical Context (AO3)</p> <p>Exploring the social, political, and historical context of A Christmas Carol—such as the Victorian attitudes toward poverty, class, and social responsibility—directly links to skills assessed at GCSE. Understanding the context in which Dickens wrote helps students develop AO3 (Assessment Objective 3: understanding context) skills, which are crucial for analysing the influence of context on texts. At KS3, students can begin to understand key concepts like the Industrial Revolution, the Poor Laws, and Victorian values, which are central to GCSE texts like An Inspector Calls or Jekyll and Hyde, where social issues and the treatment of the poor are also prominent themes.</p> <p>Character Analysis and Development</p> <p>A Christmas Carol provides an opportunity to explore character development, particularly in the transformation of Ebenezer Scrooge. This character arc can be compared to the moral or psychological journeys of key characters in GCSE texts (e.g., the change in Macbeth’s character or Sheila in An Inspector Calls).</p> <p>Themes and Morality</p> <p>The major themes of A Christmas Carol—such as redemption, social injustice, and personal responsibility—are highly relevant to GCSE texts, making it a useful foundation for thematic discussion. For example:</p> <p>Language and Literary Devices</p> <p>Dickens’ use of figurative language, imagery, and symbolism in A Christmas Carol—such as the personification of the Ghosts or the symbolism of the chains worn by Marley—provides early training in analysing literary devices. This is crucial for both GCSE English Language and Literature exams, where students are expected to analyse how language creates meaning.</p> <p>Structure and Narrative</p> <p>A Christmas Carol has a clear narrative structure, divided into staves, that can introduce KS3 students to ideas of structural analysis. Students can discuss how Dickens uses the structure to mark Scrooge's progression and how the arrangement of events builds toward Scrooge’s transformation. Exploring these ideas at KS3 prepares students to consider how writers use literature to comment on societal issues, a key skill needed for AO3 in GCSE exams.</p>
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		<p>Creative and Analytical Writing Skills Preparation for Extract-Based Questions</p> <p>At GCSE, students are often required to analyse extracts from their set texts, focusing on both close reading and linking the extract to the wider themes of the novel. At KS3, A Christmas Carol provides opportunities for this kind of extract-based analysis, helping students develop the skills needed to examine an extract in detail while making connections to the text as a whole.</p>
Spring term 1	<p>Title of Unit: Skellig Main focus / Big Picture: Narrative writing; Reading skills; Inference and deduction</p> <p>By the end of this unit students will be able to: To analyse how David Almond uses language to engage ('hook') the reader To analyse how David Almond uses language to create a character To analyse the structure of 'Skellig' as a novel To gather and use textual evidence to back up opinions To analyse the themes in Skellig and to identify key themes for a personal story To learn to use PEE (Point, Evidence, Explanation) – a technique for interpreting texts and evidencing opinions To improve confidence and adding expression when reading out loud</p> <p>By the end of this unit, student will have learned: re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning studying setting, plot, and characterisation, and the effects of these Write a range of other narrative and non-narrative texts, including arguments, and personal and formal letters consider how their writing reflects the audiences and purposes for which it was intended</p>	<p>Title of unit: Stone Cold</p> <p>Main focus / Big Picture: This unit focuses on the novel "Stone Cold" by Robert Swindells, a gripping story that deals with homelessness and social issues. Through this unit, students will explore themes such as homelessness, survival, and social justice while developing their skills in literary analysis, empathy, and critical thinking. The unit will involve reading, discussing, and writing about the novel, culminating in various assessments that demonstrate their understanding.</p> <p>By the end of this unit students will be able to: Increase familiarity with them and provide a basis for making comparisons Identify new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning Studying setting, plot, and characterisation, and the effects of these Write a range of other narrative and non-narrative texts, including arguments, and personal and formal letters consider how their writing reflects the audiences and purposes for which it was intended</p> <p>By the end of this unit, student will have learned: Understand and discuss the main themes of "Stone Cold". Analyse characters and their development throughout the novel. Explore the social issues presented in the book and relate them to real-world contexts. Develop skills in literary analysis and critical thinking. Enhance their ability to write analytically about literature. Engage in thoughtful discussions and debates about the text.</p>

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Evidence of learning	<p>Writing to Inform: Factual writing on background themes, Michael & Mina's Diaries</p> <p>Writing to Entertain: Synopsis of Icarus and Persephone stories, Mucho Mojo descriptive writing, angel poetry, 'What is Skellig? Written responses, 'Dreams' creative writing'</p> <p>Writing to Discuss: The home-school debate: How can a bird that is born to fly, sit in a cage and sing?</p>	<p>Writing to Persuade: Shelter's letter to the newspaper (formal), prisons v homelessness</p> <p>Writing to Inform: Link's Letter Home (informal), crime-watch information pack.</p> <p>Writing to Discuss: Should we give money to beggars?</p> <p>Writing to Entertain: Shelter's Version of final chapters.</p>
Links to prior learning	KS2 Curriculum: Writing to inform, Writing to entertain, Discussion texts, Creative writing, Comprehension	KS2 Curriculum: Writing to inform, Writing to entertain, Discussion texts, Creative writing, Comprehension
Links to future learning	<p>Themes and Complex Ideas</p> <p>Skellig explores mature themes like life, death, friendship, family, and the unknown, which can help KS3 students engage with more complex ideas they will encounter in GCSE texts. The novel's treatment of existential and emotional issues introduces students to deeper literary analysis, which is required at KS4. For example:</p> <p>Growth and transformation – themes that parallel key GCSE texts, such as Romeo and Juliet (character development and life-changing moments).</p> <p>Mortality and spirituality – can prepare students for thematic discussions in GCSE poetry, such as Power and Conflict or Love and Relationships clusters.</p> <p>Characterization and Inference</p> <p>Students studying Skellig are encouraged to analyse the motivations and development of characters like Michael and Mina. This emphasis on character study helps develop inferential skills that are vital for analysing complex characters in GCSE texts like An Inspector Calls or Macbeth.</p> <p>Language and Literary Devices</p> <p>In Skellig, Almond uses rich, descriptive language, metaphors, symbolism, and imagery. Teaching students to recognize and analyse these techniques at KS3 builds the foundation for analysing writers' craft in GCSE texts.</p> <p>Comparative Skills</p> <p>Critical Thinking and Interpretations</p> <p>This type of engagement prepares students for GCSE tasks where they must offer multiple interpretations of texts and justify their views using evidence.</p> <p>Spiritual, Moral, Social, and Cultural Development (SMSC)</p> <p>Creative Writing and Language Skills</p>	<p>Social Issues and Themes</p> <p>Stone Cold tackles major social issues like homelessness, unemployment, mental health, and social isolation. These themes encourage students to think critically about society, power structures, and human experience. These topics have strong links to GCSE texts, such as: Social responsibility in An Inspector Calls (J.B. Priestley), where themes of class and inequality are central. Isolation and societal judgement seen in Jekyll and Hyde or Frankenstein, where characters are often alienated due to their actions or appearances. Power and control in texts like Macbeth or poems from the Power and Conflict cluster of GCSE anthologies, where characters face moral decisions in oppressive environments.</p> <p>Characterization and Multiple Perspectives</p> <p>Analysing complex and morally ambiguous characters like Macbeth, Lady Macbeth, or Dr. Jekyll, where different layers of character motivation must be uncovered.</p> <p>Exploring Language and Tone</p> <p>These analytical skills are key for GCSE, where students must: Analyse the language used in literary texts, such as the symbolic and descriptive language in A Christmas Carol or Macbeth.</p> <p>Structural Analysis</p> <p>Understanding how the arrangement of a story impacts the audience can be directly transferred to:</p> <p>Analysing the structure of dramatic texts like An Inspector Calls, where Priestley carefully stages each act to reveal information at pivotal moments.</p> <p>Examining how Shakespeare uses structure to build tension and foreshadow events in plays like Macbeth.</p> <p>Character Development and Morality</p>

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	<p>By carefully teaching the key themes, literary techniques, and character analysis in Skellig during KS3, students are equipped with skills that are directly transferable to their KS4 learning and the demands of GCSE exams in both English Language and Literature.</p>	<p>The moral decline of Macbeth, or the ethical transformation of Scrooge in A Christmas Carol. The introspective journeys of characters like Pip in Great Expectations, as they struggle with identity and moral dilemmas.</p> <p>Understanding the Role of Setting The setting of wartime or conflict in poems from the Power and Conflict anthology, where place is often symbolic of larger ideas of suffering, power, or loss.</p> <p>Themes of Power and Control Shelter's need for control over the homeless population mirrors larger questions about power dynamics. This exploration of control and dominance in Stone Cold is mirrored in many GCSE texts: Macbeth explores the corrupting influence of power and ambition. An Inspector Calls examines how those in power (the Birlings) exert control over those with less social standing, like Eva Smith.</p> <p>Developing Empathy and Emotional Engagement These skills are transferable to GCSE, where emotional engagement helps students critically interpret texts and understand characters on a deeper level. This is important in emotionally charged texts like Of Mice and Men, where students need to empathise with marginalised characters like Crooks and Lennie. In poetry, understanding the emotional intensity of pieces from the GCSE Love and Relationships or Power and Conflict clusters.</p> <p>Engaging with Contemporary Social Criticism Introduction to Analytical Writing</p>
Spring term 2	<p>Title of unit: Travel Writing Main focus / Big Picture: This unit is designed to develop students' understanding of recount and persuasive texts within the context of travel writing. They learn how to write a recount text (in the context of writing an article about a journey or travel experience); how to write a description of a place and adapt that description to be informative (non-chronological report) or persuasive; how to read for information; and how to describe same place at in 2 different styles (inc. Interesting journey old-style AQA GCSE 2011 and KS3 SATs Crossing Boundaries)</p> <p>By the end of this unit students will be able to: Understand meaning and Inference (Identify and interpret implicit information and ideas)</p>	<p>Title of Unit: Connections Main focus / Big Picture: The focus of this unit of work is on appreciating our rich and varied literary heritage; by the end of the unit, students should be able to make connections between texts from different times and cultures and their own experiences: The unit focuses on: Steig: Shrek; Chaucer: Knight's Tale; HG Wells: War of the Worlds; Dr Who scripts; Robert Louis Stevenson: Treasure Island (There is also an additional section available on Beowulf & Kennings)</p> <p>By the end of this unit students will be able to: Read increasingly challenging material inc. pre 1914 and contemporary texts Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension Read critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features present meaning; and</p>

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	<p>Evaluation (Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers. Themes and Conventions - Analyse and compare writers' ideas and perspectives; Analyse how writers' ideas and perspectives are conveyed)</p> <p>Language and Whole Texts (Select and synthesise information from different texts)</p> <p>Writing for Impact – Text Organisation: (How to organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts)</p> <p>By the end of this unit, student will have learned:</p> <p>To use of a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate punctuation and spelling. (20% at GCSE)</p> <p>To vary sentences for clarity, purpose and effect;</p> <p>To write with technical accuracy of syntax and punctuation in phrases, clauses and sentences</p> <p>To communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences; Producing clear and coherent texts</p> <p>To write imaginative, interesting and thoughtful texts</p> <p>To produce texts which are appropriate to task, reader and purpose</p> <p>To organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts / Writing for impact</p> <p>To organise and present whole texts effectively, sequencing and structuring information, ideas and events</p> <p>To construct paragraphs and use cohesion within and between paragraphs</p> <p>To select and synthesise evidence from different texts</p> <p>To evaluate texts critically and support this with appropriate textual references</p> <p>To understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text</p> <p>To identify and interpret explicit and implicit information and ideas</p> <p>To deduce, infer or interpret information, events or ideas from texts</p>	<p>understanding how the work of dramatists is communicated effectively through performance</p> <p>Write accurately, fluently and at length for pleasure through writing stories, scripts and other imaginative writing, drawing on knowledge of literary and rhetorical devices from their reading to enhance the impact of their writing</p> <p>Performing playscripts using role, intonation, tone, volume, mood, silence, stillness and action to add impact</p> <p>By the end of this unit, student will have learned:</p> <p>To describe how a text can be influenced by earlier texts written in the same tradition and to be inspired by classic authors</p> <p>To explore characterisation and voice</p> <p>To explore authors' motivation for writing</p> <p>How to write an effective script</p> <p>some key tips from classic and modern writers on how to write</p>
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Evidence of learning	<p>Description of an interesting or unusual journey/travel experience (AQA GCSE Jan 2011 English Language writing task)</p> <p>Description of the same place in 2 different styles</p> <p>Analysis of travel writing texts (inc. AQA GCSE Jan 2011 English Language reading task Q1 & 3)</p>	<p>Original Canterbury Tale</p> <p>Doctor Who Script and Storyboard</p>
Links to prior learning	Key Stage 2 National Curriculum	Reading skills referred to since Year 5: fact finders / deducing detectives / insightful interferences
Links to future learning	<p>Studying travel writing at Key Stage 3 (KS3) offers several valuable skills and experiences that directly benefit students as they progress to Key Stage 4 (KS4) and GCSE. The genre not only develops critical reading and writing skills but also encourages personal reflection and creative expression—core elements in GCSE English Language and Literature. Here's how studying travel writing at KS3 helps future learning:</p> <p>Exploring Non-Fiction Texts (GCSE English Language Paper 2)</p> <p>Travel writing is an excellent example of non-fiction, and students are required to study non-fiction at GCSE, particularly for English Language Paper 2</p> <p>Creative Writing Skills (GCSE English Language Paper 1)</p> <p>Travel writing involves vivid descriptions of places, experiences, and emotions. These descriptive and narrative elements are highly relevant to GCSE English Language Paper 1, where students are required to write creatively (narratives or descriptive pieces).</p> <p>Engagement with Different Perspectives</p> <p>Travel writing exposes students to diverse perspectives and cultures, often challenging them to think critically about how different environments, societies, and experiences are portrayed. Understand the impact of culture and context on writing, helping students to prepare for AO3 (understanding the relationship between texts and their contexts) in GCSE English Literature, where they must consider historical, social, and cultural influences on texts.</p> <p>Developing Analytical Skills</p> <p>Reading and analysing travel writing at KS3 helps students practise essential analytical skills needed for GCSE. By examining how travel writers convey their experiences and emotions, students learn to: Analyse language choices and consider purpose and effect:</p> <p>Developing Voice and Style</p>	<p>Text analysis pre-empts skills and questions for GCSE AQA Paper 1 Explorations in creative reading and writing.</p> <p>Comparative nature of the unit of work pre-empts key skills needed for GCSE AQA Paper 2 Writers' viewpoints and perspectives</p> <p>Making connections between texts from different times and cultures to their own experiences in KS3 will equip students with essential skills for KS4 and GCSE English. Here's how these skills are likely to benefit their future learning:</p> <p>Deeper Analysis and Critical Enhanced Understanding of Context</p> <p>KS3: Students learn to understand the historical, social, and cultural contexts of texts and relate them to contemporary issues or their own experiences. For instance, they might explore how themes of prejudice in "To Kill a Mockingbird" link to modern social justice movements.</p> <p>KS4/GCSE: This foundation will enable them to excel in context-based questions in exams. Understanding the relevance of context will also help in studying authors like Dickens or poets like Wilfred Owen, where context is critical.</p> <p>Improved Ability to Structure Comparative Essays</p> <p>KS4/GCSE: Comparative essays are an essential component of GCSE English, particularly in the Comparing Poetry and Prose elements.</p> <p>Cultural Awareness and Empathy</p> <p>KS4/GCSE: These skills will enrich their personal responses in exams, where examiners value original and insightful connections. Cultural awareness will also aid in comprehending texts like "An Inspector Calls" or "The Merchant of Venice," where moral and societal issues are central.</p> <p>Vocabulary and Language Development</p> <p>KS3: As students make connections between texts, they encounter diverse forms of language and writing styles, broadening their vocabulary and understanding of how language changes over time and across cultures.</p>

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	<p>At GCSE, students are often asked to write from a specific viewpoint or voice, and travel writing is a perfect medium for experimenting with personal voice. It requires the writer to reflect on personal experiences and present them in an engaging way</p> <p>Comparative Analysis</p> <p>At GCSE, students need to compare texts, particularly in non-fiction for English Language Paper 2. By studying a range of travel writers at KS3, students practise comparing: How different writers present the same location or journey with different attitudes or tones.</p> <p>Writers' viewpoints and how they are conveyed through language, structure, and style.</p> <p>Understanding Genre Conventions</p> <p>Cultural and Historical Understanding</p> <p>Travel writing can introduce students to historical or cultural contexts of the places described, expanding their understanding of the wider world. This can support their learning of contextual analysis (AO3) in GCSE English Literature, where they need to understand how the social and historical context affects texts like An Inspector Calls, A Christmas Carol, or Macbeth.</p> <p>Cross-Curricular Skills</p>	<p>KS4/GCSE: This will help them analyse language, form, and structure in detail in their GCSE set texts, leading to more sophisticated responses in language analysis sections of exams.</p> <p>Personal Engagement and Ownership of Learning</p> <p>KS3: Relating literature to their own experiences encourages students to feel personally connected to what they're learning. It helps to foster a love for literature.</p> <p>KS4/GCSE: This engagement will serve them well during the intensive preparation for GCSEs, helping them stay motivated, engaged, and more invested in their studies, which can lead to better outcomes in both coursework and exams.</p>
Summer term 1	<p>Title of unit: Ballads and Narrative Writing</p> <p>Main focus / Big Picture</p> <p>To read a wide range of fiction and non-fiction, including in particular short stories and poems (ballads) with a wide coverage of genres, historical periods, forms and authors.</p> <p>To write accurately, fluently, effectively and at length for pleasure for a range of purposes and audiences (in particular, write a ballad based on a recent actual event and an imaginative short story)</p> <p>By the end of this unit students will be able to:</p> <p>To apply growing knowledge of vocabulary, grammar and text structure to writing and select the appropriate form</p> <p>To draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</p> <p>By the end of this unit, student will have learned:</p> <p>How to use different narrative forms and styles to write stories</p>	<p>Title of unit: The Tempest</p> <p>Main focus / Big Picture:</p> <p>To appreciate that Shakespeare's plays can be performed and interpreted in different ways</p> <p>To engage with some of the issues, themes and ideas in Shakespeare's plays and to appreciate the way they remain relevant in the 21st century</p> <p>By the end of this unit students will be able to:</p> <p>Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context.</p> <p>Making inferences and referring to evidence in the text</p> <p>Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.</p> <p>Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.</p> <p>Making critical comparisons across texts.</p>

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	<p>To know, understand and use the key features of the ballad form of writing</p> <p>To know, understand and use the key features of a good narrative to create their own narrative (short story) using narrative conventions</p> <p>How to retell a story using a different text style</p> <p>To describe the main structure and plotlines in narrative writing</p> <p>To analyse short stories, retrieve information from the texts and identify key features</p>	<p>Write accurately, fluently, effectively and at length for pleasure and information through: plays and scripts.</p> <p>Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form.</p> <p>Drawing on knowledge of literary devices from their reading and listening to enhance the impact of their writing</p> <p>By the end of this unit, student will have learned:</p> <p>Understand plot and themes</p> <p>Students will develop a deeper understanding of the main characters:</p> <p>Students will have gained experience in analysing Shakespearean language, particularly how he uses key literary devices</p> <p>Shakespeare's Time: Students will learn about the context in which Shakespeare wrote The Tempest</p> <p>Through reading aloud, acting out scenes, or watching live or filmed performances, students will gain a deeper appreciation of the play as a theatrical work.</p>
Evidence of learning	<p>Analysis of a ballad (inc. identification of key features and exploration of textual conventions used by writers from different periods (annotated text)</p> <p>Answers to Charlotte Dymond reading comprehension</p> <p>An original ballad based on a current/local news story</p> <p>Analysis of a short story (one of the short stories could be analysed under test conditions)</p> <p>Original short-story exemplifying key conventions</p> <p>[Story learned and told 'by heart']</p>	<p>Students write a series of diary entries from the perspective of a key character (e.g., Prospero, Caliban, Ariel, or Miranda) at different points in the play.</p> <p>Students write a formal essay on a theme, character, or relationship in The Tempest. GCSE Style</p> <p>Students rewrite a key scene or monologue from The Tempest in a modern setting, adapting the language and characters to reflect contemporary issues (e.g., setting the island in the modern world or turning the play into a social media dialogue).</p> <p>Students perform a key scene from The Tempest in small groups, paying attention to tone, body language, and staging choices. Alternatively, they could present a dramatic reading with commentary on their interpretation.</p>
Links to prior learning	KS2 Curriculum, creative writing, reading comprehension, inference, deducing.	<p>KS2 Curriculum of Introduction to Shakespeare (Year 5)</p> <p>KS3 Curriculum of Romeo and Juliet (Year 7)</p>
Links to future learning	<p>Studying narratives and ballad writing in KS3 provides a strong foundation for KS4 and GCSE learning, particularly in English Language and English Literature. Here's how these skills translate into future benefits:</p> <p>Understanding of Story Structure and Plot Development</p> <p>KS4/GCSE: A strong grasp of narrative structure is essential for creative writing tasks in the English Language GCSE, where students are required to write stories or descriptive pieces. Understanding plot development also aids in</p>	<p>Familiarity with Shakespeare's Language</p> <p>Understanding of Key Themes and Concepts</p> <p>Character Analysis and Empathy</p> <p>KS4/GCSE: Character analysis is a critical component of GCSE English Literature. The ability to explore complex character motivations in The Tempest will benefit students as they analyse other literary figures in GCSE texts, such as Lady Macbeth, Mr. Birling, or Curley's wife in Of Mice and Men.</p>

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	<p>analysing literary texts at GCSE, such as novels or plays, by helping students break down how authors build tension and resolve conflicts.</p> <p>Character Development and Perspective KS4/GCSE: This understanding translates into the ability to analyse characters in set GCSE texts, such as Shakespearean plays or modern novels. Students will be able to identify how authors create complex characters and examine the narrative perspectives used in prose or poetry. This is crucial in both English Literature and English Language exams, where character and narrative perspective are often key focuses.</p> <p>Narrative Techniques and Stylistic Devices Themes and Messages in Writing Form and Structure KS4/GCSE: Form and structure are essential elements in the GCSE poetry analysis component. Students will need to understand how the form of a poem or the structure of a narrative impacts its overall meaning and effect. Recognizing the use of ballad forms, for example, will help in analysing both set and unseen poetry.</p> <p>Engagement with Language Developing Empathy and Understanding Different Perspectives KS4/GCSE: This will assist in developing the skills needed to analyse narrative perspectives in set texts, such as the importance of first-person or omniscient narration. Furthermore, the ability to interpret and explore multiple perspectives is a skill that will support GCSE English Literature, where students are expected to critically engage with characters and viewpoints from different contexts.</p> <p>Developing Poetry Analysis Skills Confidence in Creative Expression</p>	<p>Literary Devices and Dramatic Techniques KS4/GCSE: These devices and techniques are central to GCSE English Literature, where students will analyse similar features in a variety of texts. For instance, understanding soliloquies in <i>The Tempest</i> prepares students to analyse Macbeth's soliloquies, and recognizing symbolism helps in analysing texts like <i>Lord of the Flies</i> or <i>Jekyll and Hyde</i>.</p> <p>Critical Thinking and Interpretation Exploration of Contexts KS4/GCSE: Understanding the contextual background of texts is crucial for GCSE English Literature, where students are required to analyse how context influences a text's meaning. The colonial themes in <i>The Tempest</i> will help students draw comparisons with postcolonial readings of other texts and provide a framework for discussing historical contexts in GCSE texts like Macbeth, A Christmas Carol, or The Strange Case of Dr. Jekyll and Mr. Hyde.</p> <p>Creative Writing and Adaptation Skills KS4/GCSE: Creative writing is a key component of GCSE English Language. The creative skills developed in KS3 will benefit students when they are required to write original stories or descriptive pieces. Understanding how to adapt a classic text like The Tempest encourages creative thinking and builds flexibility in their writing.</p> <p>Drama and Performance Skills Developing Analytical Writing Skills Discussion and Debate</p>
Summer term 2	<p>Title of unit: Romeo and Juliet Main focus / Big Picture: Respond to a text by making precise points and providing relevant evidence in support of those points. The social, historical and cultural aspects of Shakespeare's play, Explore the concept of literary heritage, why certain texts are important within it and how some texts have influenced culture and thinking and Shakespeare's place in our literary heritage. The play in performance.</p>	<p>Title of unit: Poetry Slam Main focus / Big Picture: Enhances students' appreciation of language and its expressive potential. It develops their analytical skills through exploring themes, imagery, and structure, while fostering creativity and emotional intelligence. Poetry also helps students understand diverse perspectives and cultural contexts.</p> <p>By the end of this unit students will be able to: Analyse and interpret various poetic forms and techniques Demonstrate an understanding of themes and emotions expressed in poetry</p>

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	<p>By the end of this unit students will be able to:</p> <p>To understand how characters' actions reflect the social, historical and cultural contexts of Shakespeare's time.</p> <p>To understand the cultural significance of Shakespeare and his place in our literary heritage.</p> <p>To understand and analyse how writers' use of linguistic and literary features shapes and influences meaning.</p> <p>To show insight into the text and to explore performance through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios</p> <p>To explore the characters in Romeo and Juliet</p> <p>To explore how to perform selected scenes</p> <p>By the end of this unit, student will have learned:</p> <p>Reading comprehension (inc. understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text)</p> <p>Making Inferences (inc. deduce, infer or interpret information, events or ideas from texts)</p> <p>Language for effect (inc. explain and comment on writers' use of language, including grammatical and literary features at word and sentence level; and identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader)</p> <p>Themes and Conventions (inc. relate texts to their social, cultural and historical traditions)</p> <p>Use specific dramatic approaches and conventions in structured ways for effective exploration of ideas, texts, issues and themes.</p> <p>Understanding and responding to ideas, viewpoints, themes and purposes in texts by tracing the development of a writer's ideas, viewpoints and themes.</p> <p>Explore the range, variety and overall effect of trades of literary, rhetorical and grammatical features used by writers of literary and non-literary texts.</p> <ul style="list-style-type: none"> • Explain how linguistic concepts are related and use the terminology in ways that help them describe and review language use. 	<p>Compose their own original poems that reflect their unique voice and perspective.</p> <p>Be equipped to engage in meaningful discussions about poetry, comparing and contrasting different works while articulating their insights clearly.</p> <p>By the end of this unit, student will have learned:</p> <p>Be able to identify and analyse key poetic devices such as metaphor, simile, imagery, and rhyme scheme, as well as their effects on meaning and tone.</p> <p>They will have explored various themes in poetry, developed their ability to interpret and discuss different perspectives, and created original poems that showcase their understanding of structure and voice.</p> <p>Be prepared for KS4 Poetry analysis</p>
Evidence of learning	<p>A description of students' own social, historical and cultural context</p> <p>A persuasive piece of writing to explain who is responsible for the deaths of Romeo and Juliet</p>	<p>Writing in the different forms of poetry (i.e. alliteration poems, imagery poems)</p>

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	An analysis of how Shakespeare uses language (2009 KS3 assessment)	Create their own form of poem and present it in a 'slam' style performance.
Links to prior learning	KS2 Curriculum of Introduction to Shakespeare (Year 5)	KS2 Curriculum - Passion for Poetry (Year 5) KS3 Unit - Narratives and Ballad writing (Year 7)
Links to future learning	<p>Familiarity with Shakespeare's Language</p> <p>Introduction to Key Themes</p> <p>Conflict: Themes of violence and family tension in Romeo and Juliet parallel those in Macbeth (ambition and treachery) and An Inspector Calls (class and generational conflict).</p> <p>Fate and Destiny: The role of fate in Romeo and Juliet can be compared to ideas of predestination or self-fulfilment in texts like Jekyll and Hyde or poetry that deals with destiny.</p> <p>Character Analysis and Empathy</p> <p>Understanding of Dramatic Structure and Devices</p> <p>KS4/GCSE: These skills are essential for analysing other Shakespearean tragedies, like <i>Macbeth</i>, where dramatic devices are crucial in building tension and developing themes. Moreover, understanding structure in <i>Romeo and Juliet</i> will help students analyse how authors in other genres (e.g., novels, plays) build tension and develop plot.</p> <p>Literary Analysis and Essay Writing Skills</p> <p>KS4/GCSE: This is essential preparation for GCSE English Literature, where students must write essays that analyse Shakespeare's techniques in depth. Having practised essay writing in KS3, students will have stronger skills for building arguments and analysing textual evidence when responding to GCSE questions.</p> <p>Exploration of Context</p> <p>KS4/GCSE: Understanding context is critical for the GCSE curriculum, which requires students to comment on the influence of historical, social, and cultural contexts in their analysis. The contextual knowledge gained from studying <i>Romeo and Juliet</i> will help students draw parallels with other GCSE texts, such as:</p> <p>Social expectations in <i>An Inspector Calls</i> or <i>Pride and Prejudice</i>.</p> <p>Ambition and power in <i>Macbeth</i>.</p> <p>The Gothic and Victorian society in <i>Jekyll and Hyde</i>.</p>	<p>Understanding of Poetic Techniques</p> <p>KS4/GCSE: These devices and structures are essential for analysing poems in GCSE English Literature, where students will study a range of poets and time periods. The ability to identify and explain the effect of poetic techniques allows students to engage with GCSE anthology poems and unseen poems confidently.</p> <p>Exploration of Themes and Ideas</p> <p>KS4/GCSE: Many of these same themes appear in the GCSE poetry anthology (e.g., themes of power and conflict, love and relationships, or nature). Having already discussed and analysed these themes at KS3, students are well-prepared to engage deeply with the more sophisticated thematic concerns in GCSE poetry.</p> <p>Development of Analytical Skills</p> <p>KS4/GCSE: Analytical skills are fundamental to success at GCSE, where students need to interpret and analyse poems in detail, often under exam conditions. By KS4, students are expected to provide insightful commentary on language, form, and structure. The analytical practice gained in KS3 enables them to approach GCSE poetry with greater confidence and depth.</p> <p>Engagement with a Variety of Poetic Forms</p> <p>KS4/GCSE: GCSE poetry often includes poems written in a variety of forms (e.g., sonnets like <i>Ozymandias</i> or <i>Sonnet 43</i>). Familiarity with different forms in KS3 prepares students to analyse how a poem's form contributes to its meaning, tone, and theme at GCSE level.</p> <p>Exposure to Poetic Voice and Perspective</p> <p>KS4/GCSE: Understanding poetic voice is essential for GCSE, where students will encounter poems that use a variety of narrative perspectives. For example, dramatic monologues like Browning's <i>My Last Duchess</i> or Duffy's <i>Thetis</i> require an understanding of how the speaker's voice shapes the poem. Early practice with voice at KS3 allows students to approach GCSE poems with greater sophistication.</p> <p>Preparation for Unseen Poetry</p> <p>KS4/GCSE: In GCSE English Literature, students are required to analyse unseen poems in the exam. The experience of working with a range of unfamiliar poems at KS3 helps</p>

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	<p>Appreciation of Tragedy KS4/GCSE: This understanding will be useful in GCSE when students study other tragedies like <i>Macbeth</i>, where the concepts of fate, ambition, and downfall also play central roles.</p> <p>Engagement with Performance and Drama Drama skills help students visualise how characters' emotions and relationships are conveyed through action and speech, as they will be asked to analyse this in texts like <i>Macbeth</i> and <i>An Inspector Calls</i>.</p> <p>Introduction to Symbolism and Imagery KS4/GCSE: Symbolism and imagery are crucial in many GCSE texts. The ability to analyse these elements in <i>Romeo and Juliet</i> will prepare students for exploring symbols in other literature, such as the imagery in <i>Macbeth</i> (blood, darkness) or <i>Jekyll and Hyde</i> (light and shadow).</p> <p>Moral and Ethical Discussions KS4/GCSE: Moral and ethical debates continue to be relevant in GCSE, where students will engage with questions about power (in <i>Macbeth</i>), class and responsibility (in <i>An Inspector Calls</i>), and the duality of human nature (in <i>Jekyll and Hyde</i>). Learning to critically engage with ethical questions in KS3 will deepen their ability to think critically at GCSE level.</p> <p>Preparation for Comparative Analysis</p>	<p>students develop strategies for approaching unseen poetry, such as identifying key themes, understanding structure, and analysing language.</p> <p>Comparative Analysis KS4/GCSE: Comparative analysis is a major focus of GCSE poetry, especially in the poetry anthology. Students are required to compare poems that deal with similar themes or ideas. The comparative skills developed in KS3 will prepare students for this task at GCSE, helping them to make meaningful connections between texts and respond to exam questions effectively.</p> <p>Creative Writing and Expression KS4/GCSE: Creative writing is an important element of GCSE English Language. Having engaged with poetry writing at KS3, students will have stronger skills in crafting descriptive and imaginative language, which will benefit their creative writing tasks in GCSE exams. It also gives them insight into the thought process behind the construction of poetry, aiding their analytical work.</p> <p>Emotional and Cultural Literacy KS4/GCSE: This emotional and cultural literacy is crucial at GCSE, where students will encounter a range of voices in both the anthology and unseen poetry. Understanding diverse experiences and perspectives will help them relate to and analyse the emotional depth of poems, particularly those focused on themes of conflict, power, or relationships.</p> <p>Improving Vocabulary and Language Skills KS4/GCSE: A strong vocabulary and a nuanced understanding of language are key components of success in GCSE English. The linguistic skills developed through reading and analysing poetry at KS3 will be valuable when students are required to write about language in both poetry and prose at KS4.</p> <p>Critical Thinking and Interpretation KS4/GCSE: This skill is essential for GCSE English Literature, where students will be asked to offer interpretations of complex and sometimes ambiguous poems. The ability to think critically about language and meaning in poetry is a key part of their overall analytical development.</p>
<p style="text-align: center;">Reading in the curriculum (Literacy & Vocabulary)</p> <p>Reading is a fundamental aspect of the English curriculum, serving as the cornerstone for developing vocabulary, literacy, and critical thinking skills to aid across all subjects. As all students progress through their educational journey, reading plays a central role in broadening their knowledge, enhancing their comprehension abilities, and fostering a lifelong love for learning. This overview will examine the importance of reading in the curriculum with a focus on vocabulary development and overall literacy.</p>		

The Role of Reading in Literacy Development

Foundation for Learning: Reading is at the heart of literacy, enabling students to engage with written texts, interpret meaning, and acquire new knowledge. Literacy is not just about decoding words but also about understanding and engaging with ideas, narratives, and arguments presented in texts.

At KS3 and beyond, literacy development expands to include analysing texts for meaning, structure, and language use. Students engage with a variety of genres—fiction, non-fiction, poetry, drama—which enhances their ability to think critically, make connections, and interpret texts in more sophisticated ways.

Vocabulary Development through Reading

Building a Robust Vocabulary: Reading exposes students to a wide range of vocabulary that they may not encounter in everyday spoken language. Whether through literature, non-fiction, or subject-specific texts, students continuously build their vocabulary as they read.

Contextual Learning: One of the key advantages of vocabulary acquisition through reading is that students encounter new words in context, which helps them infer meaning and understand how words function within sentences and paragraphs. This contextual learning deepens their grasp of not only word definitions but also usage, tone, and connotation.

Tiered Vocabulary: Reading in the curriculum also introduces students to different tiers of vocabulary:

Tier 1: Everyday, common words that students are likely to know (e.g., “happy,” “run”).

Tier 2: High-frequency words used across multiple contexts and academic disciplines (e.g., “analyse,” “interpret”). These words are critical for academic success, as they appear in various subjects and are necessary for understanding and discussing complex ideas.

Tier 3: Subject-specific vocabulary (e.g., “photosynthesis” in science or “metaphor” in English literature) that is essential for mastering content knowledge in particular areas of study.

Enhancing Comprehension and Critical Thinking

Reading for Understanding: The curriculum emphasises not just the act of reading but reading for meaning. Students are taught to read critically, understanding the literal meaning of texts as well as inferring deeper meanings, interpreting themes, and evaluating the author’s intentions.

Textual Analysis: As students advance, they engage in deeper analysis of texts, considering elements such as narrative structure, character development, and use of language. This critical approach helps students form independent interpretations, which is a skill necessary for success in subjects like English Literature and History.

Cross-curricular Connections: Reading is not confined to English lessons alone. In subjects like Science, Geography, and History, students must read informational texts, graphs, and data. As such, reading in the curriculum is a vital tool for gaining content-specific knowledge while reinforcing literacy skills.

Reading for Pleasure and Lifelong Learning

Cultivating a Love for Reading: The curriculum also aims to foster a love for reading. Research consistently shows that students who read for pleasure develop stronger literacy skills, have better academic outcomes, and are more likely to become lifelong learners. Encouraging independent reading and giving students access to a diverse range of texts—both fiction and nonfiction—are crucial for developing this passion.

Diverse Texts and Inclusivity: By incorporating a wide range of texts—featuring different genres, cultures, perspectives, and voices—the curriculum promotes inclusivity and ensures that students can see themselves in the material they read. This engagement with diverse narratives not only broadens students' worldview but also fosters empathy and critical engagement with social issues.

Addressing Reading Gaps and Supporting Struggling Readers

Early Intervention: Recognizing that students come to school with different levels of reading ability, the curriculum emphasises early intervention for struggling readers. Programs like guided reading, one-on-one support, and differentiated instruction are used to ensure that all students develop strong reading skills.

Closing the Vocabulary Gap: Students from different socio-economic backgrounds may enter school with varying levels of vocabulary knowledge. The curriculum aims to close this gap by providing rich reading experiences that enhance vocabulary and expose students to academic language they may not encounter at home.

Digital Literacy and Modern Reading Practices

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Adapting to New Technologies: In today's digital age, reading practices have evolved. The curriculum incorporates digital literacy, teaching students how to read and interpret information from a variety of sources, including websites, e-books, and multimedia texts. This prepares students to navigate the information-rich world of the 21st century.

Evaluating Online Texts: In addition to traditional literacy, students must learn how to evaluate the reliability and credibility of online texts. This is an essential skill as they encounter a vast amount of information in digital form, some of which may be misleading or biased.

Reading as a Tool for Academic Success

Subject-Specific Reading: at KS3/KS4 beyond), reading is deeply integrated into every subject area. Whether it's analysing scientific reports, reading historical documents, or interpreting data in mathematics, strong reading comprehension is essential for academic achievement across the curriculum.

Preparing for Exams: GCSE exams place a significant emphasis on reading and comprehension skills, particularly in subjects like English Literature and Language. In these exams, students must demonstrate their ability to interpret texts, analyse language, and construct coherent written responses. A strong foundation in reading is essential for performing well in these assessments.

Careers in the curriculum

Writer/Author: Creating fiction, non-fiction, poetry, or screenplays.

Editor: Reviewing and refining written content for publication.

Journalist: Reporting on news, events, and issues for various media outlets.

Copywriter: Writing persuasive marketing and advertising content.

Teacher/Educator: Teaching English language and literature at various educational levels.

Literary Agent: Representing authors and their works to publishers.

Content Creator: Producing written, audio, or video content for online platforms.

Public Relations Specialist: Managing communication between organisations and the public.

Technical Writer: Creating manuals and documentation for technical fields.

Speechwriter: Writing speeches for public figures and organisations.

Proof reader: Checking written material for errors before publication.

Publisher: Overseeing the production and distribution of books and other written content.

Academic Researcher: Conducting research in literature, linguistics, or related fields.

Lexicographer: Compiling and editing dictionaries.

Creative Director: Leading creative projects in advertising or media.

Protected Characteristics in the curriculum

Age: Recognizing and respecting the perspectives of different age groups.

Disability: Understanding and valuing the experiences of individuals with disabilities.

Gender: Promoting gender equality and exploring gender roles in literature.

Gender Identity: Discussing and respecting diverse gender identities and expressions.

Race and Ethnicity: Appreciating multicultural perspectives and literature from various backgrounds.

Religion or Belief: Exploring different religions and beliefs through texts and discussions.

Safeguarding including safety in the curriculum

Online Safety: Digital Literacy Lessons: Students learn about safe internet practices, including recognizing and avoiding cyberbullying, understanding privacy settings, and identifying reliable sources of information.

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Safe Research Practices: We teach students how to conduct research safely online, emphasising the importance of using age-appropriate and reputable websites for their projects and assignments.

Emotional Well-being & Supportive Discussions: Through literature, we explore themes of resilience, empathy, and kindness. Class discussions about characters' experiences and emotions help students develop emotional intelligence and coping strategies.

Sensitive Topics: When dealing with sensitive or challenging content in texts, our teachers provide a supportive framework, ensuring that discussions are handled with care and respect for all students' feelings.

Physical Safety in the Classroom: Comfortable Learning Environment: We ensure that the classroom setup promotes a safe and comfortable learning space. This includes proper seating arrangements, adequate lighting, and accessible resources.

Safe Use of Materials: Students are instructed on the safe use of any materials or equipment used during English lessons, such as scissors for crafting storyboards or technology for presentations.

Bullying Prevention: Inclusive Activities: Group work and peer reviews are structured to promote inclusivity and respect among students. We encourage collaboration and mutual support, fostering a positive classroom culture.

Anti-Bullying Education: Through stories and role-playing exercises, students learn about the impacts of bullying and the importance of standing up against it. This helps create a safe and respectful learning environment.

Monitoring and Reporting: Vigilant Supervision: Our staff is trained to recognize signs of distress or discomfort in students and to take appropriate action when necessary. Regular check-ins ensure that students feel safe and supported.

Clear Reporting Procedures: We have established clear procedures for students to report any concerns or incidents. They are assured that their voices will be heard and that appropriate measures will be taken to address any issues.

By embedding safeguarding and safety into our KS2 English curriculum, we aim to provide a nurturing and secure environment where every student can thrive academically and personally.

Values across the curriculum

Care - Through *Stone Cold*, students are given the opportunities to discuss and explore the importance of being a caring person, especially towards vulnerable people.

Community – Through both *Holes* and *Stone Cold*, pupils are given opportunities to discuss and explore the importance of community in supporting young people.

Courage – In the Poetry Slam unit, pupils are encouraged to take part in a performance in front of their peers, building their courage and resilience.

Grace- Students can show grace in the English curriculum by approaching different perspectives in literature with empathy and open-mindedness, understanding diverse characters and cultures with respect. Additionally, they can demonstrate grace by engaging thoughtfully in discussions, listening attentively to their peers' interpretations, and expressing their own ideas with humility and kindness.

Hope - Students can show hope in the English curriculum by exploring themes of resilience and optimism in literature, drawing inspiration from characters who overcome challenges. They can also express hope through their own writing, using language to imagine a brighter future and convey positive messages in their creative work.

Kindness - Students can show kindness in the English curriculum by offering constructive feedback to their peers during writing workshops, fostering a supportive environment that encourages growth and improvement. Additionally, they can demonstrate kindness by engaging with texts that highlight empathy and compassion, and by participating in discussions that respect and celebrate diverse viewpoints.

Resilience - Students can show resilience in the English curriculum by embracing constructive criticism on their writing and using it as a motivation to revise and improve their work. They can also demonstrate resilience by tackling complex texts and challenging themes, persistently seeking to understand and analyse difficult concepts rather than giving up when faced with obstacles.

Respect - Students can show respect in the English curriculum by valuing diverse perspectives during discussions and actively listening to their classmates' interpretations and insights.

Self-Worth and Self-Regulation - Students can show self-worth and self-regulation in the English curriculum by taking pride in their unique voices and contributions while managing their emotions and responses during peer reviews and collaborative projects.

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Thankfulness – Dystopian fiction allows for pupils to be thankful for those things in society that they believe to be most important. Through the consideration of a dystopian lens, we better appreciate those things we might take for granted.

Tolerance - Students can show tolerance in the English curriculum by engaging thoughtfully with texts that present differing viewpoints and cultures, and by respecting the diversity of opinions expressed by their peers in discussions.

Spirituality in the curriculum

English offers pupils an opportunity to develop their creative voice, finding their own perspective, as well as gaining an understanding of the perspective of others. This allows for an exploration of their spiritual-self, often in relation to challenging societal issues.

- Through Holes, pupils explore concepts of legends, cultural history, and ancestry. They are encouraged to reflect on isolation within a community and what it means to find yourself introduced to a new community group.
 - In the Balloon Debate, pupils look to figures that inspire them in their everyday life, reflecting on the value of the individual to society.
 - Our studies of Skellig include a consideration of the role of angels and guardian figures, as well as an acceptance of the unknown and mysteries.
- Travel Writing encourages a global awareness and a consideration of other faiths and cultures. Pupils are given a chance to express their own experiences of travel and of visiting other communities.
- Within our Gothic Horror unit we engage with the spirituality inherent within the Gothic mode, including a consideration of supernatural elements and the role of faith within horror. Pupils read texts that broach challenging concepts, such as the writings of the graveyard poets, including the sublime and the natural wonder of the world.
 - A Christmas Carol allows pupils to explore the Christian values of Dickensian Britain, with Dickens' views as an advocate for social change in the forefront of our contextual studies.
- Stone Cold explores concepts of homelessness and the struggles of the poorest in society. Pupils experience a narrative linked to many of the challenges associated with living in these difficult circumstances, drawing on their sense of empathy.
- Dystopian fiction allows for a consideration of the value of society and community. Pupils are encouraged to consider what matters to them within society and what it might be like if they lost access to those things they consider to be most important.
 - The Poetry Slam unit gives pupils an opportunity to advocate for societal matters to which they would like to give voice. The platform offered within this unit allows for pupils to develop their own voice in a creative context, as well as considering their own views on challenging topics.

Throughout our studies in English, pupils are encouraged to develop their understanding of differing perspectives and inferring meaning through an empathetic reading of texts.

How we track your progress

At Holywell, we are dedicated to ensuring every child excels in their KS3 English journey. To effectively track progress, we employ a comprehensive assessment system that includes regular formative and summative assessments, continuous teacher observations, and pupil self-assessments.

Our teachers utilise a variety of tools, such as writing samples, reading comprehension tasks, and grammar exercises, to monitor each student's development. We also use standardised tests (GL's) to gauge progress against national benchmarks. This approach allows us to identify areas of strength and target areas needing improvement, ensuring personalised support for every learner.

We believe in maintaining open communication with parents, so you will receive regular updates on your child's progress through termly reports and parent-teacher meetings. Together, we can support students' success in KS3 English.

Parents/Carers can support their child by:

Supporting your child's KS3 English development at home is crucial to their success. Here are a few effective ways you can help:

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Encourage Reading: Foster a love for reading by providing a variety of books and reading together. Discuss stories, ask questions, and explore different genres to build comprehension and vocabulary.

Practice Writing: Encourage your child to write regularly. This could be through keeping a journal, writing letters, or creating stories. Focus on grammar, punctuation, and spelling.

Engage in Conversations: Discuss daily activities, current events, or topics of interest to enhance their speaking and listening skills. Use rich vocabulary and model proper sentence structure.

Provide Resources: Utilise educational websites and apps that offer interactive English activities. Ensure they practise regularly in a fun and engaging manner.

Support Homework: Create a quiet, dedicated space for studying. Assist with homework by discussing assignments and reviewing their work, but encourage independence in completing tasks.

Sustainability within the subject

Creating sustainability within KS2 English at Holywell involves fostering an enduring love for learning and developing skills that will benefit students throughout their lives. Here's how we can achieve this together:

Integrated Learning: We integrate English skills across the curriculum, making learning relevant and meaningful. Encouraging children to apply their reading, writing, and critical thinking skills in various subjects ensures a deeper understanding and retention of knowledge.

Resourceful Teaching: Our teachers use diverse and sustainable resources, including digital tools and reusable materials, to provide engaging and effective lessons. This approach minimises waste and maximises the use of available materials.

Community Involvement: We promote a reading culture by partnering with local libraries, authors, and community events. This enriches students' learning experiences and supports a lifelong love for reading and writing.

Parental Engagement: Your involvement is key to sustainability. By encouraging reading at home, discussing books, and supporting writing activities, you reinforce the skills and habits developed at school.

Continuous Professional Development: Our teachers regularly engage in professional development to stay updated with the latest educational strategies and sustainable practices, ensuring high-quality instruction for your children.