love the journey

Curriculum Implementation 2026-2027 Secondary

LCA Strand	English
Subject	**English**
Key Stage	**Key Stage 3 (Chapter 7-9)**

What are the key concepts taught?	In English there is a set of core skills, each with different gradations of challenge and complexity. These skills are honed over time across the different units and across the key stages.
	
	Strands and Skills:
	• Reading (prose, poetry, drama, fiction, non-fiction)
	  ○ Pupils will study a diverse and inclusive range of texts, extracts and writers from across different historical periods.
	  ○ Identify and interpret explicit and implicit meanings and ideas – inference.
	  ○ Analysis of methods and at word, sentence and whole text level.
	  ○ Apply subject terminology
	  ○ Annotate texts
	  ○ Select evidence from texts to support ideas
	  ○ Summarise texts
	  ○ Provide a personal response to texts.
	  ○ Appreciate different ways of interpreting texts.
	  ○ Compare characters/ themes/ ideas/ writer's views/ methods
	  ○ Evaluate ideas about texts
	  ○ Understand the context of texts and how it can be used to interpret texts
	
	• Writing (transactional and creative writing)
	  ○ Write for different texts, purposes and audiences
	  ○ Craft writing for effect (language and structure)
	  ○ Plan, draft and redraft writing
	  ○ Write with fluency and accuracy (vocabulary, spelling, punctuation and grammar)
	
	• Spoken Language
	  ○ Speak in different contexts (read out loud, presentations, speeches, discussion)
	  ○ Listen and respond to others

What is the sequencing of units?	Units and assessments are sequenced so as to allow key concepts and skills to be revisited and developed within each strand across reading, writing and spoken language throughout Key Stage 3. Chapter 7 begins by building on prior knowledge of narrative writing in KS2 English. As well as revisiting skills, each of the units within each KS3 Chapter is connected by an over-arching theme, adding further cohesion: • Chapter 7 Telling Tales • Chapter 8 Places and Perspectives • Chapter 9 Conflict **Chapter 7 Units:** o Telling Tales: (short stories and extracts from fairytales, folklore, fables and myths) – narrative writing o The Gothic (extracts from Gothic novels): information retrieval, analyse language and structure o *A Monster Calls* by Patrick Ness (novel): evaluate ideas, analyse language and structure, write extended literary responses, letter writing, writing to explain **Chapter 8 Units:** o Places and Perspectives Travel Writing: travel memoir writing, writing to describe and inform o *The Tempest* by William Shakespeare (play): monologues o Places and Perspectives Poetry: write extended literary responses, compare poems, analyse language and structure, poetic devices o *A Long Way Down* by Jason Reynolds: (verse novel) – information retrieval, analyse language and structure, writing to argue, article writing **Chapter 9 Units:** o The Language of Conflict: speech writing, writing to persuade o *Romeo and Juliet* by William Shakespeare (play): write extended literary responses, evaluate ideas, analyse language and structure o *Great Expectations* and Victorian Voices (novel and nineteenth century non-fiction texts): information retrieval, analyse language, comparison, narrative writing o Conflict Poetry: analysis of language and structure, comparison of poems, craft poems on the theme of conflict, spoken language poetry performance

How do we encourage pupils to see the links between different units and concepts?	• The learning purposes for each unit relate to the key concepts and skills in English. • The concepts and skills are revisited and developed throughout KS3.

	• Pupils will be encouraged to see the links through teacher questioning and class discussion. • Teachers will make links to prior learning within lessons and particularly at transition points between units.

What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?	• English Faculty teachers build relationships with every student and plan lessons which ensure that individual needs are met. • SEND – use of pupil profiles and SEN strategies to adapt learning according to pupil need. • Range of extracts, texts and topics adapted according to pupil need. • Pupils receive personalised feedback on their responses. • Intervention focussed on specific needs identified through pupil data. • English teachers have shared access to all units of work and resources so that adaptations can be made according to pupil need. • Suggested reading list related to and beyond the course of study. • Access to wider reading in the College library. • Provision of texts and revision materials.

What are the planned opportunities for retrieval and reflection by pupils?	• 'Do Now' retrieval practice tasks • LCT Tests (formative assessment) • Summative 'Progress Point' assessments revisit skills and indicate retention of learning. • Links to prior learning • knowledge organisers, toolkits and revision aids in a variety of formats

What are the opportunities for feed forward by the teacher post assessment outcomes?	• As concepts and strands are revisited throughout KS3, teachers will use data and feedback from LCT and Progress Point 'PP' assessments to inform their future planning and teaching. • Use of a centralised faculty marksheet to track pupil progress. Analysis of outcomes will inform pupil intervention and teacher lesson planning. • Pupils record Progress Point 'PP' assessments on a tracker sheet so that they can monitor their progress across different units throughout Key Stage 3. • Teacher feedback on pupil responses is personalised and identifies specific needs. • Summative Progress Point 'PP' assessments are marked by specific teachers in marking pairs which allows the identification of trends and patterns across the cohort and throughout KS3 which is then fed back to the faculty and pupils.

What are the planned opportunities for developing Reading?	• Pupils will study a diverse and inclusive range of carefully curated texts, extracts and writers from across different historical periods. • Shared reading (whole class reading of texts) • Independent readers selected by pupils • Use of the College Library in English lessons • Reading lists related to and beyond the course of study • Track My Read

What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?	Literacy: • LCT Tests and 'Do Now' retrieval practice tasks e.g. focussed on key vocabulary/terminology, spellings, grammar • All KS3 summative Progress Point 'PP' assessments are marked for SPaG • Literacy marking codes used by teachers and pupils • Track My Read Numeracy: • The structure and sequencing of texts; linguistic patterns within prose, poetry and drama. Oracy: • Class discussion underpins English lessons • Opportunities for individual and group oracy tasks within units. For example, in Chapter 9 pupils deliver a formal persuasive speech on a topic related to conflict. SMSC: • The subject and course naturally lends itself to the discussion of spiritual/ moral/ social and cultural issues. Each unit offers opportunities for the teacher to signpost key ideas in relevant contexts. • Pupils will study a diverse and inclusive range of texts and topics which expose students to SMSC experiences, issues and perspectives. For example, when studying Romeo and Juliet, pupils will discuss relationships.