

KS3 English at Wimbledon College

	Year 7 NB: Y7 classes are usually split between two teachers; each teacher takes responsibility for a separate unit.	Year 8	Year 9
Term 1	<p>Who Am I? Identity in Literature</p> <ul style="list-style-type: none"> • Reading – developing analysis skills through the exploration of poetry and extracts • Writing – creating our own identity poems <p>Narrative Writing</p> <ul style="list-style-type: none"> • Developing a clear narrative voice • Exploring extracts of stories • Practising SPAG skills 	<p>The Novel – <i>Noughts and Crosses</i> - Reading</p> <ul style="list-style-type: none"> • Exploring how writers use language to create meaning • Developing understanding of context, and its impact on the meaning of a text • Beginning to consider the impact of narrative viewpoint and structure on a text 	<p>Shakespeare – <i>Romeo and Juliet</i> – Reading</p> <ul style="list-style-type: none"> • Exploring how writers use language and structure to create meaning • Exploring modern and Shakespearean contexts • Gaining confidence in reading and analysing an entire Shakespeare play
Term 2	<p>Modern Drama - Writing</p> <ul style="list-style-type: none"> • Exploring dramatic devices and their effects • Understanding the differences between plays and prose • Developing characterisation <p>The Novel – various – Reading</p> <ul style="list-style-type: none"> • Deepening analysis skills by exploring the effect of language on the reader • Considering how mood/tone is built across a whole text 	<p>Shakespeare – <i>A Midsummer Night’s Dream</i> or <i>The Tempest</i> – Reading</p> <ul style="list-style-type: none"> • Gaining confidence in understanding Shakespearean language • Developing interpretations and finding judicious evidence for them • Exploring the effect of dramatic techniques • Consider the impact of characterisation 	<p>Dystopian Writing</p> <ul style="list-style-type: none"> • Developing a stronger understanding of descriptive (rather than narrative writing) • Understanding how to craft language to suit a particular genre • Exploring the effect of structure and grammatical structures on the audience.
Term 3	<p>NB: The start of the term will include final tasks on Term 2’s work, to ensure that enough time is given to the development of skills being focused on.</p> <p>Advertising – Speaking and Listening</p> <ul style="list-style-type: none"> • Developing creative thought – creating a new product • Practising persuasive techniques through a speech given in front of the class 	<p>The Gothic – Writing</p> <ul style="list-style-type: none"> • Developing understanding of ambitious punctuation • Exploring the importance of developing setting and character in identifying a genre <p>The Romantic Poets – Reading</p> <ul style="list-style-type: none"> • Developing an understanding of wider historical contexts • Considering the impact of wider themes in poetry, and their effect on the reader 	<p>Victorian Literature – Reading</p> <ul style="list-style-type: none"> • Exploring c19th context and how it impacts upon Literature • Gaining confidence in analysing c19th language and its differences to now • Developing skills in analysing unseen texts <p>Crime and Punishment – c19th non-fiction – Reading</p> <ul style="list-style-type: none"> • Applying c19th context to non-fiction settings • Transferring analysis of fiction to non-fiction, and considering the differences • Comparing modern and c19th texts

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<p>Term 4</p>	<p>Poetry from Different Cultures – Reading</p> <ul style="list-style-type: none"> • Beginning to consider the impact of structure as well as language on the reader • Reviewing and developing analysis skills learnt in Term 1 	<p>Transactional Writing – Letters</p> <ul style="list-style-type: none"> • Applying prior work on punctuation and language for effect to a new context • Development of persuasive skills • Understanding of the differences between speaking and writing, and the skills required in formal letter writing <p>Modern Drama – various – Reading</p> <ul style="list-style-type: none"> • Considering the effect of dramatic devices in creating meaning • Exploring the differences between Shakespeare and modern drama 	<p>Transactional Writing – Letters</p> <ul style="list-style-type: none"> • Applying prior work on punctuation and language for effect to a new context • Development of persuasive skills, in light of analysis of non-fiction texts • Understanding of the differences between speaking and writing, and the skills required in formal letter writing vs a newspaper article <p>Unseen Poetry</p> <ul style="list-style-type: none"> • Applying skills used in exploring unseen extracts to Poetry • Developing confidence in exploring interpretations based on language/structure rather than contextual knowledge
<p>Term 5</p>	<p>Non-Fiction – Newspapers – Writing</p> <ul style="list-style-type: none"> • Examining the difference between speeches and newspaper writing • Considering the cause and impact of bias in non-fiction writing • Developing skills in both persuasive and factual/unbiased writing 	<p>Non-Fiction – Speeches – Writing</p> <ul style="list-style-type: none"> • Examining the difference between newspaper writing and speeches • Developing skills in persuasion and providing information • Considering how best to engage an audience through structure 	<p>Novel – <i>Of Mice and Men</i> – Reading</p> <ul style="list-style-type: none"> • Considering the impact of structure on a text • Developing a critical understanding of context and its importance in understanding Literature • Analysing how social issues are explored through Literature • Evaluating the impact of Literature on society
<p>Term 6</p>	<p>An Introduction to Shakespeare – Reading</p> <ul style="list-style-type: none"> • Introducing Shakespearean language and exploring the differences between it and modern drama • Gaining an understanding of the importance of Shakespeare in the English literary canon • Exploring the stories created by Shakespeare and their relevance to the modern day • Consideration of different interpretations/the reimagining of Shakespeare in modern times 	<p>Short Stories – Reading</p> <ul style="list-style-type: none"> • Exploring the difference between short stories and longer novels • Developing an understanding of effective but succinct characterisation and plot <p>Presentations – Speaking and Listening</p> <ul style="list-style-type: none"> • Applying skills learnt in Term 5 to a verbal setting • Gaining confidence in presenting formally and engaging an audience through word and context choice 	<p>Modern Drama – various – Reading</p> <ul style="list-style-type: none"> • Considering the effect of dramatic devices in creating meaning • Exploring the differences between Shakespeare and modern drama, and prose • Evaluating the impact of Shakespeare and context on modern drama <p>Debate – Speaking and Listening</p> <ul style="list-style-type: none"> • Synthesising viewpoints on key themes identified this year, and presenting clear and developed arguments • Learning how to debate formally and appropriately