



# Key Stage 3 – Years 7&8

## English

### Year 7 Outline

We teach a number of units which develop students' knowledge of culture and literature and enable them to improve their written work:

Moving Up – Study of Roald Dahl's "Boy"

Monsters and Men – Cultural Heritage

Heroes and Villains – Presentation of protagonists and antagonists in literature

Romantic and Nature Poetry

Gothic Horror – "The Tell-Tale Heart", "The Heart of Another" and "The Raven"

Novel study – "The Lion, the Witch and the Wardrobe"

In addition, students have regular lessons in the Library where all students complete the 'Reading Challenge'. We expect students to finish Bronze by the end of the year, with the most impressive readers progressing to Rhodium.

### Year 8 Outline

In Year 8 we build on what we've studied already, making links and connections to develop students' understanding of increasingly complex texts:

Literature of Identity – focus on prejudice and discrimination

Novel study – A Christmas Carol

Shakespeare – "Much Ado About Nothing" or "A Midsummer Night's Dream"

Journalism

Greek Mythology

Drama study – "All My Sons" or "The Crucible"

We continue to encourage reading for pleasure, in Year 8 students take part in two Reading Festivals, where students have the opportunity to share resources they have made inspired by their reading, these are displayed during an active festival experience and prizes are awarded for creative and inspired work.

### Group/Class structure

Students in Year 7 are taught in their tutor groups. In Year 8 we move to broad banding, which is based on current and past data as well as teacher recommendation.

## Teaching & Learning Style

Lessons are fast paced and focused: teachers use a variety of techniques to ensure students are challenged and work hard. Pair and group work encourage students to develop their confidence and reflection on learning and understanding the criteria for success are regular features of lessons. Students also work quietly on their own to develop their thoughtful responses to what they have read and what they have been asked to write. Presentations to the class are also an important element of lessons. Each student is supported and challenged in order to reach their individual potential. Over Key Stage 3 we develop students' responses to texts using what, how, why responses; students begin by producing individual paragraphs and build up to whole essay responses over time.

## Assesment

During each unit, students are assessed and given targets that clearly explain how they can improve their work and what skills they need to focus on. Throughout the year, students are assessed using our bespoke assessment criteria. This data is used to monitor student progress and intervention is provided on a case by case basis.

## Opportunities beyond the classroom

We regularly organise trips and visits so students can watch plays and engage with literature. In recent years we have seen Creation Theatre perform "The Snow Queen" at The North Wall Arts Centre in Oxford, Stephen Fry present on his book "Mythos", and visited The Old Vic to see "A Christmas Carol". We also have drama groups come in to school, to perform texts such as Romeo and Juliet, and we invite authors in annually.