



## Key Stage 3 English Curriculum Maps

### Intent of the English Curriculum at Littleover Community School

- The English curriculum is designed to develop confident, capable communicators who appreciate the value of language in academic, social and cultural contexts. Its purpose is to equip students with strong literacy skills and to nurture a lifelong enjoyment of reading, writing, speaking and listening.
- Through wide and varied engagement with texts, students deepen their understanding of literature, broaden their vocabulary and develop analytical thinking. The curriculum supports students in writing clearly and effectively for a range of audiences, ensuring they can express themselves with accuracy and coherence.
- Students are encouraged to communicate thoughtfully and participate in discussions and presentations, recognising effective speaking and listening as essential life skills.
- The curriculum also aims to build cultural awareness, connect English learning to the wider world and future careers, and provide inclusive opportunities for enrichment. Support and challenge are built in to help all learners thrive.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7</b>	<p><b>Topic</b> – Prose (Fiction Reading) S – Characterisation: physicality, dialogue, description, perspective. S - Language devices: similes, metaphor, word classes. S – Response verbs: suggests, implies, emphasises, demonstrates. P – inference, analysis, spotlighting, quotation. Sk – PETER paragraphs, selecting evidence. <b>Assessment</b> – Close language analysis of short extract from novel studied. Wordplay – Descriptive writing: vocabulary choices, sensory language</p>	<p><b>Topic</b> – Fiction Writing S – Characterisation: physicality, dialogue, description, perspective. S – Monologue: colloquialism/voice, person, emotive language, address. P – write in sentences, paragraphs, select vocabulary and literary devices for effect. Sk – Monologue – first person, empathetic fiction. <b>Assessment</b> – Writing a monologue from the perspective of a character. Wordplay – Monologues: punctuation (question, exclamation, ellipsis, commas to subordinate, colon for emphasis)</p>	<p><b>Topic</b> – Poetry S – Poetic form (what is poetry, how is it read, tone, mood), word classes, figurative language, alliteration, connotations. P – Response verbs, inference, spotlighting, using quotations, exploring alternative interpretations. Sk – PETER paragraphs, selecting evidence, writing analytically about poetry. <b>Assessment</b> – Analysing the poet’s use of language. Wordplay – Fairy tales: sentence variety (fronted adverbial, simile, -ing verb)</p>	<p><b>Topic</b> – Non-fiction writing S – Genre, Audience, Purpose, direct address, cluster of three, rhetorical questions, how to use semi-colons and apostrophes. P – Using rhetorical devices, writing to match GAP, paragraphing for cohesion, using punctuation for clarity Sk – Transactional writing (autobiography, report and open letter) <b>Assessment</b> – Writing either a report, autobiographical piece or open letter. Wordplay – Persuasive writing: modal verbs to persuade</p>	<p><b>Topic</b> – Non-fiction writing (political parties) S – Debate, counterargument, personal pronouns, facts and opinions, persuasive techniques (direct address, rhetorical questions, imperatives, repetition), discourse markers P – Structuring an effective argument, persuading using multi-media Sk – Speaking and listening, collaboration, problem solving <b>Assessment</b> – Not formally assessed. Culminates in a class election day. Wordplay – Poetry: using figurative language</p>	<p><b>Topic</b> – Shakespeare performance unit (Enrichment) S – Performance and characterisation. Engaging with the creative arts, being able to read a script, understanding stage directions, making inferences, emotive language, voice, tone, perspective P – Gain confidence in reading Shakespeare and understanding author’s meaning through performance, speaking and listening or creating props etc. Sk – Speaking and listening, collaboration, creative arts, role play, problem solving, performance <b>Assessment</b> – Not formally assessed. Culminates in different year 7 groups going to the hall to watch each other’s performances. Wordplay – writing a script: structuring dialogue effectively</p>

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 8</b>	<p>Topic – Prose (Fiction Reading) S – Setting: atmosphere, time, perspective, language devices. Whole text structure: chapters, tense, voice, patterns. Structure devices: repetition, personal pronouns, sentence types, paragraphs, beg/mid/end. P – inference, analysis, evaluation, links and connections. Sk – PEER paragraphs, selecting evidence across whole novel. Assessment – Exploration of setting across the whole novel.</p>	<p>Topic – Fiction Writing S – Setting, descriptive and figurative language, chronology, tone, atmosphere, pathetic fallacy. P – Write vivid descriptions, use effective openings/endings, select literary devices and vocabulary for effect. Sk – Setting – descriptive, sensory writing. Assessment – Writing the opening to a new novel, focusing on describing setting.</p>	<p>Topic – Poetry S – Poetic form, structural techniques (rhyme, stanza, line length, enjambment, repetition, anaphora, juxtaposition) P – PETER paragraphs. Write effective comparisons, use of comparative connectives, write analytically about language and structural choices. Sk – Comparison of two poems (by theme, method, effect) Assessment – Writing a comparison of how poets present places (language and structure).</p>	<p>Topic – Non-fiction writing S – Conventions of speeches and guides, parentheses, semi-colons, colons and dashes. P – Using structural devices for cohesion (repetition, discourse markers), writing to match GAP, paragraphing for cohesion, using punctuation for clarity. Sk – Writing to argue/persuade, writing to inform/advise. Assessment – Writing either a guide or speech based on environmental issues.</p>	<p>Topic – Non-fiction reading S - Non-fiction conventions: bias, sub-headings, opinions, facts/statistics, collective pronoun, emotive language. P – Evaluating writers’ purpose (linked to GAP), planning comparison, analysis of language/structure. Sk – Comparative analysis of two non-fiction texts (by idea, method, purpose, method) Assessment – Comparison of how information and ideas are presented in two non-fiction texts.</p>	<p>Topic – Drama (Shakespeare) S – Context (Shakespeare and supernatural), dramatic irony, pun, fourth wall, repetition, juxtaposition, rhyming couplet, rhythm P – Confidence when reading Shakespeare (including rhythm), follow stage directions, writers’ purpose and impact on audience Sk – Collaboration, evaluating writers’ decisions, justifying opinions and ideas. Assessment – Not formally assessed. Culminates in small group performances to class.</p>

	Term 1	Term 2	Term 3	Term 4	Term 4-5	Term 5-6	Term 6
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**Year 9**

<p>Topic – Prose (Fiction Reading) S – Symbolism: representation, allegory, writer’s intent, foreshadows, themes/issues. S – Response verbs (for representation): symbolise, represent. S – Narrative structure: exposition, rising action, climax, falling action, resolution, shape of stories (Vonnegut). P – Themes across novel, inference, analysis, spotlighting, quotation, evaluation, links and connections. Sk – PETER and PEER paragraphs, selecting evidence across novel. Assessment – Close analysis and wider exploration.</p>	<p>Topic – Fiction Writing S – Narrative structure (shape of stories), short story, foreshadowing, symbolism, foreboding. P – Using symbolism and/or extended metaphor, linking beginnings and endings, planning effective narrative structure, using foreshadowing/foreboding, using vocabulary to create atmosphere and tone Sk – Drafting and re-drafting process, planning whole narrative structure. Assessment – Writing a short story, making use of symbolism.</p>	<p>Topic – Drama (Shakespeare) S – Context surrounding Elizabethan marriage and honour, features of Shakespearean comedy, P – Judgement of writer’s intentions, studying a whole play (narrative structure), evaluative/ judgement phrases, exploring significance and influence of contexts, links and connections. Sk – Evaluating how successfully a writer has achieved their intended purpose. Assessment – Evaluation of how successfully drama and tension is created in A4S1 of MAAN</p>	<p>Topic – Non-fiction (reading) S – Rhetorical devices: juxtaposition, emotive language, discourse markers, bias, counterargument, cohesion. P – Comparative connectives, analysis of language and structural choices, spotlighting, use of quotations (links and connections) Sk – Comparing non-fiction texts based on theme, writer’s choices, writer’s intent or idea. Assessment – Non-fiction exam (L/S, comparison</p>	<p>Topic – Non-fiction (writing) S - Rhetorical devices: juxtaposition, emotive language, discourse markers, bias, counterargument, cohesion. P – Writing cohesively (discourse markers, repetition, juxtaposition, paragraph lengths) Sk – Producing a cohesive transactional piece, tailored to GAP. Assessment – Writing either open letter or article on young people or education.</p>	<p>Topic – Non-fiction (Dragons’ Den) S – English and careers, business plan, pitch, persuasive techniques P – Structuring a presentation, marketing strategies, writing persuasively Sk – Collaboration, presentation skills, independent learning Assessment – Not formally assessed. Culminates in delivering pitch to whole class, and then external dragons.</p>	<p>Topic – Poetry S – Themes and ideas in conflict and relationships poetry, poetic techniques P – Annotation, strategies for approaching poetry, making links between language/structure/context/ writers’ purposes Sk – Annotation, approaching a new poem Assessment – Not formally assessed.</p>
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