

Year 7 English	English Subject Intent	In English we aim to fuse the love and value of reading with the functional skills required for life. We have created a broad and balanced curriculum that is truly comprehensive and accessible to all students. We aim to expand students' perspectives through a range of texts that develop students' social and cultural experiences and outlooks in life
	KS3 Subject Intent and Impact	The aim of KS3 English is to enthuse students with a love of reading, writing, and speaking whilst also ensuring they are confident and proficient in all the skills they will need to excel in English, and other subjects across the curriculum. By the end of students' KS3 study, students will be confident readers and writers, and having been immersed in a knowledge rich curriculum, will be equipped with key historical and contextual knowledge to continue their study into KS4. By the time students leave Woodfields they will be confident readers who are able to read comprehensively and critically as well as being proficient grammatically correct writers who have exposed to a wide range of cultural literacy and experiences.
	Routine Assessment Strategies	Each lesson will begin with recall questions to quiz, recap and consolidate students' knowledge. There will be a summative assessment each half-term, alongside personal reflective pieces. Running alongside all our Key Stage 3 curriculums is an ongoing focus on developing student's grammar and accuracy. Through our Mastery writing programme, we aim for our students to be effective, articulate and grammatically correct writers.

Year 7 English – Topics of study		Autumn Term – Modern Novel <i>Windrush Child</i> – Benjamin Zephaniah	Spring Term – Shakespeare <i>A Midsummer Night's Dream</i>	Summer Term – Modern Literature – Poetry Anthology	Summer Term – Voices and Choices – Ancient Tales
	Key Subject Knowledge	Caribbean history and culture; Empire Windrush passengers, experiences, and problems, race and identity, Britain's culture and past.	Life in Elizabethan England; life in ancient Athens; Shakespeare's life; the four lovers; the love potion; Elizabethan family relationships; form of a play	Structure and use of metaphor; poetic forms; poets studied include William Blake and Alfred Lord Tennyson, Phoebe Hesketh, Langston Hughes, Richard Kell, Carl Sandburg	What Ancient Tales are; the oral story tradition; what the morals of stories are; 'The Cheetah's Whisker'; 'Hansel and Gretel'; 'Two Dinners'; 'The Giant's Causeway'; 'The Wicked King'; '1001 Nights'
	New Vocabulary	Windrush, generation, origin, identity, heritage, descent, citizenship, nationality, pride, privilege, supremacy,	soliloquy, severe, conflict, unrequited love, to mock, chaos	metaphor, literal language, metaphorical language, tenor, vehicle, ground	Quest, enunciation, ingenuity, out-wit, relatable, comeuppance, repentant
	Summative Assessments	The presentation of Leonard's pride A letter from Leonard's perspective.	Knowledge based questions Love potion - good or bad?	Knowledge based questions Poetry analysis	Knowledge based questions
	How does this pave the way for future study?	Studying Windrush Child at the beginning of Year 7 engages students with reading modern novels written initially from the perspective of someone their own age; they are then able to continue reading the novel exploring race, identity and creating transactional writing pieces which are crafted using the text as a springboard. As this study overlaps with Black History Month, students will be able to broaden their understanding of the world we live in.	Studying <i>A Midsummer Night's Dream</i> introduces students to Shakespeare: exploring key themes and contextual knowledge necessary for later study. Students will develop their paragraph styles and essay responses. Themes which are revisited throughout our curriculum: the supernatural, power, conflict, love, nature and gender.	Studying 'Modern Literature' introduces students to a range of newer texts, exploring key themes and contextual knowledge necessary for later study of literature and language. Students will learn key analytical skills and develop their essay responses. Themes studied which are revisited throughout our curriculum: nature and gender.	Studying 'Voices and Choices' introduces students to a range of literature, exploring key 19 th Century themes and contextual knowledge necessary for later study. At this point in the summer term, students will have improved their analytical paragraph skills and response styles. Themes studied which are revisited throughout our curriculum: morality, poverty, power, conflict, inequality, gender, race & identity
	Writing Mastery		Writing Mastery 1 and 2 (stage not age): opening a story, structuring a story, writing with & without images Grammar content includes: writing in complete and full sentences; identifying the action and verb; subject-verb agreement for 'to-be', regular and irregular past simple verbs, avoiding fragments; avoiding fused sentences; using capital letters accurately; using pronouns; sentence structure; paragraphing; speech punctuation. Writing content includes: telling what happened; opening a story, writing about up to four images, writing with no images, structuring a story.		
	Creative Writing		The Foundations of Short Stories – The structure of a short story, the ingredients of a story, the action. The one main character, the ending, staying focused. Key Vocabulary: structure, character, action, paraphrase, secondary character, resolution Creating Coherence in Short Stories – The action, the challenge, the struggle Key Vocabulary: antagonist, challenge, struggle, opponent, force, cohesion, set-up, pay-off Writing a Full Story – Applying our knowledge and writing our own stories Key Vocabulary: success, failure, villain, to resolve, first draft		