English Language and Literature

At New Line Learning Academy, the English Department's ethos is to deliver an ambitious and diverse curriculum to every pupil, that will allow each individual to become an inquisitive reader and understand the importance of our global literary heritage. Our curriculum is designed to support all pupils to develop a love of literature, whilst also developing their fluency in the key skills of reading, writing and oracy, ensuring that they have the foundational skills to allow them to be flourish in any future endeavour.

We aspire to ensure that every learner:

- becomes a creative and driven individual, who is supported in making excellent progress in the subject.
- develops an ambitious repertoire of vocabulary to support their personal development.
- has a heightened cultural awareness that they can apply to non-educational environments.
- has the ability to communicate effectively (both verbally and in written forms) and can collaborate with a range of individuals to achieve a desired outcome.

Our Key Stage Three programme of study is organised into broad thematic collections. The concept underpinning this is that these thematic links will support pupils in understanding the interconnectedness of literature and the relevance to pupils' own lives. The programme of study works to build the three key skills that underpin strong development in the subject, and we use a sequential and systematic approach to building these skills.

Year 8 English

Term 1

Big Picture	**The Mind in Literature** Across two terms, pupils will study the theme of the mind and how this theme has been conveyed across different literary periods. In Term 1, pupils will explore the theme in relation to Victorian literature, exploring canonical Gothic texts and how they have utilised themes such as insanity to create a gripping narrative. They will then look at how the theme progressed into post-1914 literature and the impact that world war had on these narratives, making connections between different literary periods.
Zoom in	**Key Texts Studied:** The Tell-Tale Heart, by Edgar Allan Poe **Extracts from:** • Strange Case of Dr. Jekyll and Mr. Hyde, by Robert Louis Stevenson • Oliver Twist, by Charles Dickens • Finished with the War: A Soldier's Declaration, Siegfried Sassoon **Poetry:** • Anthem for Doomed Youth, by Wilfred Owen • Dreamers, by Siegfried Sassoon

	Knowledge and Skill Development: Reading: (skills taught may vary dependent on the group): • Making inferences • Word level explanation. • Writing PEEZLE paragraph responses. • To make links to characterisation, tone and theme. • Analysis of literary device use **Knowledge and Skill Development: Writing and Grammar: (skills taught may vary dependent on the group):** • Forms of Writing: article writing, descriptive writing • Identifying and using the passive voice – using the passive voice for impact. • Identifying and writing imperatives – Identifying imperatives • Using nouns to create character – understanding the connotations of nouns **Knowledge and Skill Development: Vocabulary: (Vocabulary taught may vary dependent on the group):** Key words: instability, demeanour, insanity, volatility, isolation, monomaniac, internal and external conflict, obsession, brutality, duality, aestheticism. Subject Terminology: narrative voice, unreliable narrator, hyperbole, tropes, the Gothic, motif, symbolism. **Knowledge and Skill Development: Spelling** Forming plurals – (-s, -es, -ves)
Pitch it up	Pupils will engage with a range of ambitious vocabulary and continue to expand their understanding of more complex literary devices. Pupils will read the text critically, beginning to make links to theories and discussing their findings with their peers, using ambitious vocabulary to present their ideas. Pupils will be exposed to challenging texts, exercising reading skills to comprehend more complex syntactical choices.
Pre-requisite knowledge	Pupils will require an intermediate level of reading to access the key text independently and comprehension skills that they have developed in primary school. Pupils will rehearse reading, writing and oracy skills that would have been developed through their experiences in Year 7 English and the Literacy Laboratory programme. Pupils should draw upon their historical knowledge of the Victorian Era and World War One, using contextual understanding to better interpret the text. The unit will recap and further build on reading skills that should have been acquired at Key Stage Two and in Year 7, making comparisons within and

	across texts, and explaining and discussing their understanding of what they have read. Pupils will draw upon their foundational knowledge of word classes and the parts of speech, and use this knowledge base to craft sentences for impact. Pupils will be expected to rehearse spellings of words that they have previously seen in Key Stage Two, exercising their understanding of spelling rules. This is embedded in order to support and secure their spelling ability.
Wider framework next steps	The unit will directly relate to knowledge required for their study of both pre-1914 fiction for the English Language GCSE and A Christmas Carol, by Charles Dickens for the English Literature GCSE, exploring how Gothic tropes are presented in a text and securing tier 2 vocabulary that will provide a foundation for interpreting the novella in their later study. Alongside this, as pupils move to their study of World War One literature in the unit, they will be exposed to concepts that will support their analysis of Journey's End, by R.C. Sherriff for their literature GCSE. The unit will also develop key writing skills that link to their English Language GCSE examinations, with pupils focusing on the careful crafting of sentence structures and variation of these for impact.
Curriculum hinterland	Pupils would benefit from having an understanding of the Victorian era, and could use the internet to create a presentation on life in Victorian England. Pupils may benefit from experiences that would expose them to what life was like in Victorian England, such as The Ragged School Museum, or participating in a guided tour on Victorian London. When moving into post-1914 literature, pupils require an understanding of a soldier's experience of World War 1. Pupils may benefit from wider research on the topic, a trip to the Imperial War Museum in London, or participating in a trench tour.
Authentic connections inc. SMSC	Studying how the mind is explored in Victorian and post-1914 literature helps pupils understand how writers represent human psychology, emotions, and social attitudes towards mental health. This develops empathy and the ability to see things from different perspectives — valuable skills for future careers in healthcare, counselling, education, social work, and any role that involves working with people. Analysing how ideas about the mind have changed over time also builds strong critical thinking and communication skills, which are essential for success in a wide range of careers, from law and journalism to research and public services
Resources	
Home Learning Link: Sparx Reader - Home **Development of Knowledge for the Unit:** World War One - KS3 History - BBC Bitesize The Victorians - The Victorians - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize	

Gothic literature guide for KS3 English students - BBC Bitesize

Development of Skills at KS3:
Fiction writing - KS3 English - BBC Bitesize
Grammar - KS3 English - BBC Bitesize
Free KS3 SPaG Online 10-Minute Tests | CGP Books
Key Stage 3 English | KS3 Revision | Education Quizzes
KS3 English Language: Grammar for 11-14 year olds - BBC Teach

Assessments
The end of term assessment will then focus on: • E8.1: To identify and interpret information and find evidence. • E8.8: Communication and stylistic writing.

Term 2	
Big Picture	**The Mind in Literature** Across the first two terms, pupils will study the theme of the mind and how this theme has been conveyed across different literary periods. In Term 2, pupils will explore the theme in relation to the play Blood Brothers, by Willy Russell.
Zoom in	**Key Texts Studied:** Blood Brothers, by Willy Russell **Knowledge and Skill Development: Reading**: **(skills covered may vary dependent on the group):** • Analysis of form • Making inferences • Word level explanation. • Writing PEEZLE paragraph responses • To make links to characterisation, tone and theme • Analysis of literary device use by a writer **Knowledge and Skill Development: Writing and Grammar: (Skills covered may vary dependent on the group):** • Forms of writing: Descriptive writing, short story writing, diary writing • Identifying and writing imperatives –understanding imperatives and their structure • Using verbs to create character – Identifying verbs and crafting characters. • Using verbs to describe the senses – sensory verbs • Identifying and using the passive voice – Understanding the

	passive voice structure. **Knowledge and Skill Development: Vocabulary: (vocabulary covered may vary dependent on the group):** Key words: relentless, supernatural, incredulous, disparity, poverty, internal conflict, nostalgia, betrayal, manipulation, instability, demeanour, social hierarchy, morality, oppressive. Subject Terminology: personification, passive voice, speech tags, foreshadowing, foreboding, prolepsis, elision. **Knowledge and Skill Development: Spelling** Silent letters – h, split digraphs, w, k
Pitch it up	Pupils will engage with a range of ambitious vocabulary and continue to expand their understanding of more complex literary devices. Pupils will read the text critically, discussing their findings with their peers, using ambitious vocabulary to present their ideas. Pupils will be exposed to a challenging text, exercising reading skills to comprehend more complex syntactical choices. They will consider how the choice of form impacts upon the stylistic decisions of a writer.
Pre-requisite knowledge	Pupils will require an intermediate level of reading to access the key text independently and comprehension skills that they have developed in primary school. Pupils will rehearse reading, writing and oracy skills that would have been developed through their experiences in Year 7 English and the Literacy Laboratory programme. Pupils should draw upon their understanding of conflicts, morality and deception from their learning in Year 7 when reading critically. Pupils will utilise their foundational knowledge of word classes and the parts of speech, and use this knowledge base to craft sentences for impact. Pupils will be expected to rehearse spellings of words that they have previously seen in Key Stage Two, exercising their understanding of spelling rules. This is embedded in order to support and secure their spelling ability.
Wider framework next steps	The unit will directly relate to knowledge required for their study of Noughts and Crosses by Malorie Blackman in Year 9, where they will build on their understanding of equality and trauma. In addition, their learning in term 2 will also provide an understanding of internal and external conflicts that may arise in a text in preparation for the Edexcel Conflict poetry anthology that they will study for their English literature GCSE. Pupils will also develop key writing skills that link to their English Language GCSE examinations, with pupils focusing on the careful crafting of sentence structures and variation of these for impact.
Curriculum	Pupils would benefit from having an understanding of the theatre, and

hinterland	having had the experience of watching a play, supporting them in understanding how the script would translate to the stage.
Authentic connections inc. SMSC	Studying *Blood Brothers* by Willy Russell in English and creative writing helps pupils develop strong communication skills by analysing complex characters, themes, and social issues such as family, class, and identity. It also encourages creativity as they explore different ways to express ideas through writing. These skills—critical thinking, empathy, clear expression, and creativity—are essential for a wide range of careers including teaching, social work, media, law, marketing, and the arts. Engaging deeply with this play prepares pupils to understand human behaviour and tell powerful stories, both of which are highly valued in many professions.

Resources

Home Learning Link:
Sparx Reader - Home

Development of Knowledge for the Unit:
Blood Brothers - Plot summary - Plot summary - GCSE English Literature Revision - WJEC - BBC Bitesize
Blood Brothers by Willy Russell Plot Summary | LitCharts

Development of Skills at KS3:
How to respond to poetry guide for KS3 English students - BBC Bitesize
Fiction writing - KS3 English - BBC Bitesize
Grammar - KS3 English - BBC Bitesize
Free KS3 SPaG Online 10-Minute Tests | CGP Books
Key Stage 3 English | KS3 Revision | Education Quizzes
KS3 English Language: Grammar for 11-14 year olds - BBC Teach

Assessments

The end of term assessment will then focus on:

- E8.2 To identify, explain and analyse the writer's use of language and structure.
- E8.6: Using interesting vocabulary and language devices.
- E.8.7: Paragraphing, communication and stylistic writing.

Term 3	
Big Picture	**Belonging and Childhood: Refugee Boy** Across terms 3 and 4, pupils will complete their study of the novel Refugee Boy, by Benjamin Zephaniah, giving pupils the opportunity to study a modern novel. Pupils will be focusing on their ability to make judgements on the success of a text, evaluating the effectiveness of a writer's choices.

Zoom in	**Key Texts Studied:** Refugee Boy, by Benjamin Zephaniah **Knowledge and Skill Development: Reading: (key skills covered may vary dependent on the group):** • To explain how connotations answer the question. • To make explain characterisation, tone and theme. • To understand what a judgement is. To use words and phrases that make a judgement. • To explain and justify the judgements that they have made regarding a text. **Knowledge and Skill Development: Writing and Grammar:** • Forms of writing: Diary writing • Using relative clauses to create an emotive tone • Positioning adjectives for emphasis • Positioning adjectives for emphasis • Using conjunctive adverbials to link ideas **Knowledge and Skill Development: Vocabulary (vocabulary covered may vary dependent on the group):** Key words: persistence, compassion, pernicious Subject Terminology: coordinating conjunction, participle phrase, relative clause, semicolon, declarative sentences, interrogative sentences **Knowledge and Skill Development: Spelling** Double consonants – changing spellings when adding suffixes
Pitch it up	Pupils will engage with a range of ambitious vocabulary and continue to expand their understanding of more complex literary devices. Pupils will read the text critically, making informed judgements and discussing their findings with their peers. Pupils can make links across fiction and non-fiction texts.
Pre-requisite knowledge	Pupils will require an intermediate level of reading to access the key text independently and comprehension skills that they have developed in primary school. Pupils will rehearse reading, writing and oracy skills that would have been developed through their experiences in Year 7 English and the Literacy Laboratory programme. Pupils should draw upon their understanding of modern conflicts, and the theme of morality, taught in their Year 7 curriculum. Pupils can draw on previous learning surrounding the depiction of character interactions and relationships and how they are presented from their learning in Year 7.

	Pupils will utilise their foundational knowledge of word classes and the parts of speech, and use this knowledge base to craft sentences for impact. Pupils will be expected to rehearse spelling patterns that they have previously seen in Key Stage Two, exercising their understanding of spelling rules. This is embedded in order to support and secure their spelling ability.
Wider framework next steps	The unit will directly relate to knowledge required for their study of Noughts and Crosses by Malorie Blackman in Year 9, where they will build on their understanding of equality in society. In addition, their learning will also provide an understanding of internal and external conflicts that may arise in a text in preparation for the Edexcel Conflict poetry anthology that they will study for their English literature GCSE. Benjamin Zephaniah's poetry is featured in this anthology, allowing pupils to develop contextual understanding. Pupils will also develop key writing skills that link to their English Language GCSE examinations, with pupils focusing on the careful crafting of sentence structures and variation of these for impact.
Curriculum hinterland	Pupils would benefit from having an understanding of modern conflict and the impact that it has on individuals. Pupils could research and read news stories or autobiographical works surrounding the topic. They should develop an understanding of what it means to become a refugee and the factors that contribute to people becoming refugees.
Authentic connections inc. SMSC	Within the unit pupils will consider issues of morality and the impacts of war on an individual. They will consider the lives of people who flee conflict, developing the fundamental British value of tolerance. Studying *Refugee Boy* in English alongside evaluative writing helps pupils develop a deep understanding of important global issues such as displacement, identity, and resilience. This encourages empathy and cultural awareness, which are essential skills for careers in law, social work, journalism, education, and international relations. By practising evaluative writing, pupils learn to analyse texts critically, form balanced arguments, and express their ideas clearly—skills that are highly valued in many professions requiring strong communication, critical thinking, and problem-solving abilities
Resources	
Home Learning Link: Sparx Reader - Home **Development of Knowledge for the Unit:** Refugee Boy Summary and Study Guide | SuperSummary Refugees - KS3 Humanities Geography - BBC Bitesize	

Development of Skills at KS3:
Fiction writing - KS3 English - BBC Bitesize
Grammar - KS3 English - BBC Bitesize
Free KS3 SPaG Online 10-Minute Tests | CGP Books
Key Stage 3 English | KS3 Revision | Education Quizzes
KS3 English Language: Grammar for 11-14 year olds - BBC Teach

Assessments
The end of term assessment will then focus on: • E8.1: To identify and interpret information and find evidence. • E8.4: To evaluate texts. • E8.6: Using interesting vocabulary and language devices.

Term 4	
Big Picture	**Belonging and Childhood: Refugee Boy** Across term 3 and 4, pupils will complete their study of the novel Refugee Boy, by Benjamin Zephaniah, giving pupils the opportunity to study a modern novel. Pupils will be focusing on their ability to make judgements on the success of a text, evaluating the effectiveness of a writer's choices. In term 4, pupils will also focus on the development of their ability to write for a variety of purposes, utilising rhetorical features to craft an engaging piece.
Zoom in	**Key Texts Studied:** Refugee Boy, by Benjamin Zephaniah **Knowledge and Skill Development: Reading:** • To explain how connotations answer the question. • To make explain characterisation, tone and theme. • To understand what a judgement is. To use words and phrases that make a judgement. • To explain and justify the judgements that they have made regarding a text. **Knowledge and Skill Development: Writing and Grammar:** Forms of writing: Diary writing • Using relative clauses to create an emotive tone • Positioning adjectives for emphasis • Positioning adjectives for emphasis • Using conjunctive adverbials to link ideas

	Knowledge and Skill Development: Vocabulary Key words: hierarchy, conscience, justice. Subject Terminology: adverbs, subordinate clause, relative clause, dashes, hypophora, ethos, pathos, logos. **Knowledge and Skill Development: Spelling** Prefixes (unstressed vowel). – le, -el, -al, il
Pitch it up	Pupils will engage with a range of ambitious vocabulary and continue to expand their understanding of more complex literary devices. Pupils will read the text critically, making informed judgements and discussing their findings with their peers. Pupils can make links across fiction and non-fiction texts.
Pre-requisite knowledge	Pupils will require an intermediate level of reading to access the key text independently and comprehension skills that they have developed in primary school. Pupils will rehearse reading, writing and oracy skills that would have been developed through their experiences in Year 7 English and the Literacy Laboratory programme. Pupils should draw upon their understanding of modern conflicts, and the theme of morality, taught in their Year 7 curriculum. Pupils can draw on previous learning surrounding the depiction of character interactions and relationships and how they are presented from their learning in Year 7. Pupils will utilise their foundational knowledge of word classes and the parts of speech, and use this knowledge base to craft sentences for impact. Pupils will be expected to rehearse spelling patterns that they have previously seen in Key Stage Two, exercising their understanding of spelling rules. This is embedded in order to support and secure their spelling ability.
Wider framework next steps	The unit will directly relate to knowledge required for their study of Noughts and Crosses by Malorie Blackman in Year 9, where they will build on their understanding of equality in society. In addition, their learning will also provide an understanding of internal and external conflicts that may arise in a text in preparation for the Edexcel Conflict poetry anthology that they will study for their English literature GCSE. Benjamin Zephaniah's poetry is featured in this anthology, allowing pupils to develop contextual understanding. Pupils will also develop key writing skills that link to their English Language GCSE examinations, with pupils focusing on the careful crafting of sentence structures and variation of these for impact.

Curriculum hinterland	Pupils would benefit from having an understanding of modern conflict and the impact that it has on individuals. Pupils could research and read news stories or autobiographical works surrounding the topic. They should develop an understanding of what it means to become a refugee and the factors that contribute to people becoming refugees.
Authentic connections inc. SMSC	Within the unit pupils will consider issues of morality and the impacts of war on an individual. They will consider the lives of people who flee conflict, developing the fundamental British value of tolerance. Studying *Refugee Boy* in English alongside evaluative writing helps pupils develop a deep understanding of important global issues such as displacement, identity, and resilience. This encourages empathy and cultural awareness, which are essential skills for careers in law, social work, journalism, education, and international relations. By practising evaluative writing, pupils learn to analyse texts critically, form balanced arguments, and express their ideas clearly—skills that are highly valued in many professions requiring strong communication, critical thinking, and problem-solving abilities

Resources

Home Learning Link:
Sparx Reader - Home

Development of Knowledge for the Unit:
Refugee Boy Summary and Study Guide | SuperSummary
Refugees - KS3 Humanities Geography - BBC Bitesize

Development of Skills at KS3:
Non-fiction writing - KS3 English - BBC Bitesize
Grammar - KS3 English - BBC Bitesize
Free KS3 SPaG Online 10-Minute Tests | CGP Books
Key Stage 3 English | KS3 Revision | Education Quizzes
KS3 English Language: Grammar for 11-14 year olds - BBC Teach

Assessments

The end of term assessment will then focus on:

- E8.4: To evaluate texts.
- E8.6: Using interesting vocabulary and language devices.
- E8.7/8: Paragraphing your writing. Communication and stylistic writing.

Term 5	
Big Picture	**Society: Dystopian literature** During term 5, pupils will engage with a range of extracts from the genre of dystopian fiction. They will consider the tropes of the

	genre and how dystopian societies are presented by writers, making comparisons across texts. Pupils will create their own dystopian and utopian societies, working on their development of narrative and non-fiction writing.
Zoom in	**Key Extracts Studied:** • Nineteen Eighty-Four, by George Orwell • The Giver, by Lois Lowry • The Machine Stops, by E. M. Forster • The Handmaid's Tale, by Margaret Atwood • Ready Player One, by Ernest Cline • Mockingjay, by Suzanne Collins • The Children of Men, by P.D. James **Knowledge and Skill Development: Reading:** • To recap the skill of analysing language and structural devices. • To identify similarities and differences in a text linked to language, structure, tone, theme, events and ideas. • To explain how reader responses to a line are similar of different and why. • Use PEEZLE to construct a comparative response to a text. **Knowledge and Skill Development: Writing and Grammar:** Forms of writing: story writing, guide books, writing to instruct, writing to persuade, advertisements • Use sentence structures to create hooks and tension **Knowledge and Skill Development: Vocabulary** Key words: dystopia, utopia, propaganda, disparity, hierarchy inevitability, inevitability, transpire, persistence Subject Terminology: fragments, foreshadowing, foreboding, personification, microcosm **Knowledge and Skill Development: Spelling** • Tricky phonemes -ture, -cher, -sure • Homophones and near homophones
Pitch it up	Pupils will engage with a range of ambitious vocabulary and continue to expand their understanding of more complex literary devices. Pupils will read the text critically, making informed judgements and discussing their findings with their peers. Pupils can make links to previous and wider reading.
Pre-requisite knowledge	Pupils will require an intermediate level of reading to access the extracts independently and comprehension skills that they have developed in primary school. Pupils will rehearse reading, writing and oracy skills that would have been developed through their

	experiences in Year 7 English and the Literacy Laboratory programme. Pupils should draw upon their understanding of the themes of crime, punishment and adversity, taught in their Year 7 curriculum. Pupils will utilise their foundational knowledge of word classes and the parts of speech, and use this knowledge base to craft sentences for impact. Pupils will be expected to rehearse spelling patterns that they have previously seen in Key Stage Two, exercising their understanding of spelling rules. This is embedded in order to support and secure their spelling ability.
Wider framework next steps	The unit will directly relate to knowledge required for their study of Noughts and Crosses by Malorie Blackman in Year 9, where they will build on their knowledge of dystopian fiction through engaging with a whole text from the genre. In addition, their learning will also provide an understanding societal conflicts in preparation for their engagement with the Edexcel Conflict poetry anthology that they will study for their English literature GCSE. Pupils will also develop key writing skills that link to their English Language GCSE examinations, with pupils focusing on the careful crafting of sentence structures and variation of these for impact.
Curriculum hinterland	Pupils would benefit from having read other literature that fits the dystopian genre. Pupils could visit the library and choose dystopian novels to read or complete research on the common themes and ideas presented in dystopian literature.
Authentic connections inc. SMSC	Pupils' study of the topic will allow for discussion and debate on the rule of law and how societies are governed. They will develop opinions and views on the structure of these societies and make comparisons to societal structures in reality. Through exploring dystopian themes, students develop critical thinking by analysing complex societies, ethical dilemmas, and the consequences of social and political decisions. This sharpens their ability to evaluate information and think creatively—qualities highly sought after in fields like law, politics, journalism, and technology. Meanwhile, non-fiction writing strengthens their research skills, communication, and clarity of expression, essential for any professional environment.

Resources

Home Learning Link:
Sparx Reader - Home

Development of Knowledge for the Unit:
Lesson: Understanding dystopias | KS3 English | Oak National Academy (thenational.academy)

Development of Skills at KS3:
Fiction writing - KS3 English - BBC Bitesize
Grammar - KS3 English - BBC Bitesize
Free KS3 SPaG Online 10-Minute Tests | CGP Books
Key Stage 3 English | KS3 Revision | Education Quizzes
KS3 English Language: Grammar for 11-14 year olds - BBC Teach

Assessments

The end of term assessment will then focus on:

- E8.3: To compare texts
- E8.6: Using interesting vocabulary and language devices
- E8.7/8: Paragraphing your writing. Communication and stylistic writing.

Term 6	
Big Picture	**Society: An Exploration of Culture** During term 6, pupils will continue to develop their understanding of society, exploring how the idea of culture has been portrayed in a range of poetry. They will consider their own cultural heritage, and look at how they can present ideas around their culture when writing their own poetry. Pupils will build on their previous exposure to poetry, further developing their understanding of subject terminology related to the form and exercising the skill of making comparisons across texts.
Zoom in	**Key Poetry Studied:** • 'We Refugees', by Benjamin Zephaniah • 'Half-Caste', by John Agard • 'Welcome to Tottenham', by Jibril Rose • 'London', by William Blake • 'Island Man', by Grace Nichols • 'Blessing' Imitaz Dharker • 'Search for my Tongue' Sujata Bhatt • 'Presents from my Aunts in Pakistan' Moniza Alvi **Knowledge and Skill Development: Reading:** • To identify similarities and differences in a text linked to language, structure, tone, theme, events and ideas. • To explain how the purpose or intentions of the two chosen lines are similar or different and why. • To identify how contextual facts link to moments in the text. • Use PEEZLE to construct a comparative response to a text. **Knowledge and Skill Development: Writing and Grammar:** Forms of writing: speech writing, poetry writing • Identifying and writing relative clauses

	• Using semi-colons to list in discursive writing • Writing and punctuating using dashes – using dashes for emphasis **Knowledge and Skill Development: Vocabulary** Key words: pernicious, controversy, detachment, alienation Subject Terminology: subordinate clauses, stanzas, rhyme, enjambment, caesura, free verse, meter, volta, refrain, anaphora **Knowledge and Skill Development: Spelling** Homophones and near homophones
Pitch it up	Pupils will engage with a range of ambitious vocabulary and continue to expand their understanding of more complex literary devices in relation to poetry. Pupils will read the texts critically, making informed judgements and discussing their findings with their peers. Pupils can make links to previous and wider reading, utilising previously taught vocabulary.
Pre-requisite knowledge	Pupils will require an intermediate level of reading to access the poems independently and comprehension skills that they have developed in primary school. Pupils will rehearse reading, writing and oracy skills that would have been developed through their experiences in Year 7 English lessons and the Literacy Laboratory programme. Pupils should draw upon their understanding of the themes of belonging, conflict and adversity that have been taught across the Key Stage 3 curriculum. Pupils will utilise their foundational knowledge of word classes and the parts of speech, and use this knowledge base to craft sentences for impact. Pupils will be expected to rehearse spelling patterns that they have previously seen in Key Stage Two, exercising their understanding of spelling rules.
Wider framework next steps	The unit will directly relate to knowledge required for their study of the Edexcel Conflict poetry anthology that they will study for their English literature GCSE. Pupils will learn how to effectively make comparisons between poems and how to structure a comparative analysis. Pupils will also develop key writing skills that link to their English Language GCSE examinations, with pupils focusing on the careful crafting of sentence structures and variation of these for impact.
Curriculum hinterland	Pupils would benefit from having an understanding of different cultural traditions. They may choose to research cultural traditions in other countries.

Authentic connections inc. SMSC	Studying poetry from different cultures and making comparisons helps pupils develop a deep appreciation for diversity and strengthens their analytical and communication skills—qualities that are highly valuable in many future careers. By exploring different cultural perspectives through poetry, students learn to understand and respect varied viewpoints, which is essential in today's globalised workplaces. Comparing themes, styles, and language in poetry also sharpens critical thinking and attention to detail, preparing pupils for careers in fields like international business, diplomacy, education, and creative industries. Overall, this study fosters open-minded, culturally aware individuals who can connect with people from all backgrounds and adapt to diverse professional environments.

Resources

Home Learning Link:
Sparx Reader - Home

Development of Knowledge for the Unit:
Reading poetry - KS3 English - BBC Bitesize

Development of Skills at KS3:
Grammar - KS3 English - BBC Bitesize
Free KS3 SPaG Online 10-Minute Tests | CGP Books
Key Stage 3 English | KS3 Revision | Education Quizzes
KS3 English Language: Grammar for 11-14 year olds - BBC Teach

Assessments

The end of term assessment will then focus on:

- E8.1: To identify and interpret information and find evidence.
- E8.3: To compare texts.
- E8.5: To identify and comment on the effect of social and historical context.