

## Reading Curriculum Purpose and Rationale:

All pupils in KS3 have a dedicated reading lesson once a week in order to **develop culturally, emotionally, intellectually, socially and spiritually**. The reading curriculum **also enables pupils both to acquire knowledge and to build on what they already know** and are learning elsewhere, particularly in their main English lessons. The purpose of a reading lesson is to give children the time to practise their reading skills in a structured and supportive environment, whilst gradually increasing the challenge, so that they are prepared for the vast range of reading required across subjects at each key stage of education.

The aims of the KS3 reading curriculum are for pupils to:

- **read easily, fluently and with good understanding**
- **develop the habit of reading widely and often, for both pleasure and information**
- **acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions** used across texts
- **appreciate our rich and varied literary heritage**
- **use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas**

In order to support our reading curriculum and to monitor progress, we use Accelerated Reader.

NB// All the above comments in bold directly link to the National Curriculum for KS3 English.

### National Curriculum Skills

Reading Pupils should be taught to:

♣ develop an appreciation and love of reading, and read increasingly challenging material independently through: ♣ reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: • English literature, both pre-1914 and contemporary, including prose, poetry and drama • Shakespeare (two plays) • seminal world literature ♣ choosing and reading books independently for challenge, interest and enjoyment. ♣ re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons. ♣ understand increasingly challenging texts through: ♣ learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries ♣ making inferences and referring to evidence in the text ♣ knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension ♣ checking their understanding to make sure that what they have read makes sense. ♣ read critically through: ♣ knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning ♣ recognising a range of poetic conventions and understanding how these have been used ♣ studying setting, plot, and characterisation, and the effects of these ♣ understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play ♣ making critical comparisons across texts ♣ studying a range of authors, including at least two authors in depth each year.

Grammar and vocabulary Pupils should be taught to: ♣ consolidate and build on their knowledge of grammar and vocabulary through: ♣ extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts ♣ studying the effectiveness and impact of the grammatical features of the texts they read ♣ drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects ♣ knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English ♣ using Standard English confidently in their own writing and speech English – key stage 3 6 ♣ discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology. 1

Spoken English Pupils should be taught to: ♣ speak confidently and effectively, including through: ♣ using Standard English confidently in a range of formal and informal contexts, including classroom discussion ♣ giving short speeches and presentations, expressing their own ideas and keeping to the point ♣ participating in formal debates and structured discussions, summarising and/or building on what has been said ♣ improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

## Year 7 Curriculum Map for the Reading Curriculum - English

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
	Topic(s): Introduction to Reading – Comprehension – Linked with Poetry	Topic(s): The Tale - Linked with Technical Skills	Topic(s): Verse – Linked with Alice in Wonderland	Topic(s): Fantasy – Linked with Alice in Wonderland	Topic(s): Inspirational Children – Linked with non-fiction	Topic(s): Short stories – Linked with contemporary short stories.	Aim of EOY exam
<b>'Big idea(s)' / fundamental concepts</b>	<b>How does a writer use language to create meaning?</b>	<b>What are the features of a fairy tale?</b>	<b>How can a Verse be structured to create effects?</b>	<b>How does a writer present a moral lesson in a story?</b>	<b>How are the features of writing used to present a character's journey?</b>	<b>How does a writer create their own style of writing?</b>	PROGRESSION STAR READING TEST 3
<b>Knowledge to be learnt</b>	Studying setting, plot, and characterisation, and the effects of these	Identifying features of a genre	Studying the effectiveness and impact of structural features	Identifying the purpose of a text.	Exploring a writer's choices of vocabulary and language features	Identifying a writer's stylistic choices.	
<b>Key vocabulary</b>	Plot, narrative, characterisation	<b>Genre, conventions, moral and message.</b>	<b>Structure, cohesion, effect, impact</b>	<b>Morality, figurative language, implied meaning.</b>	<b>Etymology, morphology, non- fiction, biography.</b>	<b>Stylistic choices, context, implied meaning.</b>	
<b>The role of reading</b>	Focus text: <i>The Boy Who Talked to Animals</i> Plus, pupils' own independent reading.	Focus text: <i>The Goose Girl</i> Plus, pupils' own independent reading.	Focus text: <i>A pre-selected anthology of verses</i> Plus, pupils' own independent reading.	Focus text: <i>Three Questions</i> Plus, pupils' own independent reading.	Focus text: <i>Iqbal*</i> Plus, pupils' own independent reading.	Focus text: <i>Just So Stories</i> Plus, pupils' own independent reading.	
<b>The role of maths/ numeracy</b>	Teacher and pupil monitoring of progression to reading target.	Teacher and pupil monitoring of progression to reading target.	Teacher and pupil monitoring of progression to reading target.	Teacher and pupil monitoring of progression to reading target.	Teacher and pupil monitoring of progression to reading target.	Teacher and pupil monitoring of progression to reading target.	
<b>Links to careers/ aspirations</b>	<i>Explicit links drawn between reading skills, rest of the curriculum, and future goals.</i>	<i>Explicit links drawn between reading skills, rest of the curriculum, and future goals.</i>	<i>Explicit links drawn between reading skills, rest of the curriculum, and future goals.</i>	<i>Explicit links drawn between reading skills, rest of the curriculum, and future goals.</i>	<i>Explicit links drawn between reading skills, rest of the curriculum, and future goals.</i>	<i>Explicit links drawn between reading skills, rest of the curriculum, and future goals.</i>	
<b>Core skills</b>  <i>A skill is a performance built on what a person knows</i>	<b>Comprehension, word choices, narrative recall, characterisation.</b>	<b>language choices, language features, effect on the reader, creating a message</b>	<b>Effect on the reader, writer's intention, considering figurative language, vocabulary choice and text structure.</b>	<b>Writer's use of punctuation and the effect, exploring figurative language.</b>	<b>Reading non-fiction, features of biography, recall, considering descriptive techniques.</b>	<b>Identifying writer's stylistic choices, applying context, implied meaning, writing in the style of.</b>	
	Aim of A&R	Aim of A&R	Aim of A&R	Aim of A&R	Aim of A&R	Aim of A&R	
	BASELINE STAR READING TEST	PROGRESSION STAR READING TEST 1	PROGRESSION STAR READING TEST 1	PROGRESSION STAR READING TEST 2	PROGRESSION STAR READING TEST 2	PROGRESSION STAR READING TEST 3	

## Year 8 Curriculum Map for the Reading Curriculum - English

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
	Topic(s): Introduction to Reading – Comprehension – Linked with Poetry	Topic(s): Villains – Linked with Shakespeare	Topic(s): Short Stories- Linked with 19 <sup>th</sup> C short stories	Topic(s): Short Stories- Linked with 19 <sup>th</sup> C short stories	Topic(s): Character study – Linked with rhetoric and Contemporary texts	Topic(s): Character study – Linked with rhetoric and Contemporary texts	Aim of EOY exam
<b>'Big idea(s)' / fundamental concepts</b>	<b>How can we use inference to gain meaning?</b>	<b>How do writers make choices about language to create characters?</b>	<b>Thematic study: How does the writer present the theme of suspense throughout the text?</b>	<b>Thematic study: How does the writer present the theme of suspense throughout the text?</b>	<b>How to writers use language to imply?</b>	<b>How to writers use language to imply?</b>	PROGRESSION STAR READING TEST 3
<b>Knowledge to be learnt</b>	Studying setting, plot, and characterisation, and the effects of these	Identifying language features and their effects.	Studying the effectiveness and impact of structural features	Studying the effectiveness and impact of structural features	Exploring a writer's choices of vocabulary and language features	Exploring a writer's choices of vocabulary and language features	
<b>Key vocabulary</b>	Narrative structure, plot, characterisation, effect.	<b>Metaphors, Similes, Personification, Emotive Language.</b>	<b>Structural features, suspense, tension, progression, exposition, climax, conclusion.</b>	<b>Structural features, suspense, tension, progression, exposition, climax, conclusion.</b>	<b>Implied meaning, characterisation, progression,</b>	<b>Implied meaning, characterisation, progression,</b>	
	Aim of A&R	Aim of A&R	Aim of A&R	Aim of A&R	Aim of A&R	Aim of A&R	
	BASELINE STAR READING TEST	PROGRESSION STAR READING TEST 1	PROGRESSION STAR READING TEST 1	PROGRESSION STAR READING TEST 2	PROGRESSION STAR READING TEST 2	PROGRESSION STAR READING TEST 3	

<b>The role of reading</b>	Focus text: 'Lamb to the Slaughter' Plus, pupils' own independent reading.	Focus text: <i>The Tinderbox</i> Plus, pupils' own independent reading.	Focus text: The Too Clever Fox* Plus, pupils' own independent reading.	Focus text: Trash Plus, pupils' own independent reading.
<b>The role of maths/ numeracy</b>	Teacher and pupil monitoring of progression to reading target.	Teacher and pupil monitoring of progression to reading target.	Teacher and pupil monitoring of progression to reading target.	Teacher and pupil monitoring of progression to reading target.
<b>Links to careers/ aspirations</b>	<i>Explicit links drawn between reading skills, rest of the curriculum, and future goals.</i>	<i>Explicit links drawn between reading skills, rest of the curriculum, and future goals.</i>	<i>Explicit links drawn between reading skills, rest of the curriculum, and future goals.</i>	<i>Explicit links drawn between reading skills, rest of the curriculum, and future goals. Careers in waste management, climate change, social care.</i>
<b>Core skills</b>  <i>A skill is a performance built on what a person knows</i>	Comprehension, word choices, narrative recall, characterisation, implied meaning	Creating character, exploring villains, language choices, language features, effect on the reader, creating a message.	Effect on the reader, writer's intention, considering figurative language, vocabulary choice and text structure and its effect.	Implied meaning, language choices, dead metaphors, idioms, informal contractions.

### Year 9 Curriculum Map for the Reading Curriculum - English

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic(s):</b> Introduction to Reading – Comprehension – Linked with Poetry	<b>Topic(s):</b> Tragedy - Linked with Shakespeare	<b>Topic(s):</b> Creation Stories – Linked with Frankenstein	<b>Topic(s):</b> Biography – Linked with Frankenstein	<b>Topic(s):</b> Women in Science – Linked with Activism	<b>Topic(s):</b> Short Contemporary Stories – Linked with Benjamin Button	<b>Aim of EoY exam</b>
<b>'Big idea(s)' / fundamental concepts</b>	How does a writer use specific words to create meaning?	What are the conventions of a tragedy?	What are the commonalities of creation stories?	How does a writer's experiences influence their writing?	What is an activist?	How does a writer use language and structure to create effects?
<b>Knowledge to be learnt</b>	Studying setting, plot, and characterisation, and the effects of these	Recognising the recurring conventions in Greek Tragedies	Comparing creation stories and identifying commonalities	Exploring a writer's intention and how it influences their language choices.	Considering how far women in science can be considered activists.	Exploring a writer's choices of vocabulary and language features
<b>Key vocabulary</b>	Narrative structure, characterisation, effect, conventions.	Conventions, tragedy, hamartia, prologue, dialogue, stage directions	Creation, origins, myths, theology, comparison, evaluation	Intention, comparison, Byronic Hero, autobiography, biography	Etymology, morphology, activism, prefixes and suffixes, context.	Impact, intentions, inference, structural choices.
<b>The role of reading</b>	Focus text: 'The Landlady' Plus, pupils' own independent reading.	Focus text: <i>A selection of Greek Tragedies</i> Plus, pupils' own independent reading.	Focus text: <i>A selection of creation stories</i> Plus, pupils' own independent reading.	Focus text: A Biography of Mary Shelley Plus, pupils' own independent reading.	Focus text: <i>Women in Science</i> Plus, pupils' own independent reading.	Focus text: <i>Ray Bradbury Short Stories</i> Plus, pupils' own independent reading.
<b>The role of maths/ numeracy</b>	Teacher and pupil monitoring of progression to reading target.	Teacher and pupil monitoring of progression to reading target.	Teacher and pupil monitoring of progression to reading target.	Teacher and pupil monitoring of progression to reading target.	Teacher and pupil monitoring of progression to reading target.	Teacher and pupil monitoring of progression to reading target.
<b>Links to careers/ aspirations</b>	<i>Explicit links drawn between reading skills, rest of the curriculum, and future goals.</i>	<i>Explicit links drawn between reading skills, rest of the curriculum, and future goals. Careers in drama and the theatre.</i>	<i>Explicit links drawn between reading skills, rest of the curriculum, and future goals. Careers using philosophy and ethics.</i>	<i>Explicit links drawn between reading skills, rest of the curriculum, and future goals. Careers in writing.</i>	<i>Explicit links drawn between reading skills, rest of the curriculum, and future goals. Careers in STEM</i>	<i>Explicit links drawn between reading skills, rest of the curriculum, and future goals. Careers in medicine, law.</i>
<b>Core skills</b>  <i>A skill is a performance built on what a person knows</i>	Comprehension, word choices, narrative recall, characterisation, implied meaning, effect on the reader.	Giving evidence, embedding quotations, inference, effects on the reader, conventions of a tragedy.	Giving evidence, embedding quotations, inference, effects on the reader, comparison, evaluation skills.	Giving evidence, embedding quotations, inference, effects on the reader, comparison, evaluation skills, conventions of sci fi, and exploration of the Byronic Hero.	Impact on the reader, writer's intentions, inferring meaning, prefixes and suffixes, word roots, applying context.	Impact on the reader, writer's intentions, inferring meaning, identifying language and structural choices.
	BASELINE STAR READING TEST	PROGRESSION STAR READING TEST 1	PROGRESSION STAR READING TEST 2	PROGRESSION STAR READING TEST 3		

**For consideration:**

- Why you teach each topic
  - For each topic, why you have chosen to cover the body of knowledge that you have, and what have you decided not to cover and why
  - How you teach each topic
  - What activities beyond the classroom help to reinforce each topic
  - How you communicate the information in the table to the students/parents
  - How are any concepts that have not been fully understood by student(s) identified and how are these issues addressed
  - How can home help to reinforce these topics
- Why you teach the topic when you do
  - Why is your big idea for each topic a fundamental concept that you wish students to understand, and how do these big ideas permeate the rest of the year (the course) and how do you ensure that students understand this
  - How you resource each topic
  - Why the key vocabulary you have chosen for each topic is appropriate
  - What records are maintained re. how students are progressing with each topic and indeed overall
  - What could other departments/the college teams do to support you in covering/reinforcing these topics