



Millthorpe  
School

“Without  
books, history  
is silent,  
literature  
dumb, science  
crippled,  
thought and  
speculation at  
a standstill.”

Barbara W Tuchman

# ENGLISH

## KS3 SUBJECTS ON A PAGE

### OUR AIMS AND INTENTIONS

Our intention is to promote a love of English among our students, and to foster an appreciation of, and passion for, literature and the ideas that lie behind it. Our intent is to develop not only technical proficiency in our subject, but emotional intelligence, inference and empathy skills that the students can draw on as life-long learners.

### CURRICULUM KNOWLEDGE

The curriculum in English provides full access to the National Curriculum through the study of Reading, Writing, Grammar and Vocabulary and Spoken English. This is done whilst developing students' cultural capital through the study of viewpoints and perspectives, the literary canon and creation of text.

### SUBJECT SPECIFIC SKILLS:

- Expand pupil's knowledge and understanding of British culture and its diversity.

- Develop a strong understanding of the terminology for English and the importance of technical accuracy.
- Demonstrate inference, empathy and analysis skills.
- Develop skills for learning, memory and retention.

### IMPLEMENTATION

- The English KS3 and unit overviews are regularly reviewed and amended.
- Lesson by lesson resources are shared on the M drive and differentiated by class group.
- Recall of knowledge is supported via interleaving across units of work and also within individual topics through homework and end of unit assessments.
- Formal feedback is given at least once per half term and identifies strengths and areas for development and includes a comment on progress after each KAP.

### ENGLISH IMPLEMENTATION OF THE WIDER MILLTHORPE CURRICULUM:

| RESPECTFUL                                                                                                                                                                                                                                                                                                                | RESPONSIBLE                                                                                                                                                                                                                                                                      | READY                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>■ Participating effectively in in whole text reading.</li> <li>■ Making links with new characters and themes.</li> <li>■ Providing well planned peer assessment to support the learning of others.</li> <li>■ Engaging effectively with increasingly challenging texts.</li> </ul> | <ul style="list-style-type: none"> <li>■ Aiming high in English ATL.</li> <li>■ Engaging positively with assessments to identify next steps.</li> <li>■ High quality R for reflection time.</li> <li>■ Aspiring to the 'gold/ thinking harder challenges' in lessons.</li> </ul> | <ul style="list-style-type: none"> <li>■ High quality communication through reading, writing and speaking.</li> <li>■ A close understanding of British historical periods from 16th Century onwards.</li> <li>■ Seeing connections between past and present through texts.</li> </ul> |

### INTENDED IMPACT

- The Key Stage 3 curriculum meets the National Curriculum and develops pupils' skills in reading, writing and Spoken language.
- Regular formal assessments are completed testing both knowledge, understanding and skills and are used to diagnose where the gaps in learning are and allow

them to be targeted in subsequent teaching.

- Through the use of R for reflection time, pupils will improve their own responses to support their learning.
- Students begin the KS4 course, equipped with sufficient knowledge to be able to engage with texts at a deeper more analytical level.