

**Our English Curriculum** – We learn about key concepts that underpin English as an academic subject, reading and exploring a range of texts that show these ideas in practice. We read novels, extracts from novels, short stories, poems, plays, and a range of non-fiction, covering lots of different genres, historical periods, forms, and authors. As we move through KS3, we will see how all of these concepts connect with another. We look at excellent models of writing as well to help us produce our own stories and non-fiction pieces of writing.



### Y7, Term 1: Story & Context

Stories are created by writers: they are constructs. Writers are influenced by lots of things, e.g. society, religion, personal experience, other stories. Even when a story is clearly fictitious, we can see how it reflects elements of the real world and human nature. Knowing the context—background—to a story helps to improve our understanding of the story itself. Equally, the story might teach us something about the world.



### Y7, Term 2: Characterisation

Characters are deliberately and consciously constructed by the writer, and are developed across a story. The characterisation choices a writer makes will influence the way the reader responds to that character. Characters play a particular role in the story, and can be used as a way to express a theme.



### Y7, Term 3: Genre & Theme

Genre is defined by a set of typical features, such as a particular setting; types of characters; and themes. When we explore texts, we can consider them within their generic context.



### Y8, Term 3: Symbolism

Symbols are used to represent ideas; this relies on a shared understanding of meaning. Symbols allow us to look at a text metaphorically, not just literally. Anything can be symbolic: images, icons, colours, characters, settings, events, structure. In texts, symbols are created by language. Symbols are an effective way of expressing theme.



### Y8, Term 2: Rhetoric

Rhetoric is the art of using language to influence the audience. This is underpinned by the three rhetorical appeals of ethos, pathos and logos; within this, we consider the impact of various rhetorical techniques. We also explore the importance of structure in expressing an argument. By drawing on rhetoric, a perspective can be conveyed more successfully.



### Y8, Term 1: Perspective

Perspective is the way we see something; our perspective is influenced by context. We can see how writers use their texts as a way to express various perspectives on a matter. This links to theme: the ideas that the writer wants us to consider. We can also consider the impact of narrative and character perspectives.



### Y9, Term 1: Representation

Representation is the way someone or something is shown: it is a version of reality. We can see that a writer's own perspective or a specific social context will affect the way someone or something is represented; we will look particularly at how different groups in society are represented in texts. The concept of representation closely links to symbolism, which is a metaphorical way or representing an idea.



### Y9, Term 2: Structure

Structure refers to the arrangement of events or ideas across a text. The way the text is structured will affect the reader's response. When we consider how a character develops across a text, we will be able to see that the choice of structure has an impact in this sense. Structure also links to theme, and how symbols can work as a structural feature in presenting a recurring idea or theme.



### Y9, Term 3: Advanced Application of the Concepts

We will revise and consolidate all of the conceptual knowledge taught across Key Stage 3, using a 19<sup>th</sup> century text from the detective fiction genre.

