

Welcome to KS3 English

Supporting your child in English



Year 7

Autumn Term	Into English and 'Treasure Island'
Spring Term	An Introduction to Shakespeare with a study of 'The Tempest'
Summer Term	Heroes and Villains

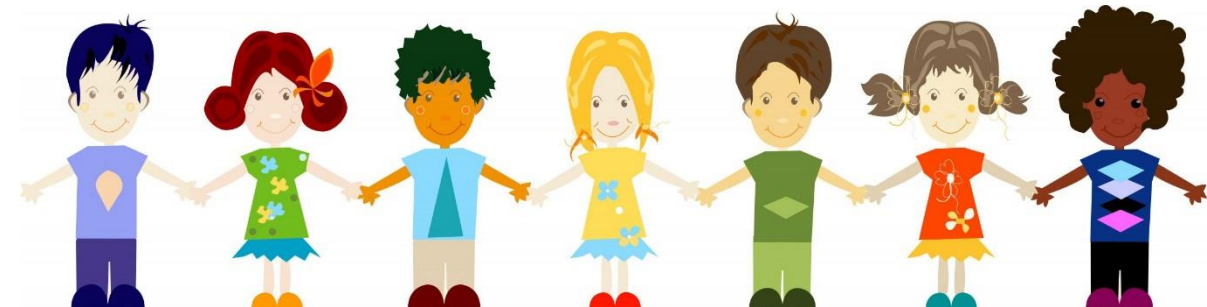
The rest of your KS3 Journey

Year 8

Autumn Term 1	Gothic Horror
Autumn Term 2	'Much Ado About Nothing'
Spring Term 1	Dystopian Fiction
Spring Term 2	Poetry
Summer Term	'Pygmalion'

Year 9

Autumn Term 1	'The Crucible'
Autumn Term 2	Non-Fiction Writing
Spring Term 1	'King Lear'
Spring Term 2	
Summer Term	'The Speckled Band' and revision



Y7 Where do we start?



Year 7 Autumn Term

An Introduction to English

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The Art of Storytelling and Reading is an introduction over two half terms to English at Secondary level. We begin with learning to write a formal report of reading habits. Your child will revise key terminology from primary school and learn how to use this independently - in research and in writing.

We then move onto reading a range of fiction text extracts. From classics such as *Alice's Adventures in Wonderland* to modern children's fiction by David Walliams, students will learn about genre and how writers adapt their writing for different purposes.

Your child will then use their understanding of genre to inform their own creative writing in different styles, culminating in a variety of short and extended creative writing pieces.

Finally your child will be introduced to a range of modern and classic poetry. Learning how to read and understand the purpose of different texts, and how the writer has used language and structure to create that meaning.

Y8 Where do we start?



Year 8 Ghosts and Gothic Part 1

Name: _____
Class: _____
Teacher: _____

Year 8 Autumn Term 'Ghosts and Gothic'.



Ghosts and Gothic is an introduction and study over two half terms to the literary world of the 'Gothic'. We begin by considering the genre of ghostly stories and establishing through a range of art, literature and fiction the ingredients that make up the gothic genre.

We then move onto reading a range of pre 19th Century gothic fiction text extracts. From classics such as *Dracula* by Bram Stoker to Mary Shelley's *Frankenstein*. Students will reflect and analyse how the main protagonists are presented and compare how *Dracula* and the Monster in *Frankenstein* meet the expected conventions of the gothic genre.

As a whole class, your child will then be supported to read and understand more modern gothic fiction in *The Woman in Black* by Susan Hill. Chapter by chapter students will consider the characters, setting and story; learning to analyse how different facets of the gothic genre are presented and their effect on the reader.

Finally your child will demonstrate their understanding of the gothic genre by writing creatively in the style.

Y9 Where do we start?

*Year 9 Autumn Term
'The Crucible'.*



Students will study *The Crucible* focusing on the conventions of a play, language, structure and context.

Alongside this they will study a range of fiction and non-fiction extracts as a springboard to creative writing.



Every day you child is encouraged to read across the school.

Ensure your child has a reading book with them all the time that they are keen to read.

READ TO SUCCEED

Greater readers achieve greater results.

- ✓ Read well
- ✓ Read carefully

5 FINGER RULE

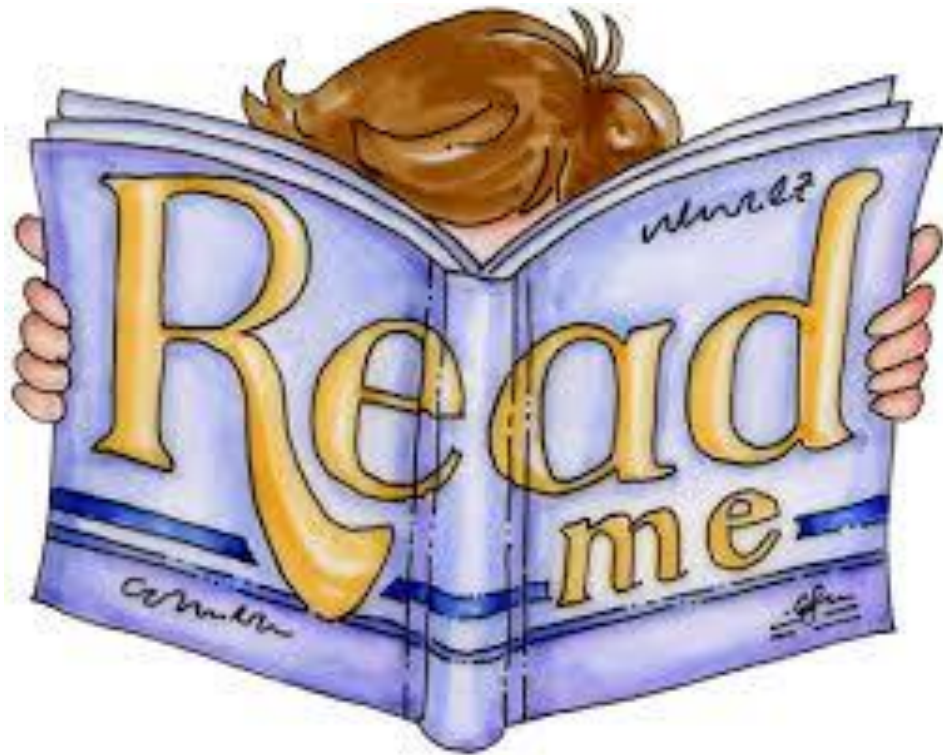
What To Do: Pick a book. Open the book to any page. Put one finger up for each word you don't know.

- 0-1 Too Easy
- 1-2 Perfect Choice
- 3-4 Give It A Try
- 5+ Too Hard



Article 31: Every child has the right to play and relax.

Accelerated Reader in Y7 and Y8



- Tested to establish a reading age at the beginning and end of the year.
- Encourage reading for pleasure.
- Quizzes.

Rewards

- ✓ Based on words read...
- ✓ Quizzes Completed...
- ✓ Reading Millionaires!

Accelerated Reader

What are you going to read today?



What happens in your child's English lesson?

Reading

Independent learning

Peer Assessment

Speaking and Listening

Writing

Discussion

Silent work



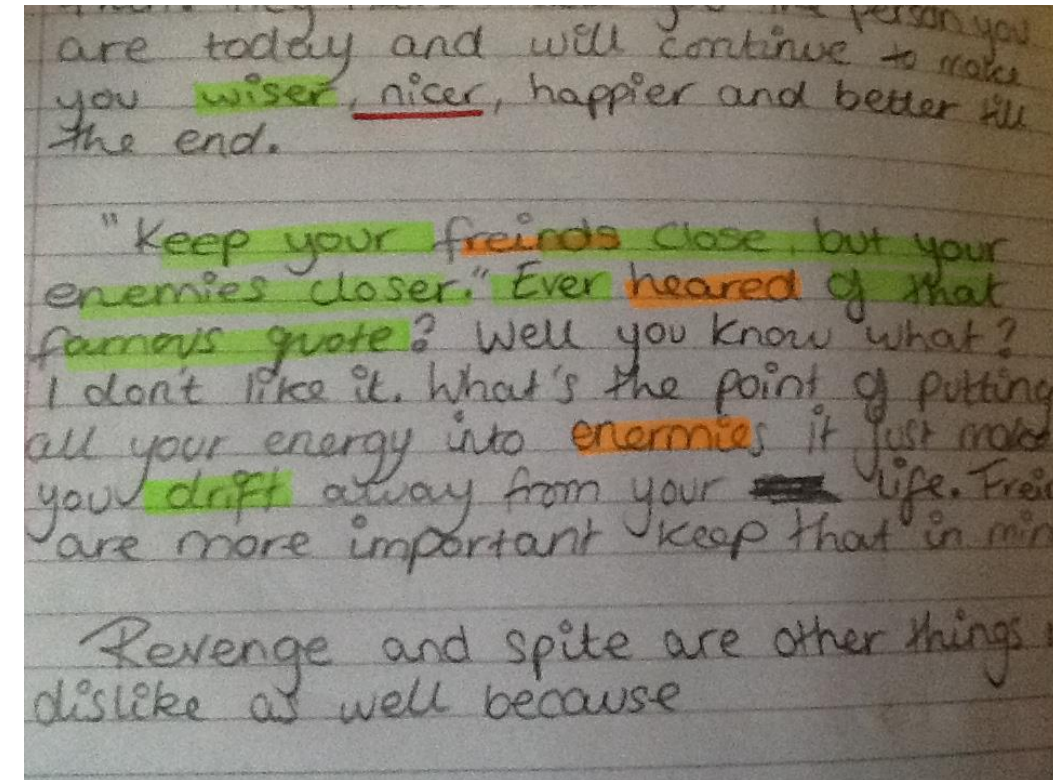
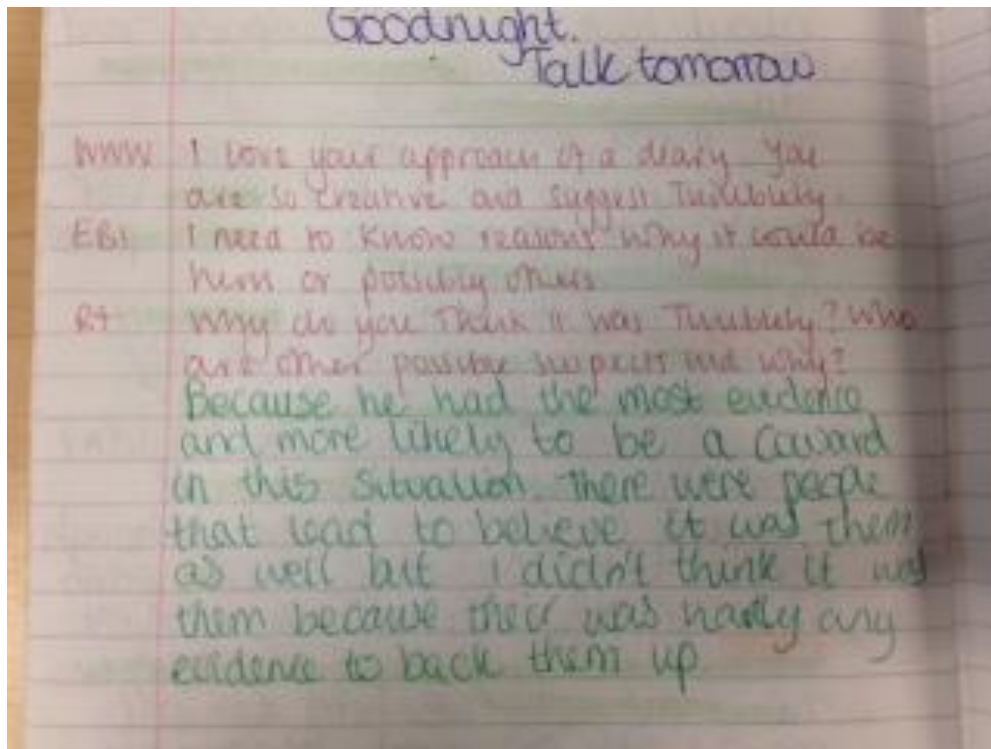
Our Expectations in English

- ✓ We expect your child to take part.
- ✓ We expect your child to write as neatly as they can.
- ✓ We expect your child to respond positively to feedback.
- ✓ We expect your child to try their best.
- ✓ We expect your child to ask questions if they are unsure.



We may ask your child to re-do a piece of work that is not their best effort.

How we help your child to make progress:



These are the most successful parts of the work.

The orange marks mean the spelling, punctuation or grammar is incorrect and needs changing.

Work underlined in red is not quite right.

I will positively welcome challenge so I can develop my potential to the full.

Homework – supporting your child at home



TIPS!

- ✓ Create a quiet space for homework to take place.
- ✓ Discuss your child's work with them.
- ✓ Use Class Charts 
- ✓ Create reading time at home with your child.

Homework

Club

3-4pm: The library is available every day to support your child.



Any questions?

- ✓ Contact your child's English teacher directly from the website.
- ✓ Contact KS3 English Lead: k.ward@theregisschool.co.uk
- ✓ Contact Head of English s.gallant@theregisschool.co.uk

Supporting your child in English

