English National Curriculum links

Our curriculum is structured to ensure that all subjects cover the National Curriculum as a minimum requirement. This document outlines where the Q3 Tipton curriculum covers the National Curriculum.

KS3 National Curriculum	Term covered
READING	
English literature, both pre-1914 and contemporary, including prose, poetry and drama.	Year 7 CC1, CC3, CC4; Year 8 CC3, CC4; Year 9 CC1, CC2, CC4
Shakespeare (two plays).	Year 7 CC2 – Twelfth Night; Year 8 CC2 – Richard III; Year 9 CC2 – Romeo and Juliet
Seminal world literature.	Year 7 CC3 – Animal Farm; Year 9 CC1 – Dracula;
Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.	All years – all cycles
Making inferences and referring to evidence in the text.	All years – all cycles
Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.	All years – all cycles
Checking their understanding to make sure that what they have read makes sense.	All years – all cycles
Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.	All years – all cycles
Recognising a range of poetic conventions and understanding how these have been used.	Year 7 CC4; Year 8 CC4; Year 9 CC4
Studying setting, plot, and characterisation, and the effects of these.	Year 7 CC1, CC2, CC3; Year 8 CC2, CC3; Year 9 CC1, CC2
Understanding how the work of dramatists is communicated effectively through performance and how alternative	Year 7 CC2; Year 8 CC2; Year 9 CC2

staging allows for different interpretations of a play.	
Making critical comparisons across texts.	Year 7 CC4; Year 8 CC2, CC4; Year 9 CC2, CC4
Studying a range of authors, including at least two authors in depth each year.	Year 7 CC1, CC2, CC3; Year 8 CC2, CC3; Year 9 CC1, CC2
WRITING	
Well-structured formal expository and narrative essays	Year 7 CC1, CC2, CC3, CC4; Year 8 CC1, CC2, CC3, CC4; Year 9 CC1, CC2, CC4
Stories, scripts, poetry and other imaginative writing.	Year 7 CC1; Year 8 CC3; Year 9 CC1
Notes and polished scripts for talks and presentations.	Year 7 CC1; Year 8 CC1, CC2; Year 9 CC3; Year 9 CC4
A range of other narrative and non-narrative texts, including arguments, and personal and formal letters.	Year 7 CC1, Year 8 CC1, Year 9 CC3
Summarising and organising material, and supporting ideas and arguments with any necessary factual detail.	All years – all cycles
Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form.	All years – all cycles
Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.	All years – all cycles
Considering how their writing reflects the audiences and purposes for which it was intended.	All years – all cycles
Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.	All years – all cycles
Paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.	Year 7 CC1; Year 8 CC1; Year 9 CC3
GRAMMAR AND VOCABULARY	
Extending and applying the grammatical knowledge set out in English Appendix 2	All years – all cycles

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.	All years – all cycles
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.	All years – all cycles
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.	Year 7 CC1; Year 7 CC2; Year 8 CC1, CC2; Year 9 CC2, CC3
Using Standard English confidently in their own writing and speech	Year 7 CC1; Year 8 CC1, CC2; Year 9 CC3
Discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.	All years – all cycles
SPEAKING	
Using Standard English confidently in a range of formal and informal contexts, including classroom discussion.	All years – all cycles
Giving short speeches and presentations, expressing their own ideas and keeping to the point.	Year 7 CC1; Year 8 CC1, CC2; Year 9 CC3; Year 9 CC4
Participating in formal debates and structured discussions, summarising and/or building on what has been said.	Year 8 CC2; Year 9 CC3
Improvising, rehearsing and performing play scripts and poetry to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	Year 7 CC2, CC4; Year 8 CC2, CC4; Year 9 CC2, CC4

KS4 National Curriculum	Term covered
READING	
Reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include:	
At least one play by Shakespeare and works from the 19th, 20th and 21st centuries.	Year 7 CC1, CC2, CC3; Year 8 CC2, CC3; Year 9 CC1, CC2
Poetry since 1789, including representative Romantic poetry.	Year 7 CC4; Year 8 CC4; Year 9 CC4
Re-reading literature and other writing as a basis for making comparisons.	Year 7 CC4; Year 8 CC4; Year 9 CC2, CC4
Choosing and reading books independently for challenge, interest and enjoyment.	All years – all cycles (Sparx)
Reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes.	All years – all cycles (Expert Reader)
Drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation.	All years – all cycles (Expert Reader) but especially Year 7 CC1, CC2, CC3, CC4; Year 8 CC2, CC3, CC4; Year 9 CC1, CC2, CC4
Identifying and interpreting themes, ideas and information.	All years – all cycles
Exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects.	Year 7 CC1, CC2, CC3; Year 8 CC2, CC3; Year 9 CC1, CC2,
Seeking evidence in the text to support a point of view, including justifying inferences with evidence.	All years – all cycles
Distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence.	All years – all cycles but especially Year 7 CC1, CC3; Year 8 CC1; Year 9 CC3
Analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact.	All years – all cycles
Making critical comparisons, referring to the contexts, themes, characterisation,	Year 7 CC4; Year 8 CC4; Year 9 CC2, CC4

style and literary quality of texts, and drawing on knowledge and skills from wider reading.	
Make an informed personal response, recognising that other responses to a text are possible and evaluating these.	All years – all cycles (Expert Reader)
WRITING	
Write accurately, fluently, effectively and at length for pleasure and information through:	
Adapting their writing for a wide range of purposes and audiences: to describe and narrate.	Year 7 CC1, CC3; Year 8 CC3; Year 9 CC1
Adapting their writing for a wide range of purposes and audiences:explain, instruct, give and respond to information, and argue.	Year 7 CC1, CC3; Year 8 CC1, Year 9 CC3
Selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis.	All years – all cycles (Expert Reader)
Selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate	Year 7 CC1, CC3; Year 8 CC1, CC3; Year 9 CC1, CC3
Make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation].	Year 7 CC1, CC3; Year 8 CC1; Year 9 CC3
Revise, edit and proof-read through: Reflecting on whether their draft achieves the intended impact Restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness Paying attention to the accuracy and effectiveness of grammar, punctuation and spelling	All years – all cycles
GRAMMAR AND VOCABULARY	
Consolidate and build on their knowledge of grammar and vocabulary through:	

Studying their effectiveness and impact in the texts they read.	All years – all cycles (Expert Reader)
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.	All years – all cycles (Expert Reader)
Analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English	Year 7 CC4; Year 8 CC1, CC4; Year 9 CC2, CC3, CC4
Using linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language	All years – all cycles (Expert reader)
SPOKEN ENGLISH	
Speak confidently, audibly and effectively, including through:	
Using Standard English when the context and audience require it.	All years – all cycles
Working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively.	Year 8 CC2
Reviewing and summarising, and contributing to meeting goals/deadlines.	Year 8 CC2; Year 9 CC3
Listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary.	All years – all cycles
Planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates.	Year 7 CC1, CC3; Year 8 CC1, CC2; Year 9 CC4
Listening and responding in various contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation.	All years – all cycles
Improvising, rehearsing and performing play scripts and poetry to generate language and discuss language use and meaning, using role, intonation, tone,	Year 7 CC2, CC4; Year 8 CC2, CC4; Year 9 CC2, CC4

volume, mood, silence, stillness and action to add impact.	