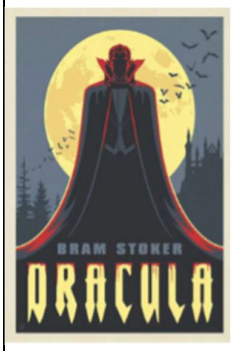
Brookvale
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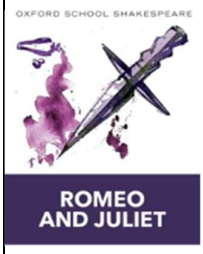
KS3 Literature Spine

Storytelling and structure

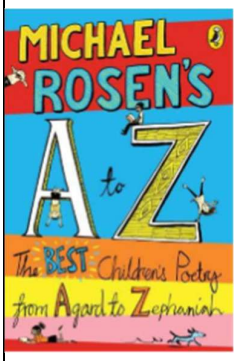
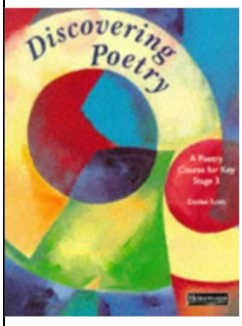
Gothic Literature

Mary Shelley - Frankenstein 	*Frankenstein* tells the story of Victor Frankenstein, a young scientist who becomes obsessed with creating life. After successfully bringing a creature to life, Victor is horrified by what he has made and abandons it. Lonely and rejected by society, the creature seeks understanding and companionship but is continually mistreated. This leads to a tragic cycle of revenge that affects everyone connected to Victor. Through the novel, pupils explore themes of ambition, responsibility, prejudice, isolation and the consequences of scientific discovery. The text also introduces key features of Gothic literature, including suspense, mystery and the supernatural.
Bram Stoker- Dracula 	*Dracula* follows a group of characters as they work together to defeat Count Dracula, a vampire who has travelled from Transylvania to England. Told through diary entries, letters and newspaper reports, the novel explores fear, good versus evil and the clash between tradition and modernity. Pupils study how Stoker creates tension and suspense through setting, characterisation and narrative structure. The text provides an excellent introduction to Gothic conventions such as dark settings, danger, mystery and the supernatural.

Plays and society

William Shakespeare – Romeo and Juliet  	*Romeo and Juliet* tells the story of two young people who fall in love despite a long-standing feud between their families, the Montagues and the Capulets. Their secret relationship leads to a series of misunderstandings and tragic events that ultimately result in the deaths of the two lovers. Through the play, pupils explore themes of love, conflict, fate, family loyalty and the consequences of prejudice and violence. Shakespeare's work also provides opportunities to study Elizabethan society, dramatic techniques and the enduring relevance of classic literature. To ensure all pupils can access and engage with Shakespeare's work, adapted and accessible versions of the text are used where appropriate**.** These adaptations retain the key plot, characters and themes while providing modified language, additional support and scaffolding for pupils with SEND and other learning needs, enabling all learners to participate meaningfully in the study of the play.

Poems and Perspectives

Michael Rosen's A–Z: The Best Children's Poetry from Agard to Zephaniah  	This anthology introduces pupils to a wide range of contemporary and classic children's poetry, featuring poets from A to Z, including well-known writers such as Michael Rosen, John Agard, Roger McGough and Benjamin Zephaniah. The collection explores a variety of themes including family, friendships, growing up, nature, identity, humour and everyday experiences. Through studying a broad range of poems, pupils develop their understanding of poetic devices such as imagery, rhyme, rhythm, repetition and figurative language. The anthology encourages pupils to explore different voices, styles and perspectives while building confidence in reading, analysing and performing poetry. The diverse selection of poems helps pupils develop a love of reading and an appreciation of how poetry can communicate ideas, emotions and experiences in engaging and memorable ways. As part of our KS3 Literature Spine, pupils access poetry through a range of supportive approaches designed to meet individual needs. Adaptations may include simplified versions, vocabulary support, visual prompts, modelled reading, audio recordings and scaffolded comprehension activities. These adaptations enable all pupils, including those with SEND and additional learning needs, to engage successfully with challenging literary concepts while developing their reading and analytical skills.