KS3 English Long -Term Plan

English Intent:

At Brookvale Academy, the intent of the KS3 English curriculum is to reignite a passion for reading, writing and communication through a sequenced and systematic approach using carefully adapted CUSP English resources. The curriculum is designed to inspire curiosity, captivate imagination and nurture creativity, while equipping pupils with the knowledge and skills needed to succeed in English and beyond. Through engaging, accessible and appropriately challenging texts, pupils develop their literacy skills alongside a deeper understanding of themselves, others and the world around them.

Recognising the diverse needs and experiences of our pupils, the curriculum places a strong emphasis on social and emotional development. Carefully chosen and adapted texts provide opportunities to explore themes such as identity, relationships, resilience, diversity and personal responsibility, helping pupils develop empathy, self-awareness and emotional literacy. Through discussion, reflection and shared reading experiences, pupils are encouraged to express their thoughts, understand different perspectives and build confidence in their own voice.

Pupils study a broad range of literature and non-fiction texts that challenge their thinking, spark curiosity and promote a love of reading. Alongside this, they develop the reading, writing, vocabulary and grammar skills required to communicate effectively. A strong focus on oracy enables pupils to articulate ideas, engage in debate, collaborate with others and become confident communicators. Key concepts are revisited regularly to strengthen understanding, address gaps in learning and support long-term retention.

By the end of KS3, pupils will have developed the confidence, creativity and character needed to thrive as readers, writers and speakers. They will be well prepared for further study at KS4 and equipped with the communication, critical thinking and literacy skills needed for success in education, employment and everyday life.

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Pathway ONE

Priorities: Increased attendance, develop positive relationships, Develop simple learning behaviours

In Pathway one, we help pupils develop clear writing skills by first building confidence in discussion and spoken language. Lessons focus on talking through ideas, exploring vocabulary, and sharing opinions about stories and texts, so that students can organise their thoughts before putting them into writing. We read a wide range of engaging and relevant materials, encouraging pupils to ask questions, make predictions, and explain their thinking to others. Activities are designed to connect to pupils' own experiences and promote respectful teamwork, making lessons lively and purposeful. By creating a positive environment where discussion is valued, we help students develop simple learning habits, build positive relationships, and attend regularly, laying strong foundations for progress in both spoken and written communication.

Pathway TWO

Priorities: Increased attendance, improved engagement and participation in lessons, develop wider relationships, progress in literacy/numeracy

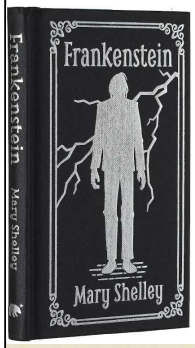
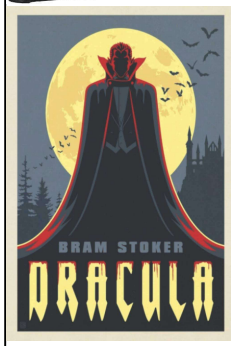
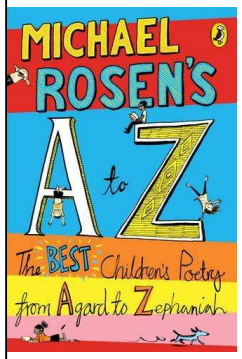
We help pupils make steady progress in reading and writing by building confidence to understand texts and express ideas clearly on paper. Lessons focus on practising sentence structure, punctuation, and organising ideas, while exploring engaging and relevant reading materials to inspire writing. Through active participation, discussion, and sharing ideas, pupils develop both literacy skills and positive relationships, helping to boost confidence, attendance, and motivation to improve every day. By creating a supportive and engaging environment, we ensure every pupil feels capable and proud of their progress.

Pathway THREE

Priorities: consistently high attendance, consistently positive engagement and participation in lessons, appropriate positive social interactions, Academic progress.

Pupils develop key literacy skills by writing clear sentences with correct grammar, using punctuation accurately, and organising their ideas into paragraphs. They practise reading skills such as retrieving information, making inferences, and comparing texts, while also building confidence in speaking and listening through presentations and group discussions. Lessons are designed to be engaging and relevant, encouraging active participation and helping pupils build positive relationships with peers and staff. This supportive environment promotes regular attendance, boosts motivation, and enables steady progress in writing, reading, and speaking skills over time.

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Autumn		Spring		Summer	
Story- telling and Structure.		**Plays and Society.**		**Poetry & Perspectives**	
Literature: **Gothic literature**   	**Language:** **Creative writing** https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=82081 https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=116854	**Literature: Romeo and Juliet** **Shakespeare**  https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=91924	**Language: Persuasive writing**	**Literature: Poetry**  	**Language: Conflict**
Autumn 1 and 2		**Spring 1 and 2**		**Summer 1 and 2**	
Literature	Language Students will be able to:	Literature Students will be able to:	Language Students will be able to:	Literature	Language

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Students will be able to: 1. Explain how figurative language (like similes and metaphors) and sensory language create meaning and affect the reader. 2. Identify literary devices such as irony, foreshadowing, and motifs in a text. 3. Explain how characters, events, and settings influence the story. 4. Work out the meaning of new words using context clues and word knowledge.	1. Vary sentence beginnings and structures to make their writing more interesting. 2. Use adverbs, pronouns, and linking words to connect ideas within and across paragraphs. 3. Use descriptive language and sensory details to create clear characters, settings, and moods. 4. Use dialogue, actions, and literary devices to develop characters and atmosphere and make writing more engaging. 5. Review and improve their writing by editing for impact, cohesion, and style.	1. Read aloud fluently and with expression, using prosody to show meaning and character. 2. Explain how writers use language to show ideas and emotions. 3. Understand how audience, purpose, and context influence meaning and interpretation of texts. 4. Use context, etymology, and morphology to work out the meaning of unfamiliar words and phrases. 5. Support ideas with precise evidence, using quotations and vocabulary to justify opinions.	1. present a clear and consistent viewpoint throughout their writing. 2. structure an argument logically and effectively. 3. use persuasive techniques to influence the reader. 4. write with clarity, accuracy, and deliberate effect. 5. revise and edit their writing to improve meaning and impact.	Students will be able to: 1. Identify the speaker's voice and tone in a poem. 2. Explain how poets use language and imagery to create meaning. 3. Explain how the structure of a poem affects its meaning. 4. Make comparisons between poems and understand different viewpoints. 5. Analyse how poets present their	Students will be able to: 1. Write from a clear and consistent point of view. 2. Create tone and style that match a voice or perspective. 3. Use language techniques to express emotion, opinion, or viewpoint. 4. Analyse how different writers present viewpoints in their texts. 5. Edit and improve writing to strengthen

5. Say who wrote a text, why they wrote it, and what the main message or theme is.				viewpoints and ideas.	voice and viewpoint.
AQA Awards					
AQA | Unit Award Scheme | Reading Knowledge And Understanding AQA | Unit Award Scheme | English Reading And Comprehension Unit 1 AQA | Unit Award Scheme | Reading Skills Project With Some Support	AQA | Unit Award Scheme | Creative Story Writing Unit 1 AQA | Unit Award Scheme | Basic Writing Skills For Everyday Life AQA | Unit Award Scheme | Composing And Writing A Simple Story	AQA | Unit Award Scheme | Responding To Poetry AQA | Unit Award Scheme | Poetry	AQA | Unit Award Scheme | Introduction To Nouns And Adjectives In Poetry AQA | Unit Award Scheme | Streetspeak Reading And Writing Poetry		
Core Key stage end points:					
Literature: 1. I can retrieve and organise information from print or digital texts to answer a question and share my ideas clearly in discussion. 2. I can make inferences by referring to evidence in the text and explaining my reasoning. 3. I can predict what might happen next. 4. I can summarise what I have read, showing I understand the main ideas, and present this clearly to others 5. I can compare and discuss similarities and differences between two texts, listening carefully and responding to others' viewpoints					

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Language:

1. I can write clear sentences with correct grammar, making sure verbs agree with subjects and the tense stays the same.
2. I can use full stops, capital letters, commas, and question marks in the right places.
3. I can spell common and topic-specific words correctly in my writing.
4. I can plan my writing, organise it into paragraphs, and make sure my ideas flow in a sensible order, talking through my plan first.
5. I can plan, write, and improve short texts for a clear audience and purpose, and present my work on paper or using digital tools.