

<b>NURTURE KS3</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Theme</b>	<b>Relationships</b>	<b>Conflict</b>	<b>Global issues</b>	<b>STEM</b>	<b>Mental Health</b>	<b>Gangs and Crime</b>
<b>Literary Heritage</b>	<b>Non-fiction</b>	<b>Post 1914</b>	<b>Shakespeare</b>	<b>Modern Literature</b>	<b>Poetry</b>	<b>Drama</b>
<b>Main Text(s)</b>	'Wonder' by RJ Palacio and a range of non-fiction.	'Once' by Morris Gleitzman.	'A Midsummer Night's Dream' by William Shakespeare.	'The Curious Incident of the Dog in the Night-time' by Mark Haddon.	A range of poetry by Benjamin Zephaniah.	'Stone Cold' by Robert Swindells (Playscript).
<b>Literary Studies</b>	<p><b>CORE READING:</b> predicting and summarising.</p> <p><b>CORE KNOWLEDGE:</b> defining non-fiction, prediction and summary. Purpose, audience and formats of non-fiction. Formal vs. informal language. Conventions of non-fiction. Writing from different perspectives.</p>	<p><b>CORE READING:</b> reading for meaning and inference.</p> <p><b>CORE KNOWLEDGE:</b> defining inference, World War 2, concentration camps, defining descriptive writing, descriptive conventions, the five senses, figurative language. Tone and mood.</p>	<p><b>CORE READING:</b> comparison.</p> <p><b>CORE KNOWLEDGE:</b> conventions of drama Jacobean era Character development Themes Rhyming couplets.</p>	<p><b>CORE READING:</b> selecting evidence.</p> <p><b>CORE KNOWLEDGE:</b> how the novel shows neurodiversity, inclusion, sharing different worlds and viewpoints through narrative. Narrative perspective. Freytag's pyramid.</p>	<p><b>CORE READING:</b> language analysis.</p> <p><b>CORE KNOWLEDGE:</b> features of a poem, poetic devices, rhythm and rhyme, structure of analytical paragraphs, connotations. Poetic voice.</p>	<p><b>CORE READING:</b> evaluation.</p> <p><b>CORE KNOWLEDGE:</b> defining evaluation, using personal response to texts and using evidence, conventions of a play, modern plays vs. Shakespearean plays, playwright's intentions, big issues in society (homelessness).</p>
<b>Writing: Composition and Rhetoric</b>	<p><b>CORE SKILLS:</b> diary writing.</p> <p><b>MAIN FOCUS OF SKILL:</b> writing to capture events, thoughts and emotions.</p>	<p><b>CORE SKILLS:</b> descriptive writing.</p> <p><b>MAIN FOCUS OF SKILL:</b> writing to create vivid imagery and to appeal to the reader's senses.</p>	<p><b>CORE SKILLS:</b> writing to inform (report).</p> <p><b>MAIN FOCUS OF SKILL:</b> writing for purpose and audience, using appropriate register.</p>	<p><b>CORE SKILLS:</b> narrative writing.</p> <p><b>MAIN FOCUS OF SKILL:</b> combining fact and fiction, using structure and creating conflict/tension in a short story.</p>	<p><b>CORE SKILLS:</b> poetry writing.</p> <p><b>MAIN FOCUS OF SKILL:</b> expressing big emotions/ideas, and using vocabulary for effect.</p>	<p><b>CORE SKILLS:</b> script writing.</p> <p><b>MAIN FOCUS OF SKILL:</b> applying conventions of a drama, considering audience reaction and creating anticipation.</p>
<b>Grammar and Vocab</b>	<p><b>GRAMMAR KNOWLEDGE:</b> capitalisation, first person, past tense, paragraphing, chronology.</p> <p><b>KEY TERMINOLOGY:</b> emotive language, observations, thoughts, feelings, chorological, reflection.</p>	<p><b>GRAMMAR KNOWLEDGE:</b> shifting focus, sentence types, using devices and adjectives, showing and not telling.</p> <p><b>KEY TERMINOLOGY:</b> dramatic irony, tension, metaphor, simile, personification, imagery.</p>	<p><b>GRAMMAR KNOWLEDGE:</b> stage directions and theme. Nouns, verbs, adjectives and basic punctuation.</p> <p><b>KEY TERMINOLOGY:</b> genre, rhyming couplets, muddle, dilemma, character, compare, theme, journalist.</p>	<p><b>GRAMMAR KNOWLEDGE:</b> apostrophes, quotation marks, speech marks, beginning/middle/end of a story.</p> <p><b>KEY TERMINOLOGY:</b> protagonist, exposition, rising action, climax, resolution, dialogue.</p>	<p><b>GRAMMAR KNOWLEDGE:</b> poetic features, phonetic awareness, syllables, rhyme, stanzas, third person.</p> <p><b>KEY TERMINOLOGY:</b> stanza, colloquialism, activist, direct address.</p>	<p><b>GRAMMAR KNOWLEDGE:</b> homophones, exclamation marks, ellipsis, brackets, colon, clauses, accent and dialect.</p> <p><b>KEY TERMINOLOGY:</b> stage directions, narrator, character/role, evaluate, dramatic tension, playwright.</p>
<b>Oracy</b>	<p>Sharing their own diary entries (independent).</p> <p>AIM: Building confident speakers and building empathy.</p>	<p>TV interview (role play).</p> <p>AIM: to evoke emotion from an audience and enhance their understanding of conflict.</p>	<p>Paired discussion.</p> <p>AIM: active listening and turn taking.</p>	<p>Debate.</p> <p>AIM: building on the views of others and challenging others' opinions with respect.</p>	<p>Hot seating.</p> <p>AIMS: exploring other perspectives.</p>	<p>Group drama.</p> <p>AIM: collaboration.</p>