



Woodkirk Academy

&

The Sixth Form @ Woodkirk Academy

KS3 ENGLISH LANGUAGE AND LITERATURE

COURSE HANDBOOK

2020

Useful revision sites:

<https://www.bbc.com/education/subjects/z3kw2hv>

<https://www.educationquizzes.com/ks3/english/>

<http://www.english-zone.com/reading/dolphins1.html>

<https://www.booktrust.org.uk/books/100-best-books/>

<https://www.commonsemmedia.org/lists/50-books-all-kids-should-read-before-theyre-12>

<https://schoolreadinglist.co.uk/>

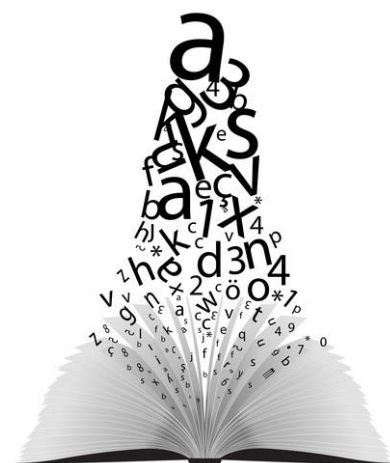
<https://www.theguardian.com/books/2011/oct/23/recommended-reads-children-13-plus>

https://en.wikipedia.org/wiki/List_of_children%27s_classic_books

<http://www.lovereadng4kids.co.uk/genre/gr8/Books-for-Boys.html>

<https://bookzone.boyslife.org/100-books-for-boys/>

<http://www.independent.co.uk/extras/indybest/kids/best-books-for-8-to-12-year-olds-boys-girls-uk-to-read-a7384691.html>

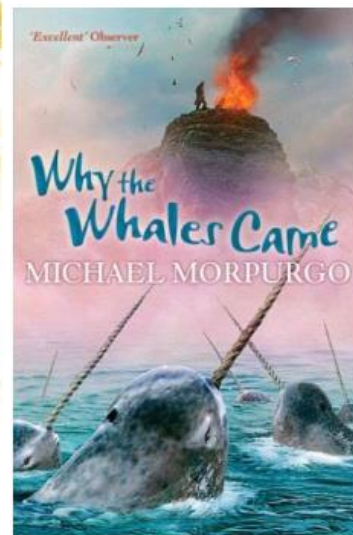
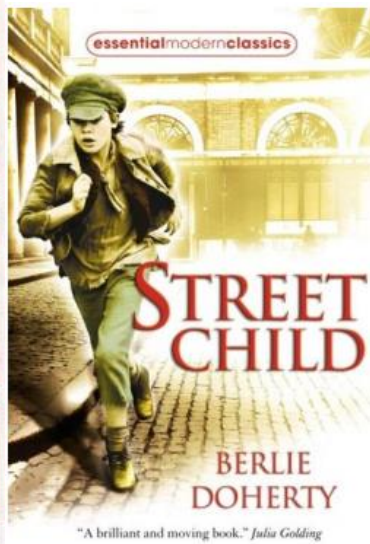
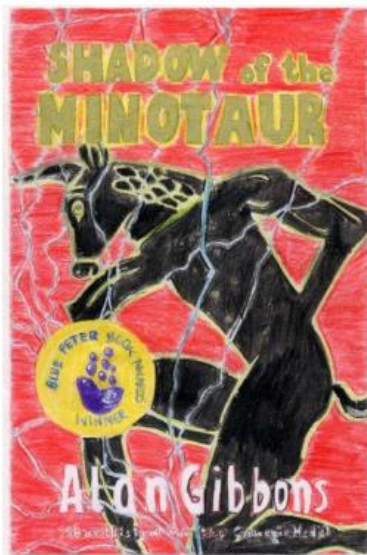
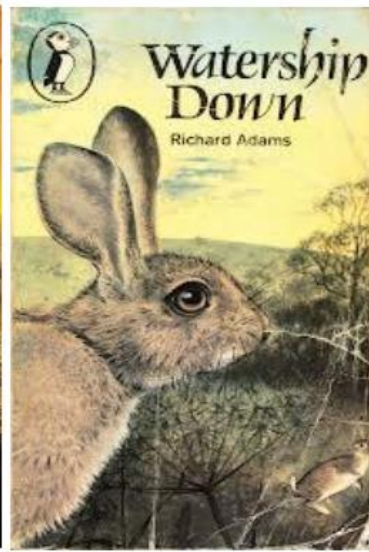
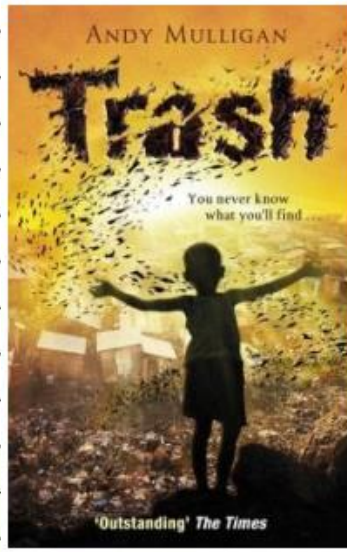
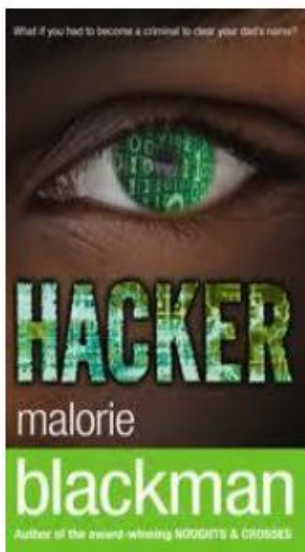


The expectation of the new English curriculum at KS3 is that pupils should be able to speak and write fluently and improve their communication skills through reading and listening.

READING:

Reading at KS3 should be wide, varied and challenging, with pupils making critical comparisons across texts. Pupils are expected to read whole books, to read in depth and to read for pleasure and information. For the more advanced students, there should be the opportunities for increased breadth and depth in reading.

Reading should cover a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.



SUGGESTED READING LIST FOR KS3:

Title	Author
Classic titles	
Little Women	Louise May Alcott
Pride and Prejudice	Jane Austen
Northanger Abbey	Jane Austen
Sense and Sensibility	Jane Austen
The Coral Island	R.M.Ballantyne
Wuthering Heights	Emily Bronte
The Secret Garden	F.H Burnett
Robinson Crusoe	Daniel Defoe
David Copperfield	Charles Dickens
The Pickwick Papers	Charles Dickens
Great Expectations	Charles Dickens
Oliver Twist	Charles Dickens
The Hound of the Baskervilles	Sir Arthur Conan Doyle
The Adventures of Sherlock Holmes	Sir Arthur Conan Doyle
The Count of Monte Cristo	Alexandre Dumas
The History of Tom Jones	Henry Fielding
The Wind in the Willows	Kenneth Grahame
The Jungle Book	Rudyard Kipling
Anne of Green Gables	L.M. Montgomery
Anne of Avonlea	L.M. Montgomery
The Railway Children	E. Nesbit
Ivanhoe	Sir Walter Scott
Black Beauty	Anna Sewell
School for Scandal	Richard Brinsley Sheridan
Heidi	Johanna Spyri
Tristram Shandy	Laurence Sterne
Dr. Jekyll and Mr. Hyde	R.L. Stevenson
Treasure Island	R.L. Stevenson
Dracula	Bram Stoker
20,000 Leagues under the Sea	Jules Verne
William Shakespeare	
King Richard III	Much Ado About Nothing
Macbeth	Romeo and Juliet
The Merchant of Venice	The Tempest
A Midsummer Night's Dream	
Poets	
Simon Armitage	Kathleen Jamie
William Blake	Philip Larkin
Robert Browning	Roger McGough
John Clare	Edwin Morgan
T.S. Eliot	Wilfred Owen
Lavinia Greenlaw	Alexander Pope
Seamus Heaney	Derek Walcott
Ted Hughes	WB Yeats
Seminal World Literature	
Where I Belong	Gillian Cross ^c
The Great Gatsby	F. Scott Fitzgerald
Coram Boy	Jamila Gavin
The Conservationist	Nadine Gordimer
The Hunchback of Notre Dame	Victor Hugo
Ulysses	James Joyce
The Middle of Nowhere	Geraldine McCaughrean ^c
Tamburlaine's Elephants	Geraldine McCaughrean ^c
Sun Time Snow Time (Poems)	Grace Nichols

Title	Author
History	
The Jade Boy	Cate Cain ^c
VIII	H.M. Castor ^c
Al Capone Does My Shirts	Gennifer Choldenko ^c
The Broken Road	B.R. Collins ^c
Annexed	Sharon Dogar ^c
Treason	Berlie Doherty ^c
Auslander	Paul Dowsell ^c
Eleven Eleven	Paul Dowsell ^c
Troubadour	Mary Hoffman ^c
Fallen Grace	Mary Hooper ^c
The Remarkable Life and Times of Eliza Rose	Mary Hooper ^c
Velvet	Mary Hooper
The Girl in the Mask	Mary-Louise Jensen ^c
After You've Gone	Joan Lingard
The Call of the Wild	Jack London
Just Henry	Michelle Magorian ^c
Run Rabbit Run	Barbara Mitchelhill ^c
War Horse	Michael Morpurgo ^c
The English Patient	Michael Ondaatje
Song Hunter	Sally Prue ^c
Sovay	Celia Rees ^c
Witch Child	Celia Rees
Sword of Light	Katherine Roberts ^c
The Eagle of the Ninth	Rosemary Sutcliffe
A World Between Us	Lydia Syson ^c
Out of Shadows	Jason Wallace ^c
Code Name Verity	Elizabeth Wein ^c
Rose Under Fire	Elizabeth Wein ^c
Crime/Thriller/Horror	
Pastworld	Ian Beck ^c
Drive By	Jim Carrington
Buried Thunder	Tim Bowler ^c
Finding Jennifer Jones	Anne Cassidy ^c
Tyme's End	B.R. Collins ^c
Say Her Name	James Dawson ^c
Ways to See a Ghost	Emily Diamond ^c
The Everest Files	Matt Dickinson ^c
The Company of Ghosts	Berlie Doherty ^c
Mind Blind	Lari Don ^c
Sektion 20	Paul Dowsell ^c
Twelve Minutes to Midnight	Christopher Edge
The Graveyard Book	Neil Gaiman ^c
Now You See Me	Emma Haughton ^c
Constable and Toop	Gareth P. Jones ^c
The Returners	Gemma Malley ^c
Mortlock	Jon Mayhew
Street Duty: Knock Down	Chris Ould
Crossing the Line	Gillian Philip ^c
Mister. Creecher	Chris Priestley ^c
The Dead of Winter	Chris Priestley ^c
Uncle Montague's Tales of Terror	Chris Priestley ^c
This is Not Forgiveness	Celia Rees ^c
Among the Hoods	Harriet Sergeant
The Savages	Matt Whyman ^c

Title	Author
The Night Run	Bali Rai
Gulliver's Travels	Jonathan Swift
The Adventure of Huckleberry Finn	Mark Twain
The Adventure of Tom Sawyer	Mark Twain
Around the World in 80 Days	Jules Verne
Refugee Boy	Benjamin Zephaniah
Books for 14+ Readers	
All the Truth That's In Me	Julie Berry ^c
Bloodtide	Melvyn Burgess
Winter Damage	Natasha Carthew ^c
Dead Time	Anne Cassidy ^c
The Ghost Bride	Yangsze Choo ^c
Apple and Rain	Sarah Crossan ^c
Breathe	Sarah Crossan ^c
Boys Don't Knit	T.S. Easton ^c
The Things We Did For Love	Natasha Farrant ^c
Maggot Moon	Sally Gardner ^c
Hostage Three	Nick Lake ^c
In Darkness	Nick Lake ^c
We Were Liars	E. Lockhart ^c
Throne of Glass	Sarah J Maas
Red Ink	Julie Mayhew ^c
Ferryman	Claire McFall ^c
The Fool's Girl	Celia Rees ^c
The Cloud Hunters	Alex Shearer ^c
Out of Shadows	Jason Wallace ^c
Mystery/Adventure/Action	
Tarzan: The Greystoke Legacy	Andy Briggs
The Girl Who Walks On Air	Emma Carroll ^c
Mortal Chaos	Matt Dickinson ^c
Monkey and Me	David Gilman ^c
Lord of the Flies	William Golding
Paper Towns	John Green
Sky Hawk	Gill Lewis ^c
The Accidental Time Traveller	Janice Mackay
The White Darkness	Geraldine McCaughrean ^c
Tall Tales from Pitch End	Nigel McDowell ^c
The Apothecary	Maile Meloy ^c
The River Singers	Tom Moorhouse ^c
Rooftoppers	Katherine Rundell ^c
Holes	Louis Sachar
Tanglewreck	Jeanette Winterson ^c
Short Stories	
Lone Wolf	Alan Gibbons
Gladiator	Alan Gibbons
Spies	Mike Gould
Point Danger	Cathy MacPhail
The Ice Man	Alan Parkinson
Liam	Benjamin Zephaniah

Title	Author
Fantasy/Sci-fi	
Hollow Earth	John and Carol Barrowman
The Claws of Evil	Andrew Beasley ^c
Sorrowline	Niel Bushnell
Gamerunner	B.R. Collins
The Traitor Game	B.R. Collins ^c
The Great Unexpected	Sharon Creech ^c
Unfinished Angel	Sharon Creech ^c
After Tomorrow	Gillian Cross ^c
Fortunately the Milk...	Neil Gaiman ^c
The Little White Horse	Elizabeth Goudge ^c
Stravaganza (series)	Mary Hoffman
Underworld	Cathy MacPhail
The Declaration	Gemma Malley ^c
Tom's Midnight Garden	Phillipa Pearce ^c
Burn Mark	Laura Powell ^c
Larklight Trilogy	Philip Reeve
Magyk	Angie Sage
The Bone Season	Samantha Shannon
Wishful Thinking	Ali Sparkes ^c
The Wall	William Sutcliffe ^c
Shadowmancer	G.P. Taylor
Angel	L.A. Weatherly
The Battle of the Sun	Jeanette Winterson ^c
Family/Real Life Issues/Coming of Age	
River Boy	Tim Bowler ^c
Walking Naked	Alyssa Brugman
We Can Be Heroes	Catherine Bruton ^c
Anthem for Jackson Dawes	Celia Bryce ^c
Swim the Fly	Don Calame
How Kirsty Jenkins Stole The Elephant	Elen Caldecott ^c
Searching for Sky	Jillian Cantor ^c
Inside my Head	Jim Carrington ^c
The Boy on the Porch	Sharon Creech ^c
The Weight of Water	Sarah Crossan ^c
After Iris	Natasha Farrant
Cowgirl	G.R. Gemin ^c
Whisper	Chrissie Keighery
Butter	Erin Lange
Everybody Jam	Ali Lewis ^c
Roxys' Baby	Cathy MacPhail ^c
The Cardturner	Louis Sachar ^c
Liar and Spy	Rebecca Stead ^c
Don't Pick on Me	Rosemary Stones
A Boy Called Hope	Lara Williamson
The Lucy Variations	Sarah Zarr

^c (Carnegie nominated authors)

WRITING:

SENTENCE TYPES
<p>Simple: contains a subject and a verb and can contain an object. e.g. Polly likes to snooze in the sun.</p> <p>Compound: joins two simple sentences using the connectives: <i>for, and, nor, but, or, yet, so</i> e.g. Polly like to snooze in the sun but she doesn't like the rain.</p> <p>Complex: has a main clause and a subordinate clause e.g. Polly likes to snooze in the sun which makes her dribble with delight.</p>

PARAGRAPHS
<p>The TIPTOP rule: You move onto a new paragraph when you change <u>time</u>, <u>place</u>, <u>topic</u> or <u>person</u>.</p>

CONNECTIVES
<p>Remember to make your writing more <i>sophisticated</i> by using a range of connectives. Check the other side of this mat!</p>

SPELLING STRATEGIES
<ul style="list-style-type: none"> • Sound out the word • Think about how it looks • Think about a similar word • Is there a memory sentence for this word? (e.g. <u>big</u> <u>elephants</u> <u>cannot</u> <u>always</u> <u>use</u> <u>small</u> <u>exits</u>) • Look it up in a dictionary • To learn it: look, say, cover, write, check

WORD CLASSES - Learn us!
<p>NOUN - these can be the name of a person, place or thing e.g. I have a pet <i>cat</i>.</p> <p>PRONOUN -these are used in place of nouns e.g. Polly ate <i>her</i> breakfast.</p> <p>VERB - these express an action, state or condition in a sentence e.g. Polly <i>sat</i> on the mat.</p> <p>ADJECTIVE - these are words that describe nouns e.g. Polly's fur is <i>silky</i>.</p> <p>ADVERB - these qualify or modify verbs, adjectives or other adverbs e.g. Polly climbed the tree <i>carefully</i>.</p> <p>PREPOSITION - these show a relationship between a noun or a pronoun and the rest of a sentence e.g. Polly sat <i>on</i> the mat.</p> <p>CONJUNCTION - these join words, phrases and sentences together e.g. Polly can be naughty <i>but</i> I love her anyway.</p> <p>INTERJECTION - these are words that express surprise, delight and other emotions e.g. <i>Wow!</i></p>

STYLE
<p>Purpose: Why are you writing? Audience: Who is your writing aimed at? Layout: What are you writing?</p>

PUNCTUATION		
FULL STOP	.	indicates that a sentence is finished
QUESTION MARK	?	goes at the end of a question. Always.
EXCLAMATION MARK	!	goes at the end of a sentence to indicate emotion
COMMA	,	indicates a slight pause, separates clauses and items in list
APOSTROPHE	'	indicates possession or omission
COLON	:	introduces a list or a significant word/statement
SEMICOLON	;	Separates two independent, but related, clauses in a sentence
BRACKETS	()	Separates info from the main clause by holding words apart
DASH	-	Shows passage of time or adds suspense
ELLIPSIS	...	Indicates what is being said
SPEECH MARKS	" "	

SPEAKING:

ORACY: Giving your opinion
<p>In my opinion...</p> <p>I agree with that point because...</p> <p>I believe/do not believe...</p> <p>I think... To me... I feel...</p> <p>We discussed this and came to the conclusion that...</p> <p>I agree what you're saying and would like to add...</p> <p>I feel...</p> <p>Some people think..., but I think...</p>

ORACY: Disagreeing with someone
<p>That is an interesting idea; however...</p> <p>I cannot agree with that because...</p> <p>I do not think that's a good idea because...</p> <p>I am not sure I can agree with your argument because...</p> <p>I see this a different way because...</p> <p>I appreciate what you're saying but...</p> <p>Your point is valid, though it could be argued that...</p> <p>I disagree because...</p>

Connectives	
Sequencing	
Firstly, ...	Previously, ...
Subsequently, ...	Finally, ...
Illustrating	
...such as...	For example, ...
For instance, ...	This is illustrated by...
Adding	
Moreover, ...	Furthermore, ...
In addition, ...	Also, ...
Comparing	
Similarly, ...	Likewise, ...
In the same way, ...	Equally, ...
Contrasting	
On the other hand, ...	Yet, ...
Alternatively, ...	In contrast, ...
Emphasising	
Surely, ...	Seriously, ...
Evidently, ...	Unquestionably, ...
Concluding	
Therefore, ...	In conclusion, ...
As a results, ...	Consequently, ...

ORACY: Questions to ask	
What do you think about...? Why? Why not?	Do you like...?
Are there any other points we should consider?	Do you agree?
What are the positives...?	How would that work?
Why do you think that...?	Can we all agree that...?
Would anyone like to add their opinion?	Ought we to consider...?
Can you explain your opinion more clearly?	Why?
Can you clarify what you mean?	Do you think that...?
Would you reiterate please?	So what you're saying / suggesting is...?

General Spelling List

The following list of spellings was compiled by a number of secondary schools which all identified the following words as commonly misspelled among this age group.

accommodation	evidence	possession
actually	explanation	potential
alcohol	February	preparation
although	fierce	prioritise
analyse/analysis	forty	process
argument	fulfil	proportion
assessment	furthermore	proposition
atmosphere	guard	questionnaire
audible	happened	queue
audience	health	reaction
autumn	height	receive
beautiful	imaginary	reference
beginning	improvise	relief
believe	industrial	remember
beneath	interesting	research
buried	interrupt	resources
business	issue	safety
caught	jealous	Saturday
chocolate	knowledge	secondary
climb	listening	separate
column	lonely	sequence
concentration	lovely	shoulder
conclusion	marriage	sincerely
conscience	material	skilful
conscious	meanwhile	soldier
consequence	miscellaneous	stomach
continuous	mischief	straight
creation	modern	strategy
daughter	moreover	strength
decide/decision	murmur	success
definite	necessary	surely
design	nervous	surprise
development	original	survey
diamond	outrageous	technique
diary	parallel	technology
disappear	participation	texture
disappoint	pattern	tomorrow
embarrass	peaceful	unfortunately
energy	people	Wednesday
engagement	performance	weight
enquire	permanent	weird
environment	persuade/persuasion	women
evaluation	physical	

Common homophones and confusions

a lot/allot	choose/chose	quiet/quite
advise/advice	cloth/clothe	sites/sights
affect/effect	conscience/conscious	source/sauce
allowed/aloud	course/coarse	threw/through
bought/brought	our/are	to/too/two
braking/breaking	practise/practice	

Schemes of Learning in Year 7:

1 – Beauty and the Beast

A transition scheme designed to deal with issues that may arise in the transition to high school. We ask students to consider their attitudes towards themselves – their identity - and growing up. With a focus on beauty, appearance, vanity and the role these ideas play in society, students are encouraged to think more deeply about how people behave and why.

2 - Choose Your Own Adventure Story

Teachers will cater lessons/genres of stories to each class's tastes and interests. The focus during this scheme of learning is on decision making, actions and consequences, risk taking, cause and effect and morality.

3 - Back to the Future/Visions of 2020

Here, we wanted to make the most of the significance of the time period that the students are living through. We want to help them to understand the importance of 2020 and appreciate the speculation there has been, for many decades, about what this 'future' would look like. We will consider how the view of the future has changed throughout history and why it has done so. There will be lots of opportunities to explore a range of texts, including popular culture such as film and television. Students will also be asked to investigate the views and opinions of those around them who have grown up in different eras.

Assessment

In Y7, students will complete three formal assessments - one at the end of each Scheme of Learning. They will also complete three informal assessments. (Altogether - 2 x Reading, 2 x Writing, 2 x Oracy) All of these will be marked and filed in their portfolio, which is kept through to the end of Y8. Although the assessments will help us to make decisions about the levels the students are working at, primarily, they are designed to get students familiar and comfortable with the practice of formal testing. Largely, the levels they are given for each report will be based on their performance in lessons and evidence in their exercise books. In their reports, students will be graded on Attitude, Classwork, Homework, Behaviour and Organisation. They will be given levels internally from the English department, but these will not be shown on the report. These will be based on our own system designed to help us, as teachers, understand where the students are and what they require from us.

Accelerated Reader

Schemes of Learning in Year 8:

1 - Use it or Lose it: Students spend the first week with us working on activities designed to recap and revise the advanced grammar skills they spent so long working on in primary school for their Y6 exams. It is our feeling that we must help the students to hold onto and revise this knowledge, as it is invaluable to their continued studies. This also gives students and teachers a chance to get to know one another. This is not formally assessed.

2 – Narrative: Students are taught the conventions of narrative writing and taught a number of creative language techniques that can be used to make their work more engaging. There is a focus on SPAG skills.

3 – Comparing Articles and article writing: This scheme focuses on reading, understanding, critically analysing articles and comparing the ideas in pairs of articles. During this scheme, some time will be given over to writing their own articles.

4 – Novel and Letter Writing: As a class, students will read a full novel and learn how to understand, analyse and write critically about their ideas. This year we are focusing on texts that could be considered part of the literary canon in an effort to boost students' cultural capital. The need for this has become increasingly clear in light of the unseen texts which have been part of the new GCSE paper. Alongside their study of the text, students will focus on letter writing skills and will be assessed on this overall.

5 – Shakespeare and Speech: Finally, students move onto the most challenged of the schemes. They will hone their critical analysis skills and ability to write in a sophisticated, academic manner about their ideas. Within this scheme, the conventions of a speech will be taught and demonstrated in a manner that complements the text they are focusing on.

