



KS3 English & Literacy Curriculum

Detailed Curriculum Document



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CURRICULUM INTENT

Literacy is central to re-engagement, confidence, learning and future success. Many learners in alternative provision arrive with disrupted education, low confidence, SEND needs, anxiety, literacy gaps or poor previous experiences of English. Our curriculum is ambitious, flexible and responsive, ensuring every learner receives the right level of support and challenge to build the skills, knowledge and belief they need to progress.

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CURRICULUM DESIGN PRINCIPLES

- ✓ ambitious for all learners
- ✓ adaptive and responsive to need
- ✓ reading-rich and vocabulary-rich
- ✓ structured small-group teaching
- ✓ explicit writing instruction
- ✓ spoken language and confidence-building
- ✓ assessment-led planning
- ✓ cross-curricular literacy
- ✓ inclusive and trauma-informed practice

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INITIAL ASSESSMENT AND PATHWAY PLACEMENT

During the first two weeks, each student completes:

- ✓ reading assessment for accuracy, fluency and comprehension
- ✓ writing sample to assess sentence control, spelling, punctuation, vocabulary and stamina
- ✓ spelling or phonics screen where appropriate
- ✓ spoken language discussion
- ✓ review of prior data, SEND information, EHCP outcomes and school reports
- ✓ learner voice and interests interview

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PLACEMENT GUIDE

Pathway 1 Foundations Literacy

Significant gaps in reading accuracy, fluency, comprehension and sentence construction. Requires highly scaffolded teaching and targeted intervention.

Pathway 2 Developing Literacy and English

Secure basic literacy but below age-related expectations. Needs support with comprehension, vocabulary, paragraph writing and independence.

Pathway 3 KS3 English and GCSE Readiness

Broadly able to access KS3 English content. Needs a personalised, ambitious small-group curriculum that builds analytical thinking, writing stamina and readiness for KS4.

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MOVEMENT BETWEEN PATHWAYS

Placement is reviewed at least half-termly using reading, writing, vocabulary, confidence and engagement. Learners may move between pathways when a different level of support or challenge is needed.

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THREE PATHWAYS AT A GLANCE



PATHWAY 1 Foundations Literacy

Focus: phonics or decoding where needed, reading fluency, comprehension, vocabulary, sentence construction and confidence.



PATHWAY 2: Developing Literacy and English

Focus: guided reading, inference, vocabulary, paragraphing, grammar in context, extended writing and discussion.



PATHWAY 3: KS3 English and GCSE Readiness

Focus: fiction, non-fiction, poetry and drama; analysis, comparison, extended writing, oracy and GCSE readiness.



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Detailed Pathway Guidance



PATHWAY 1: FOUNDATIONS LITERACY



LEARNER PROFILE

- Students with significant gaps in reading accuracy, fluency, comprehension and sentence construction.
- Learners may have poor prior attendance, SEND needs, low confidence or negative experiences of literacy.



CURRICULUM GOALS

- Secure the foundations of reading and writing.
- Develop confidence.
- Improve fluency, vocabulary and simple comprehension.
- Build secure sentence construction.



READING FOCUS

- Phonics or decoding where needed.
- Reading fluency and repeated reading.
- Guided comprehension.
- Vocabulary development.
- Use of visual and age-respectful texts.



WRITING FOCUS

- Sentence work, punctuation and spelling.
- Captions, diary entries, simple narratives.
- Letters and descriptions.
- Supported paragraphs.



SPOKEN LANGUAGE FOCUS

- Confidence in speaking, listening, explaining ideas and discussing a text.



INDICATIVE TEXTS AND RESOURCES

- Wonder extracts.
- Short high-interest fiction.
- Joseph Coelho poems.
- Visual texts.
- Myths and legends retellings.
- Adapted class readers and graphic texts.



TEACHING APPROACHES

- Small-step teaching and explicit modelling.
- Repetition and guided practice.
- Visual scaffolds, word banks and sentence stems.
- Frequent review and retrieval.



SUCCESS INDICATORS

- Improved reading accuracy.
- Greater fluency and understanding.
- Secure sentence writing.
- Increased confidence.
- Readiness to move towards Pathway 2.



PATHWAY 2: DEVELOPING LITERACY AND ENGLISH



LEARNER PROFILE

- Students with secure basic literacy but below age-related expectations.
- Learners who can access texts with support but need to strengthen comprehension, vocabulary, paragraphing and independence.



CURRICULUM GOALS

- Close gaps while accessing a broad KS3 English experience.
- Strengthen independence.
- Improve extended writing.
- Develop reading stamina and confidence.



READING FOCUS

- Guided reading and vocabulary.
- Inference, retrieval and summarising.
- Comparison and discussion of accessible whole texts and extracts.



WRITING FOCUS

- Narratives, reports, speeches, articles, diary entries and descriptive writing.
- Analytical paragraphs.
- Grammar in context.
- Paragraph structure and editing.



SPOKEN LANGUAGE FOCUS

- Discussion and explanation.
- Structured debate and presentation.
- Verbal response to reading.



INDICATIVE TEXTS AND RESOURCES

- Myths and legends.
- Beowulf retellings.
- Speeches and poetry.
- Refugee Boy extracts.
- Modern fiction, media texts and literary non-fiction.



TEACHING APPROACHES

- Small-group teaching and scaffolded KS3 texts.
- Modelled reading and writing.
- Drafting, feedback and improvement.
- Vocabulary instruction and targeted intervention.



SUCCESS INDICATORS

- Clearer, more effective writing.
- Stronger comprehension and vocabulary.
- Improved independence.
- Readiness to access broader KS3 English and progress towards Pathway 3.



KS3 English & Literacy Curriculum

Pathway 3 and One-Year Rolling Sequence

1 PATHWAY 3: KS3 ENGLISH AND GCSE READINESS



LEARNER PROFILE

Students broadly able to access KS3 English content who need a personalised, ambitious small-group route towards KS4; may still need support due to disrupted learning, anxiety, SEND or low confidence.



CURRICULUM GOALS

Build analytical reading, sustained writing, confidence in spoken language and readiness for KS4 English.



READING FOCUS

Fiction, non-fiction, poetry and drama; inference, comparison, analysis of language and structure, evaluation and writer's viewpoint.



WRITING FOCUS

Essays, comparisons, reviews, speeches, crafted narratives, transactional writing and literary analysis.



SPOKEN LANGUAGE FOCUS

Formal presentation, debate, discussion, performance and spoken analysis.



INDICATIVE TEXTS AND RESOURCES

Fuller novels, Shakespeare, poetry clusters, speeches, media texts, literary non-fiction and contemporary fiction.



TEACHING APPROACHES

Ambitious text study, annotation, discussion, modelled analysis, independent writing, redrafting and regular feedback.



SUCCESS INDICATORS

Confident reading, analytical thinking, sustained writing, increasing independence and smooth progression towards KS4 English.

2 ONE-YEAR ROLLING TEXT SEQUENCE AND WRITING OUTCOMES

Texts are adapted by pathway. Pathway 1 may use shorter, highly supported or visual versions.

Pathway 2 uses accessible whole texts and extracts. Pathway 3 accesses fuller and more challenging versions.

Half term	Core texts	Main writing outcomes
 Autumn 1: Identity and Belonging	Wonder extracts, Joseph Coelho and Benjamin Zephaniah poems, autobiographical extracts, visual texts	personal narrative, descriptive writing, character profile, letter about belonging
 Autumn 2: Myths, Heroes and Villains	Greek myths, Beowulf retellings, newspaper and media versions	narrative retelling, setting description, newspaper report, comparison paragraph
 Spring 1: Voice and Viewpoint	speeches, persuasive articles, letters, adverts and campaign texts	persuasive letter, speech, article, review, debate notes
 Spring 2: Conflict, Challenge and Change	Refugee Boy extracts, conflict and migration poetry, linked non-fiction articles	diary entry, viewpoint article, empathy writing, analytical paragraph
 Summer 1: Shakespeare and Drama	Macbeth or A Midsummer Night's Dream, performance extracts, modern retellings	script writing, monologue, character analysis, theatre review
 Summer 2: Futures and the Real World	biographies, careers texts, travel writing, information texts and speeches	formal email, information leaflet, presentation script, reflective writing



KS3 English & Literacy Curriculum

Assessment, Review and Implementation

1 ASSESSMENT AND REVIEW CYCLE



1. BASELINE ASSESSMENT ON ENTRY

Reading, writing, spelling or phonics where appropriate, spoken language, learner voice and prior information.

2. ONGOING FORMATIVE ASSESSMENT

Classwork, reading responses, writing samples, vocabulary checks, discussion and teacher observation.

3. HALF-TERMLY REVIEW

Review progress in reading, writing, confidence, attendance, engagement and pathway suitability.

4. TERMLY REPORTING

Summary of strengths, barriers, progress made, next steps and recommendations for school and family.

2 EVIDENCE OF PROGRESS

- ✓ reading fluency and comprehension gains
- ✓ improved sentence control and paragraph writing
- ✓ wider vocabulary
- ✓ increased independence
- ✓ greater willingness to read aloud or discuss a text
- ✓ improved attendance and engagement
- ✓ progress against SEND or EHCP outcomes where relevant

3 WHOLE-PROVISION LITERACY APPROACH

- ✓ all staff model high-quality spoken and written language
- ✓ pre-teach key vocabulary to build comprehension
- ✓ use scaffolds such as writing frames and sentence stems
- ✓ encourage reading for pleasure and choice
- ✓ revisit and consolidate key words and phrases
- ✓ create purposeful opportunities for speaking and listening

4 INTERVENTION AND SUPPORT

- ✓ targeted phonics and decoding support where needed
- ✓ reading fluency practice and comprehension strategies
- ✓ spelling and vocabulary intervention programmes
- ✓ 1:1 or small-group literacy support
- ✓ adapted texts and resources to match learner need
- ✓ assistive technology and alternative formats where appropriate
- ✓ close liaison with families and commissioning schools

5 INTENDED END POINTS FOR KS3 LEARNERS

- ✓ improved confidence as readers, writers and speakers
- ✓ stronger literacy foundations
- ✓ ability to access an appropriately challenging English curriculum
- ✓ readiness to progress to KS4 or reintegrate successfully
- ✓ a clearer understanding of themselves as learners



CURRICULUM IMPACT

Our KS3 English and Literacy curriculum is designed to help learners re-engage with education and rebuild their confidence in a supportive, ambitious environment.

Through tailored pathways, targeted teaching and consistent review, we aim to make progress in literacy visible and meaningful.

By the end of KS3, learners are equipped with stronger skills, greater resilience and a renewed belief in their ability to succeed, enabling them to move forward with confidence, aspiration and readiness for the next stage.