

Curriculum Intent Disciplinary Literacy: KS3 2025 - 2026

Disciplinary Literacy is fundamental to developing the strong literacy skills that are vital to success at school and beyond.

Disciplinary Literacy supports academic achievement across the whole curriculum and aims to equip our pupils with the literacy skills that are specific to each discipline, enabling them to access, interpret and produce subject-specific texts with increasing independence and sophistication.

Through carefully planned and sequenced teaching, pupils will develop:

Reading skills that enable them to navigate and interpret a range of complex texts, extracting meaning, evaluating evidence and understanding discipline-specific vocabulary and conventions.

Writing skills that reflect the demands of each subject, including extended writing, analytical responses and technical accuracy.

Oracy and listening skills to articulate understanding, justify opinions and engage in structured academic dialogue.

Disciplinary thinking that encourages inquiry, evidence-based reasoning and subject-specific argumentation.

By the end of Key Stage 3, our aim is for all pupils to confidently read, write, speak and think using key language and words from each subject area.

We aim for all pupils to develop the reading, vocabulary, and writing skills that support access to the curriculum across all subjects and develop a wide, precise and confident use of this vocabulary. This includes both general academic language and subject-specific vocabulary (also known as tiered vocabulary).

Topics	Vocabulary		Reading		Writing	
	Key Stage 3 Skills	Key Stage 3 Knowledge	Key Stage 3 Skills	Key Stage 3 Knowledge	Key Stage 3 Skills	Key Stage 3 Knowledge
Half Term 1 Descriptive Writing To be able to paint a picture with words of a person, place or item with a focus on the audience To include: Poetry Journal writing Diary Writing Description of nature, holidays, events Travel Guide Fictional plays and stories	Understanding vocabulary in context Pupils should be able to: <ul style="list-style-type: none"> Use context clues to work out the meaning of unfamiliar words Identify how vocabulary is used to create mood, tone and atmosphere Recognise shifts in meaning based on context eg: literal vs figurative Using word knowledge strategically Pupils should be able to: <ul style="list-style-type: none"> Apply knowledge of word roots, prefixes and suffixes to decode new words Use etymology and morphology to understand complex or academic vocabulary Distinguish between similar words with different connotations eg: assertive vs aggressive Analysing authorial choices Pupils should be able to: <ul style="list-style-type: none"> Identify and analyse the effect of vocabulary choices in texts (fiction and non-fiction) 	Broader, more sophisticated vocabulary Pupils should: <ul style="list-style-type: none"> Have an understanding of and be confident using a wide range of vocabulary, including figurative, idiomatic and subject-specific language Understand the importance of precise word choice to convey meaning, tone and intention Etymology and morphology Pupils should deepen their understanding of: <ul style="list-style-type: none"> Prefixes, suffixes and root words How understanding etymology can help decode unfamiliar words. The structure of words and how this links to meaning eg: benevolent, malcontent Contextual understanding and inference Pupils should: <ul style="list-style-type: none"> Infer meaning of words and phrases in increasingly complex texts 	Comprehension and inference Pupils should be able to: <ul style="list-style-type: none"> Read and understand a wide range of increasingly challenging texts (fiction, non-fiction, poetry, drama) Retrieve explicit information and infer meaning beyond the text. Track implied ideas and understand characters' motivations, emotions, and development Summarise key information and synthesise ideas across paragraphs or multiple texts Language and literary analysis Pupils should be able to: <ul style="list-style-type: none"> Identify and comment on authorial choices, including: <ul style="list-style-type: none"> Vocabulary Sentence structure Figurative language (simile, metaphor, personification, hyperbole, symbolism) Analyse how writers use language to: <ul style="list-style-type: none"> Create mood, tone, and atmosphere 	Reading knowledge Pupils should know: <ul style="list-style-type: none"> How to retrieve, summarise, and infer meaning from a wide range of increasingly complex texts How to analyse language choices, literary devices eg: metaphor, irony, symbolism), and their effects on the reader How texts are structured and how this affects meaning eg: shifts in perspective, time jumps, narrative voice How to identify themes, viewpoints and authorial intent The conventions of a wide range of genres and text types, including fiction, non-fiction, poetry, and drama How historical, social, and cultural context influences meaning. How to compare texts for language, structure, ideas, and tone How to read critically, identifying bias, opinion, and purpose 	Composition and structure Pupils should be able to: <ul style="list-style-type: none"> Write for a variety of purposes and audiences, including: <ul style="list-style-type: none"> Informing Arguing Persuading Narrating Describing Organise ideas into coherent paragraphs with effective links between them Craft engaging introductions and conclusions Develop and structure ideas logically over the course of the writing Adapt tone and register to suit the audience and context (formal/informal, humorous/serious) Creative and narrative writing Pupils should be able to: <ul style="list-style-type: none"> Create atmosphere, mood and tension through setting, character and plot. Use dialogue to advance action or reveal character 	Knowledge of text types and purposes Pupils should know: <ul style="list-style-type: none"> The features and structures of a wide range of writing forms, including: <ul style="list-style-type: none"> Narrative eg: short stories, descriptive scenes Persuasive eg: speeches, letters Informative/expository eg: reports, articles Reflective eg: personal writing, blogs How to adapt structure, tone, and style based on purpose, audience, and formality The difference between imaginative, persuasive, and analytical writing Organisational knowledge Pupils should know: <ul style="list-style-type: none"> How to plan writing effectively using notes, outlines, or graphic organisers. How to structure writing using: <ul style="list-style-type: none"> Clear paragraphing Topic sentences and transitions Introductions and conclusions

Half Term 2	<p>Persuasive Writing To be able to convince the audience of a position or a belief, using opinions and biases, justifications and reasons</p> <p>To include: Cover letters Newspaper/Magazine Articles Letters of complaint Reviews Letters of Recommendation Advertisements</p>	<ul style="list-style-type: none"> Use subject-specific vocabulary to discuss language, structure and meaning in texts Explore how vocabulary contributes to a writer's voice, purpose or perspective <p>Developing and applying a rich vocabulary Pupils should be able to:</p> <ul style="list-style-type: none"> Use a wide-ranging and increasingly sophisticated vocabulary in writing and speaking Make precise and ambitious word choices to enhance meaning and style Adapt vocabulary use for different audiences and purposes eg: formal essays vs creative writing <p>Using vocabulary in academic and creative work Pupils should be able to:</p> <ul style="list-style-type: none"> Employ subject-specific terminology accurately across the curriculum Use analytical vocabulary when discussing literature and media eg: symbolism, irony, semantic field Use figurative and rhetorical vocabulary effectively in creative writing and argument 	<ul style="list-style-type: none"> Understand how context, tone and register influence meaning Explore how vocabulary choices shape meaning and contribute to the writer's purpose <p>Register, tone and formality Pupils should:</p> <ul style="list-style-type: none"> Understand how vocabulary changes according to audience, purpose and context Have an understanding of appropriate vocabulary for formal and informal contexts, including academic writing, debates, and narrative writing <p>Literary and figurative language Pupils should:</p> <ul style="list-style-type: none"> Recognise and interpret figurative language, including metaphor, simile, personification, hyperbole, etc Understand how authors use language to create effects, atmosphere and voice <p>Vocabulary for analysis Pupils should be able to:</p> <ul style="list-style-type: none"> Use a rich analytical vocabulary to discuss and write about texts eg: terms like connotation, semantic field, juxtaposition Comment on the effect of specific word choices in their reading and explain their interpretations clearly 	<ul style="list-style-type: none"> Present character or setting Influence or persuade the reader Explore the effect of specific words and phrases in context <p>Structure and form Pupils should be able to:</p> <ul style="list-style-type: none"> Understand how texts are organised and structured eg: flashbacks, shifts in perspective Analyse the impact of structural features, such as: paragraphing, sentence length and pattern Repetition and contrast Recognise different text types and their conventions eg: persuasive speech, autobiography, narrative fiction, news report <p>Literary context and theme Pupils should be able to:</p> <ul style="list-style-type: none"> Identify and explore themes and how they are developed eg: power, identity, conflict, resilience). Show awareness of contextual factors, such as: Historical setting Social/cultural influences Author's background and intentions Understand how time period, culture, and genre affect a text's meaning <p>Comparison and evaluation Pupils should be able to:</p> <ul style="list-style-type: none"> Compare texts, identifying similarities and differences in: <ul style="list-style-type: none"> Content Viewpoints Language use Structure and tone Evaluate the effectiveness of a writer's techniques. Form and justify personal opinions about texts, with supporting evidence <p>Reading for study and research Pupils should:</p> <ul style="list-style-type: none"> Develop the ability to read critically across subjects Distinguish between fact, opinion and bias. 	<p>Writing knowledge Pupils should know:</p> <ul style="list-style-type: none"> The features and structures of different writing forms eg: narrative, persuasive, informative, descriptive, reports, speeches, letters How to plan, structure, and organise writing with clarity and cohesion How to write for different audiences and purposes, adapting tone, formality, and style How to use a wide range of sentence structures including complex and multi-clause sentences The correct use of tenses, active/passive voice, and Standard English grammar rules How to use figurative language, rhetorical devices, and precise vocabulary to achieve particular effects Spelling rules and how to spell high-frequency and subject-specific vocabulary accurately How to apply a full range of punctuation correctly, including colons, semi-colons, brackets, ellipses, and speech punctuation How to proofread, edit, and redraft to improve clarity, accuracy, and impact <p>Speaking and listening knowledge Pupils should know:</p> <ul style="list-style-type: none"> How to express themselves clearly and confidently in different contexts How to plan and deliver a structured presentation or speech. How to use Standard English and adapt their language based on audience and context. How to participate in discussions, debates, and group work, including: <ul style="list-style-type: none"> Listening actively Responding appropriately Building on or challenging others' ideas 	<ul style="list-style-type: none"> Vary sentence types and structures for pace and effect. Experiment with voice and perspective eg. first-person, third-person, unreliable narrator <p>Grammar and sentence structure Pupils should be able to:</p> <ul style="list-style-type: none"> Use a wide range of sentence types (simple, compound, complex, multi-clause) Use subordinate clauses, relative clauses, and noun phrases effectively Maintain tense consistency and shift tenses deliberately for effect Use active and passive voice appropriately. Apply Standard English grammar confidently in formal writing <p>Vocabulary development Pupils should be able to:</p> <ul style="list-style-type: none"> Use precise, ambitious, and topic-specific vocabulary Understand and use figurative language eg: metaphor, simile, personification, hyperbole Understand how vocabulary choice can impact tone, clarity, and reader engagement Use a thesaurus to improve word choice and a dictionary to confirm meaning <p>Spelling and punctuation Pupils should be able to:</p> <ul style="list-style-type: none"> Spell most words correctly, including: <ul style="list-style-type: none"> High-frequency words Subject-specific terminology Common homophones and confusable words Use a full range of punctuation accurately: <ul style="list-style-type: none"> Capital letters, full stops, commas, question marks, exclamation marks Apostrophes for possession and contraction Speech marks and correct punctuation for dialogue Colons, semi-colons, brackets, ellipses, and dashes <p>Editing, proofreading and evaluation Pupils should be able to:</p>	<ul style="list-style-type: none"> How to maintain logical flow and coherence across a whole text. How to use cohesive devices eg: connectives, adverbials, repetition and pronouns to link ideas <p>Language and style knowledge Pupils should know:</p> <ul style="list-style-type: none"> How to use figurative language eg: simile, metaphor, personification and rhetorical devices eg: repetition, rhetorical questions for effect. How to vary tone and register eg: formal/informal, persuasive/informative The impact of word choice on meaning and reader response How to write with voice and perspective, including first-person and third-person narration The use of dialogue for characterisation and plot development <p>Grammar and sentence structure knowledge Pupils should know:</p> <ul style="list-style-type: none"> How to use and identify a range of word classes (nouns, verbs, adjectives, adverbs, conjunctions, etc. How to construct a variety of sentence types, including: <ul style="list-style-type: none"> Simple, compound, and complex Sentences with subordinate or relative clauses Sentences with embedded or fronted clauses/phrases How to use active and passive voice appropriately. How to maintain tense consistency and shift tenses deliberately when needed. The difference between Standard and non-Standard English, and when to use each <p>Spelling and punctuation knowledge Pupils should know:</p> <ul style="list-style-type: none"> Spelling patterns and rules, including: <ul style="list-style-type: none"> Common homophones Suffixes/prefixes and their impact on meaning High-frequency and subject-specific words
Half Term 3	<p>Narrative Writing To be able to construct and communicate a story, complete with characters, conflict and settings</p> <p>To include: Novels/novellas Poetry/poems Short stories Anecdotes</p>	<p>Evaluating language use Pupils should be able to:</p> <ul style="list-style-type: none"> Compare vocabulary choices across texts and time periods eg: in historical texts or contrasting authors Evaluate the impact and effectiveness of vocabulary in persuasive or narrative writing. Reflect on and revise their own vocabulary use in writing to improve clarity, impact and tone 					

Half Term 4	<p>Expository Writing To be able to explain a concept, imparting information to a wider audience, focussing on the facts of the topic including statistics and evidence</p> <p>To include: Textbooks How to articles Step by step guides Recipes</p>			<ul style="list-style-type: none"> Select and use relevant textual evidence to support interpretations and arguments 	<ul style="list-style-type: none"> How to use intonation, volume, and pace effectively when speaking to an audience <p>Language, grammar and vocabulary knowledge Pupils should know:</p> <ul style="list-style-type: none"> The roles of different word classes eg: noun, verb, adjective, adverb, preposition, conjunction, determiner, pronoun How to use clauses and phrases to vary sentence structure How vocabulary choices affect meaning, tone and formality The difference between spoken and written forms of English and when to use them How to expand their vocabulary through reading and conscious word choices in writing 	<ul style="list-style-type: none"> Plan writing effectively using notes, outlines, or diagrams. Edit and redraft to improve structure, clarity, and style. Proofread for grammar, punctuation, and spelling errors. Reflect on feedback and make targeted improvements <p>Presentation Pupils should:</p> <ul style="list-style-type: none"> Write clearly, legibly, and at speed when required. Present work in a way that suits the task (handwritten or typed). Understand layout features for specific writing forms (eg. letter, speech, report) 	<ul style="list-style-type: none"> How to use a wide range of punctuation, including: <ul style="list-style-type: none"> Full stops, commas, apostrophes Speech marks and punctuation within dialogue Colons and semi-colons to join related ideas Brackets, dashes, ellipses, and hyphens How punctuation can be used for clarity, structure, and effect <p>Editing and improving knowledge Pupils should know:</p> <ul style="list-style-type: none"> How to evaluate and edit their own and others' writing. How to improve: <ul style="list-style-type: none"> Sentence structure Word choice Paragraph flow Overall clarity and impact How to proofread accurately for grammar, punctuation, and spelling errors <p>Presentation knowledge Pupils should know:</p> <ul style="list-style-type: none"> How to write in a legible, fluent, and joined handwriting style (if handwritten) How to use appropriate layout and formatting for different forms of writing eg: bullet points in reports, line breaks in poetry How to present writing clearly and appropriately whether on paper or digitally
Half Term 5	<p>Descriptive Writing To be able to paint a picture with words of a person, place or item with a focus on the audience</p> <p>To include: Poetry Journal writing Diary Writing Description of nature, holidays, events Travel Guide Fictional plays and stories</p>						

Persuasive Writing

To be able to convince the audience of a position or a belief, using opinions and biases, justifications and reasons

To include:
Cover letters

Newspaper/Magazine Articles

Letters of complaint

Reviews

Letters of Recommendation

Advertisements