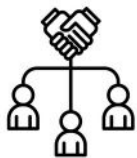


# English

## Key Stage 3

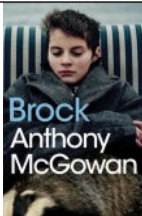
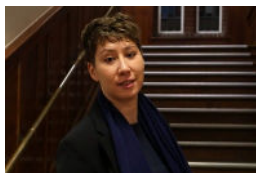
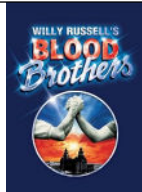
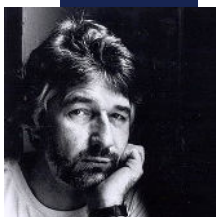
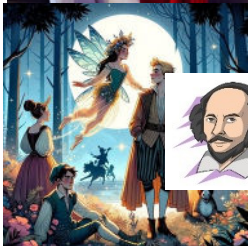
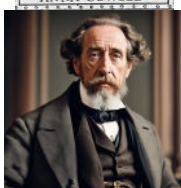
Hours Per Week: 4

|              | Autumn 1                                                                                                                | Autumn 2                                                                                                              | Spring 1                                                                                                                    | Spring 2                                                                                   | Summer 1                                                                     | Summer 2                                                                                                                                                        |
|--------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2025 – 20256 | <b>Route 1 (Relationships)</b><br><br>Whole novel: Brock by Anthony McGowan<br><br><a href="#">Open Brock resources</a> | <b>Route 1 (Relationships)</b><br><br>Birmingham poet – Benjamin Zephaniah<br>Thematic poetry across time and place   | <b>Route 1 (Relationships)</b><br><br>Play text: Blood Brothers by Willy Russell                                            | <b>Route 1 (Relationships)</b><br><br>Transactional writing across time: Letters of note   | <b>Route 1 (Relationships)</b><br><br>Shakespeare: A Midsummer Night's Dream | <b>Route 1 (relationships)</b><br><br>Communication: Thematic viva presentation and group debate ('Outsiders' 19 <sup>th</sup> Century short stories)           |
| 2026 – 2027  | <b>Route 2 (Overcoming challenge)</b><br><br>Whole novel: The Girl of Ink and Stars by Kiran Millwood Hargrave          | <b>Route 2 (Overcoming challenge)</b><br><br>Birmingham poet – Steven Camden<br>Thematic poetry across time and place | <b>Route 2 (Overcoming challenge)</b><br><br>Play text: The Curious Incident of the Dog in the Night Time by Simon Stephens | <b>Route 2 (Overcoming challenge)</b><br><br>Transactional writing across time: Speeches   | <b>Route 2 (Overcoming challenge)</b><br><br>Shakespeare: Romeo and Juliet   | <b>Route 2 (Overcoming challenge)</b><br><br>Communication: Thematic viva presentation and group debate ('Togetherness' 19 <sup>th</sup> Century short stories) |
| 2027 - 2028  | <b>Route 3 (27-28) (Unheard voices)</b><br><br>Whole novel: The Bone Sparrow by Zana Fraillon                           | <b>Route 3 (Unheard voices)</b><br><br>Birmingham poet – Ayan Aden<br>Thematic poetry across time and place           | <b>Route 2 (Unheard voices)</b><br><br>Play text: An Inspector Calls by J.B. Priestley                                      | <b>Route 2 (Unheard voices)</b><br><br>Transactional writing across time: Opinion articles | <b>Route 2 (Unheard voices)</b><br><br>Shakespeare: The Tempest              | <b>Route 2 (Unheard voices)</b><br><br>Communication: Thematic viva presentation and group debate ('Women amongst men' 19 <sup>th</sup> Century short stories)  |



**This learning year is 2026-2027. We are studying route 1.**

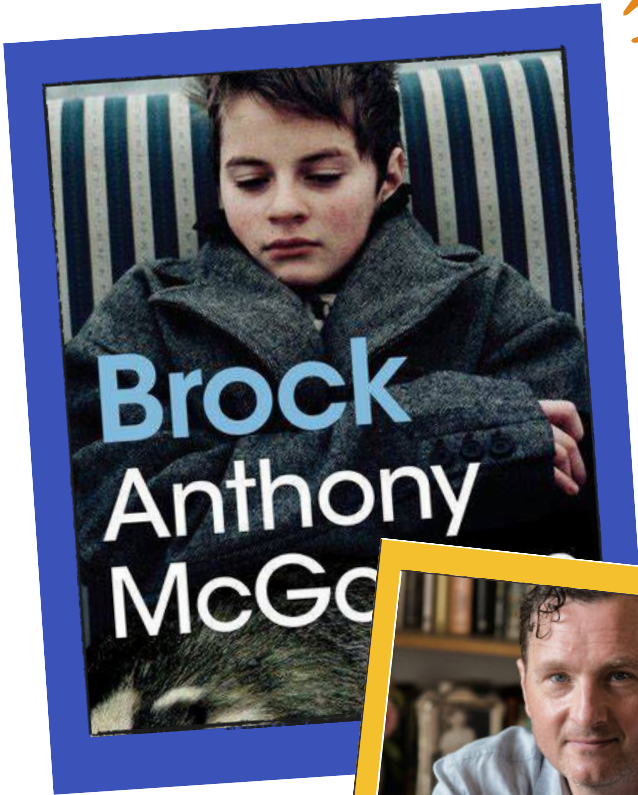
**Everything is linked to the theme of relationships.**

| Autumn Term                                                                                                                                                                                                                                                      | Spring Term                                                                                                                                                                            |                                                                                                                                                                                                                                                     | Summer Term                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p><a href="#">This Photo</a> by Unknown Author is licensed under <a href="#">CC BY</a></p>                                                                                    |                                                                                                      |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                              |
| <br> <p><b>Reading for understanding:</b> Novel - Brock<br/><b>Writing:</b> News articles</p> |  <p><b>Reading for analysis:</b> Birmingham poetry - Jasmine Gardosi<br/><b>Writing:</b> Analysis</p> | <br> <p><b>Reading for understanding and analysis:</b> Drama - Blood Brothers</p> | <br> <p><b>Reading for Understanding and Oracy:</b> The art of rhetoric - Debate<br/><b>Writing:</b> Argument</p> | <br><br> <p><b>Reading for understanding and analysis:</b> Shakespeare - A Midsummer Night's Dream</p> | <br> <p><b>Reading for understanding and Oracy:</b> Animals in 19th-century literature<br/><b>Writing:</b> Stories</p> |

BOOK TALK!

BROCK

A novel by: Anthony McGowan



WHAT'S IT ABOUT?

- The relationship between brothers and how fiercely they care for each other.
- Finding the courage to stand up to bullying and cruelty.
- Kindness, compassion and protecting vulnerable animals.

Opening Line:

"The old male shifted in his sleep. He was fighting again those long-ago battles, back in the days when his teeth were still sharp."

THEMES:

- FRIENDSHIP & FAMILY
- COMPASSION & KINDNESS
- RIGHT AND WRONG
- ANIMAL WELFARE
- COURAGE & RESPONSIBILITY
- HOPE & CHANGE

Why are we reading it?

- To get better at reading and thinking — learning about characters, settings, and exciting plots.
- To explore big ideas — like relationships, identity, and how words create feelings and pictures.

Important relationship moments:

- Nicky stays at the badger sett to protect Kenny (Nicky and Kenny - brotherhood and loyalty).
- Nicky rescues and cares for Snuffy after the attack (Nicky and Snuffy - compassion and responsibility).
- Dad helps save and treat Tina's injuries (Dad, Nicky and Kenny - family care and support).
- Nicky and Kenny work together to find Snuffy's family (Nicky and Kenny - teamwork and trust).
- Dad rescues Nicky from Jezbo and the dogs at Brock Wood (Dad and Nicky - protection and unconditional love).

## **Parent Guide: *Brock* by Anthony McGowan (Barrington Stoke)**

***Brock has been selected as part of our English curriculum because it combines accessible reading with meaningful challenge. This guide answers some frequently asked questions about the novel, including its themes, language and educational value. If you have any further questions or concerns, please contact your child's teacher, who will be happy to discuss the text with you.***

### **Why are we studying *Brock*?**

*Brock* has been chosen because it is an accessible, age-appropriate novel that explores friendship, family, empathy, responsibility, inclusion and moral decision-making. As a Barrington Stoke text, it is particularly suitable for pupils with autism, SEMH needs, dyslexia and literacy difficulties, enabling all pupils to access a challenging Key Stage 3 curriculum. The National Curriculum states that reading at KS3 should be "wide, varied and challenging".

### **Does the novel contain challenging themes?**

Yes. The novel includes themes of bullying, discrimination, family hardship and animal welfare. These themes are not presented as acceptable; rather, they are used to help pupils discuss empathy, responsibility, inclusion and the consequences of poor choices.

### **What about the language used in the book?**

Some characters use occasional low-level profanity, colloquial language and discriminatory insults. This language reflects the setting and characters but is not language that the school promotes or considers appropriate. Teachers address these examples directly, helping pupils understand the impact of words, challenge prejudice and develop respectful communication.

### **Will reading this book influence my child negatively?**

No. The novel does not promote bullying, discrimination, violence or cruelty. These behaviours are portrayed negatively and pupils are encouraged to think critically about their consequences. Through discussion and skilled teaching, pupils develop empathy, resilience, respect and moral reasoning.

### **How will sensitive content be taught?**

The novel is taught by trained teachers who provide context, facilitate respectful discussion, challenge misconceptions and support pupils in

making links between literature and real life. Sensitive themes are explored in an age-appropriate and supportive manner.

### **How does *Brock* support inclusion?**

The Barrington Stoke format removes barriers to reading while maintaining high expectations. The novel provides opportunities to discuss difference, discrimination, vulnerability, inclusion and respect, supporting the school's commitment to equality, accessibility and participation for all learners.

### **Working Together**

#### **Key Message:**

#### **References:**

Department for Education (2014) *National Curriculum in England: English Programmes of Study*

Equality Act 2010: *Advice for Schools*

Equality and Human Rights Commission: *Public Sector Equality Duty Guidance for Schools*.