

English | Year 7 | Reading

Curriculum core purpose. Intent

How does this curriculum fit into the OBHS Curriculum Specification? The GCSE assessment Objectives underpin the design of all KS3 units, skills progression and assessments, thereby ensuring that students are equipped with the skills and knowledge necessary to tackle their GCSEs successfully, while also preparing them for the world beyond school. A maximum of two skills have been prioritised per unit to promote precision teaching, and thereby promote stronger outcomes for all students. The variety of time periods, cultures and text forms students encounter ensures that this is a rich and diverse curriculum. This is particularly the case in year 7, as students explore texts from Ancient Greece, Medieval England, through to the 21st Century. The text selection at year 7 begins with the reading of *Wonder* as a text which through its content explores the transition between schools and teaches students about kindness and compassion for all so sets the tone for the study of English at OBHS.

How is this linked to prior learning? How do units/ topics/ chunks fit together to form the curriculum narrative and prepare students for the next phase of their learning?

The KS2 Literacy curriculum establishes students as fluent readers with the ability to infer. We build on these skills in our year 7 curriculum by empowering students with the skills to write about their reading including their inferences and analysis of writer's language by establishing a PEE structure and effective ways of quoting in Year 7, beginning to study connotations, and using terminology. This prepares students for greater focus on exploring layers of meaning and analysis in Year 8 through more challenging texts.

How does this curriculum respond to local and national agendas (e.g. SMSC and BV)? Through these texts, students are provided with the opportunity to explore and discuss issues of, relationships, bullying, disability, inequality and other cultures.

Content-Knowledge and Skills.

The Modern Novel: 'Using Evidence' (*Word Classes integrated within inference; Connotations; Exact quotes and accurate quotation marks; Embedding quotes*)

Multicultural Poetry: 'Impact of Choices' (*using poetry terminology to identify choices; exploring connotations*) and 'Context and Intentions' (*Identifying evidence of poet's background / culture in their poems*)

Crime and Punishment: 'Using Evidence' (*consolidating skills introduced in Modern Novel*) and 'Context and Intentions' (*Introduce focus on writer's attitude and impact on reader as two separate concepts*)

Fantasy and Folklore 2: 'Impact of Choices' (*Word Classes integrated within inference; Connotations*) and 'Using Evidence' (*Exact quotes and accurate quotation marks; Embedding quotes; Requoting for zoom in*)

Subject specific pedagogy

- Cloze activities are used to demonstrate student knowledge of a concept or topic.
- PEE is used to structure analytical responses and remind students of the skills they are demonstrating throughout their answers.
- Model responses colour-coded and labelled.
- Thinking out loud / talk before writing

Resources and support

- Images and video clips are used to introduce new and unfamiliar concepts.
- PEE pyramids are adapted with a variety of appropriate sentence stems for support and challenge.
- Planning pro-formas adapted for support and challenge to guide writing and inclusion of specific skills.
- New language / terminology taught explicitly to develop students' literacy

Feedback, assessment and progress.

How are students assessed? How does this demonstrate progress? All students sit the same assessment every term. The mark scheme reflects the OBHS use of percentages to identify low, middle and high prior attainment. Marks are recorded as percentages. At this stage, reading and analysis skills are assessed through short multiple question assessments rather than extended writing. Tasks focus on quote selection; identification of language choices; comments on meaning and effect; short question responses in PEE form. The assessment is underpinned by the skills progression outline in the English Long Term Plan.

How do children receive feedback on their learning? Formative feedback on written work given through in the form of next steps through marking stickers and precise numerical targets; success criteria is used for self and peer assessment, along with pre-designed next steps from which students select the most appropriate target.

Habits

Resilience – using glossaries to support reading of more challenging texts.

Collaboration – taking on roles within groups to ensure that a task is completed to a high standard; begin to engage in debate.

Independence – begin to use prior work, approaches and strategies to tackle new tasks and contexts.

How is feedback used to inform planning/ SoL? *While our medium term plan is well-resourced, in-class AfL is used to inform the direction of teaching and the time allowed for specific concepts during a unit. Scaffolding and +1Challenge tasks are embedded within department practise to respond to identified needs of the class. DIRT tasks are used to address misconceptions, gaps and require students to apply NS to new context. DIRT tasks showcase best practice from peers.*

Ambition – *tackling challenge tasks frequently.*
Creativity – *using information to develop own ideas and opinions.*