

English | Year 7 | Writing

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 period, cultures and text forms students encounter ensure that this is a rich and diverse curriculum. Writing in Year 7 lays the foundations for a curriculum that develops students' voice, expression, influence and impact.

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? Writing at KS2 develops accuracy of student writing, and using the main conventions when writing for particular forms and purposes. Year 7 begins by continuing with this approach in the Journey's unit, which is designed as a diagnostic unit through which teachers can identify and address gaps in students' writing skills. The Fantasy and Folklore unit develops students' descriptive writing through a range of less common forms, such as eye-witness accounts and match reports. This is designed to prepare them for genre-writing later in KS3.

How does this curriculum respond to local and national agendas (e.g. SMSC and BV)? The Journey's unit specifically focuses on physical and emotional journeys, and explores texts such as Anne Franks' Diary, thereby promoting conversation around experiences and relationships that might negatively impact a person's life. We also look at extracts from Heart of Darkness which promotes discussion about colonialization.

Content-Knowledge and Skills.

Journeys: 'Impact of Choices (*Figurative Language; Vocabulary and connotations, Impacts created with audience in mind; Form (prose and story openings)*) 'SPaG' (*focus determined by class teacher*)

Fantasy and Folklore 1: 'Impact of Choices' (*Figurative Language; Vocabulary; Connotations; Building sentences and varying openings*) and 'Writer's Voice' (*Purpose and Audience; Form (prose and story openings)*)

Subject specific pedagogy

- Examples used to model a concept followed student practice and assessment (peer, teacher, self).
- 'Build a sentence' to develop use of openings, structures and descriptive devices.
- 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, and prompt ideas for own writing.
- 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.
- Vocabulary banks and challenges set to widen student vocabulary.

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. All writing assessments are extended written tasks which are planned thoroughly in class beforehand to support students in development of ideas and creation of whole-text structures, which they will ultimately need to be able to do independently at GCSE. 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.

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.

Habits

Resilience – proof reading, responding to teacher feedback, applying Next Steps to new contexts;
Collaboration – participate actively in-group discussions, develop active listening skills, and begin to experiment with roles within groups.

Independence – tackle tasks following instructions, judging when help is needed and asking for it.

Ambition – tackling challenge tasks frequently.

Creativity – using information to develop own ideas and opinions.