

English | Year 8 | 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. The text selection at year 8 has been chosen with the gender gap in mind: some texts focus on narratives of men and challenges they face, while the Dystopian Fiction unit picks up on the popularity of the genre, and provides a platform to discuss world-issues with our students. Furthermore, we introduce students to the rich language of Shakespeare, through the study of Romeo and Juliet.

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?

Having established the PEE structure and effective ways of quoting in Year 7, Year 8 builds on these skills by developing the depth of students' explanations through the study of connotations, layers of meaning and use of evidence in re-quoting, analysing language using terminology, and making links between a text content the writer's background. This prepares students for great focus on context and intentions in Year 9, which ultimately develops these important skills prior to GCSE Literature study.

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 suicide, relationships, exploitation and inequality.

Content-Knowledge and Skills.

Death of a Salesman: 'Impact of Choices (*Exploring connotations and layers of meaning; embedding quotes; re-quoting; integrating terminology*) 'Context and Intentions' (*considering writer's intentions*)

Dystopian Fiction: 'Impact of Choices' (*Building up re-quoting section; Exploring multiple short related quotes*) and 'Using Evidence' (*Connotations -> symbolism; Integrated use of language terminology within analysis*)

Romeo and Juliet: 'Impact of Choices' (*Connotations -> symbolism; Analysis of whole-text structure – shifts in focus; How audience assumptions / expectations are challenged*) and 'Using Evidence' (*Re-quoting with integrated terminology; Consolidate exploring multiple short related quotes*)

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.
Ambition – tackling challenge tasks frequently.

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.*

Creativity – *using information to develop own ideas and opinions.*