

English | Year 8 | 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. With the focus beginning to shift from students' own points of view to the perspectives of others in year 8, students are made conscious of how other people may think about / approach particular concepts and issues, thereby developing their world view.

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? Towards the end of Year 7, students developed descriptive writing skills through less common forms such as eye-witness accounts and match reports. Year 8 picks up on this approach through the Text Transformations unit, where students take familiar Fairy Tales and reimagine them in different non-fiction forms. The rest of the year focuses on the development of perspectives through which students develop their use of language, structure and form choices to suit different voices and purposes.

How does this curriculum respond to local and national agendas (e.g. SMSC and BV)? The She-Wolves unit particularly tackles issues of gender equality, as its sole focus is on the achievements of women throughout history, and the barriers (such as sexism) they had to overcome to succeed.

Content-Knowledge and Skills.

Text Transformations: 'Structure and Coherence' (*Paragraphing and chunking of text*) 'Writer's Voice' (*Form (non-fiction focus, e.g. newspaper article, blog); Register used increasingly with audience in mind; Vocabulary choices*)
Literary Villains: 'Impact of Choices' (*Form (non-fiction focus, e.g. speeches, open letters, manifestoes); Register used increasingly with audience in mind; Rhetorical devices*) and 'Structure and Coherence' (*Whole text structure choices*)
She Wolves: 'Writer's Voice' (*writing from other perspectives and integrating the cultural conditions, values, events which prompted the women in this unit to write; Form (personal / reflective focus e.g. autobiography, diary entry, blog); Figurative language and symbolism (abstract, avoiding cliché)*) and 'Structure and Coherence' (*Whole-text structure choices*)

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

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.

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.*