

English | Year 9 | 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 period, cultures and text forms students encounter ensure that this is a rich and diverse curriculum. With the focus on perspectives and rhetoric in year 9, students are made conscious of how texts can be used to influence and manipulate readers, and are encouraged to develop their own informed opinions about the world around them.

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? Year 8 focuses on developing students' explanation and analysis using the PEE form. Year 9 develops this, by moving away from the strict PEE form in order to approach analysis conceptually, selecting evidence from across the text and grouping together related quotes to discuss their ideas. Additionally, there is greater emphasis on exploring the ways writers and cultural and social conditions shape the texts they produce, so consideration of the writer's perspective and intentions is given great priority this year. Development of these skills lay the foundations for study of the literature texts at GCSE.

How does this curriculum respond to local and national agendas (e.g. SMSC and BV)? 16th, 19th and 20th texts from the Literary Heritage are studied during this year, during which students explore how attitudes towards war and other cultures have developed over time. This provides opportunities to discuss issues around conflict, race and slavery.

Content-Knowledge and Skills.

Two Centuries of Poetry: 'Impact of Choices' (*explicit focus on terminology and analysis of imagery*) and 'Context and Intentions' (*Integrated consideration of how form is shaped by the cultural conditions in which it was produced (literary movements, cultural developments historical events)*)

Witchcraft Through the Ages: 'Using Evidence' (*Implicit focus on use of multiple short phrases for evidence; Grouping quotes within an essay structure; Evaluation*) and 'Context and Intentions' (*Integrated consideration of how a text is influenced by the cultural conditions in which it was produced*)

The Tempest: 'Context and Intentions' (*Integrated consideration of how form is shaped by the cultural conditions in which it was produced; Consideration of how interpretation / response is shaped by time / society / experience*) and 'Using Evidence' (*Grouping quotes within an essay structure; Evaluation*)

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** – apply increasingly challenging next steps in new contexts.
- Collaboration** – engage in debate with own supported ideas.
- Independence** – 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.*