English | Year 9 | 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 on perspectives throughout year 9, students are made conscious of how to express themselves powerfully through language and meaning.

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 ends with students developing perspectives through their use of language, structure and form choices to suit different voices and purposes. Year 9 develops this into exploring more challenging genres such as Gothic writing, using 19th Century texts as models, which prepares students for the demands of GCSE Language Paper 1, Section B. Through the Rhetoric and Of Mice and Men units, students then return to writing from different perspectives in non-fiction forms to prepare them for GCSE Language Paper 2, Section B. By the end of year 9, students will have a rich and varied experience of writing for different purposes, audiences, genres and forms.

How does this curriculum respond to local and national agendas (e.g. SMSC and BV)? Through the Gothic writing unit, students explore aspects of the Literary Heritage Britain is proudest of. Through the Rhetoric and Of Mice and Men units, students explore prejudice in its different forms and the impacts that can have within society.

Content-Knowledge and Skills.

Gothic Writing: 'Writer's Voice *(Ambitious vocabulary and figurative language appropriate to the genre; Gothic conventions (character, setting, structure); Phonetics to create sound effects)* 'Structure and Coherence' *(Openings and endings; Whole text choices (extended metaphor, symbolism, semantic fields)*

Rhetoric: 'Impact of Choices' *(Form (advert campaigns (leaflets, commercials) and speeches; Rhetorical devices; Syntax choices for persuasion (e.g. squashing opposing argument, anaphora, amplification etc)* and 'Structure and Coherence *(Whole-text structure (Aristotelian model))*

Of Mice and Men: 'Impact of Choices *(Perspective writing (Reading and Writing) / Taking on personas / registers informed by historical research; Abstract figurative language; Phonetics to create sound effects)* and 'Structure and Coherence' *(Extended metaphor; Form (non-fiction focus, e.g. broadsheet article, letters); Punctuation to prioritise ideas)*

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.*

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.*

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.*	**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.*