

## English | Year 7 | 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. Students at KS3 study 4 discrete reading units over a year; these underpin our writing curriculum (2 units across the year) as reading is the cornerstone of improving literacy for all. Of the discrete reading units there is a balance of fiction and non-fiction in order to reflect the balance of this in Section B of the GCSE Language Exams.

**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?**

At KS2, development of reading skills centres around identifying language choices, comprehension of meaning and inference. Year 7 develops these reading skills by first focusing on selecting evidence and quoting accurately; then introducing the concept of ‘connotations’ to develop explanation and language analysis to explore the impact of writers’ choices. This lays the groundwork for explicit focus on exploring layers of meanings; and considering how a writer’s background influence their text in year 8.

**How does this curriculum respond to local and national agendas (e.g. SMSC and BV)?** Students explore issues such as the treatment of criminals and perspectives of writers from other cultures to open up discussion around prejudice, tolerance and respect for others.

| Content-Knowledge and Skills.   | Subject specific pedagogy  | Resources and support   |
|---|--|---|
| <p><b>Coming of Age Text</b> Impact of Choices and Using Evidence<br/> <b>Multicultural Poetry:</b> Impact of Choices and Using Evidence<br/> <b>Crime and Punishment:</b> Impact of Choices and Using Evidence<br/> <b>Romeo and Juliet:</b> Impact of Choices and Using Evidence</p>  | <ul style="list-style-type: none"> <li>• ‘What, How, Why’ is used to structure thinking before students undertake analytical responses and remind students of the skills they are demonstrating throughout their answers.</li> <li>• Model responses</li> <li>• Modelling metacognitive approaches to analysis</li> <li>• Thinking out loud / talk before writing</li> </ul> | <ul style="list-style-type: none"> <li>• Images and video clips are used to introduce new and unfamiliar concepts.</li> <li>• Planning pro-formas adapted for support and challenge to guide writing and inclusion of specific skills.</li> <li>• Tier 3 vocabulary taught explicitly to develop students’ literacy.</li> </ul>   |
| Feedback, assessment and progress.  |  | Habits  |
| <p><b>How are students assessed? How does this demonstrate progress?</b> All students sit the same summative 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. Summative Assessments build in challenge and mimic the language and concepts students will face at GCSE. Our assessments follow the OBHS Feedback and Assessment Policy to ensure consistency of approach across the whole school.</p> <p><b>How do children receive feedback on their learning?</b> Formative feedback is given in line with the OBHS Feedback and Assessment Policy. Success criteria is used for self and peer assessment.</p> <p><b>How is feedback used to inform planning/ SoL?</b> While our medium term plan is well-resourced, in-class AfL and no-pen marking is used to inform the direction of teaching and the time allowed for specific concepts during a unit. The skills taught within reading units reoccur with increasing challenge throughout the year to allow for continued development of skills.</p> |  | <p><b>Resilience</b> – proof reading, responding to teacher feedback, applying Next Steps to new contexts;<br/> <b>Collaboration</b> – participate actively in-group discussions, develop active listening skills, and begin to experiment with roles within groups.<br/> <b>Independence</b> – tackle tasks following instructions, judging when help is needed and asking for it.<br/> <b>Ambition</b> – tackling challenge tasks frequently.<br/> <b>Creativity</b> – using information to develop own ideas and opinions.</p> |