

## 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. 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. The text selection at year 8 has been chosen to ensure exposure to different fictional forms covering novels, plays and extracts from dystopian fiction. The Dystopian Fiction unit picks up on the popularity of the genre and provides a platform for our students to be inspired in their own private reading choices to choose from our extensive selection of this genre in the school library.

**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 skills of using evidence in Year 7, Year 8 builds on these skills by developing the depth of students' explanations through the study of connotations, layers of meaning, analysing language using terminology, and making links between a text content the writer's background. This prepares students for great focus on these skills into Year 9 which ultimately develops these important skills prior to GCSE Literature and Language 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 power, relationships, exploitation and inequality. The Tempest also reframes students' understanding of the UK's Colonial history to explore how attitudes have changed over time.

### Content-Knowledge and Skills.

### Subject specific pedagogy

### Resources and support

**Dystopian Fiction:** Impact of Choices and Using Evidence  
**Death of a Salesman:** Impact of Choices and Context and Intentions  
**Animal Farm:** Impact of Choices and Context and Intentions  
**The Tempest:** Impact of Choices and Context and Intentions

- '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.
- Model responses
- Modelling metacognitive approaches to analysis
- Thinking out loud / talk before writing

- Images and video clips are used to introduce new and unfamiliar concepts.
- Planning pro-formas adapted for support and challenge to guide writing and inclusion of specific skills.
- Tier 3 vocabulary taught explicitly to develop students' literacy.

### Feedback, assessment and progress.

### Habits

**How are students assessed? How does this demonstrate progress?** 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.

**How do children receive feedback on their learning?** Formative feedback is given in line with the OBHS Feedback and Assessment Policy. Success criteria is used for self and peer assessment.

**How is feedback used to inform planning/ SoL?** 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.

**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.

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