

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. The variety of time periods, cultures and text forms students encounter ensure that this is a rich and diverse curriculum. The text selection at year 8 has been chosen with the gender gap in mind: some texts focus on narratives of men and challenges they face, while the Dystopian Fiction unit utilises the popularity of the genre, and provides a platform to discuss world-issues with our students. Animal Farm introduces students to core contextual knowledge of socialism and thematical understanding of tyranny which begin to prepare students for the study of An Inspector Calls and Macbeth in KS4 GCSE Literature.

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 use of What How Why as a metacognitive structure to underpin analytical writing and effective ways of quoting in Year 7, Year 8 builds by developing the depth of students' explanations through the study of connotations, layers of meaning and use of evidence in re-quoting, analysing language using terminology, and making links between a text content the writer's background. This prepares students for great focus on context and intentions in Year 9, which ultimately develops these important skills prior to GCSE Literature 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 suicide, relationships, exploitation, inequality and build an understanding of Britain's shameful colonial past through the treatment of Caliban in *The Tempest*.

Content-Knowledge and Skills

Subject Specific Pedagogy

Resources and Support

Dystopian Fiction: 'Impact of Choices' (*Building up re-quoting section; Exploring multiple short related quotes*) and 'Using Evidence' (*Connotations -> symbolism; Integrated use of language terminology within analysis*)

Death of a Salesman: 'Impact of Choices (*Exploring connotations and layers of meaning; embedding quotes; re-quoting; integrating terminology*)' 'Context and Intentions' (*considering writer's intentions*)

Animal Farm: 'Impact of Choices (*Exploring connotations and layers of meaning; embedding quotes; re-quoting; integrating terminology*)' 'Context and Intentions' (*considering writer's intentions*)

The Tempest: 'Impact of Choices (*Exploring connotations and layers of meaning; embedding quotes; re-quoting; integrating terminology*)' 'Context and Intentions' (*considering writer's intentions*)

- What How Why is used as a thinking tool to help students structure their analytical responses to texts.
- Model responses colour-coded and labelled.
- Thinking out loud / talk before writing
- I do, we do, you do lesson structures to build independence.

- Images and video clips are used to introduce new and unfamiliar concepts.
- Live modelling using I do, we do, you do.
- New language / terminology 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 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 multiple question assessments rather than purely extended writing. The assessment is underpinned by the skills progression outline for English at OBHS and matches our implementation ambition for each unit.

How do children receive feedback on their learning? In line with the OBHS no-pen feedback policy, students receive whole class feedback at least once a fortnight, in the form of next steps, this marking ensures teaching is consistently responsive to student need and all students take ownership for engaging with their next steps. Success criteria is used for self and peer assessment. Students are assessed formally once a half term where individual next steps are given and feedforward into students work in subsequent units.

How is feedback used to inform planning/ SoL? While our medium term plan is well-resourced, in-class AfL and the OBHS no-pen feedback policy is used to inform the direction of teaching and the time allowed for specific concepts during a unit.

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.