

English | Year 8 | 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 beginning to shift from students' own points of view to the perspectives of others in year 8, students are made conscious of how other people may think about / approach particular concepts and issues, thereby developing their world view.

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? Towards the end of Year 7, students developed an understanding of how to craft language to achieve a given purpose through their Dragon's Den pitches, this is developed in Year 8 as students explore how they can craft language to share their own viewpoint on contemporary issues and topics in the Opinion Writing unit, developing their own sense of a writer's voice in preparation for Language Paper 2, Section B at GCSE. Students' descriptive and narrative writing is developed in Year 8 through the stimulus of Tan's *The Arrival* using pictures to stimulate creative writing in line with the task of Language Paper 1, Section B at GCSE.

How does this curriculum respond to local and national agendas (e.g. SMSC and BV)? The Opinion Writing unit particularly tackles contemporary issues, our source texts are reviewed each year to ensure that this unit remains contemporary, however in 2020-1 previous topics explored have included the Black Lives Matter movement, #MeToo and School Climate Change Protests. *The Arrival* explores issues around immigration and builds thematically on the issues of Identity explored in Year 7 through the Journey's Unit.

Content-Knowledge and Skills

Opinion Writing (Non-Fiction): 'Structure and Coherence' (*Paragraphing and chunking of text*) 'Writer's Voice' (*Form (non-fiction focus, e.g. newspaper article, blog); Register used increasingly with audience in mind; Vocabulary choices*)
The Arrival (Fiction) 'Impact of Choices' (*Form (non-fiction focus, e.g. speeches, open letters, manifestoes); Register used increasingly with audience in mind; Rhetorical devices*) and 'Structure and Coherence' (*Whole text structure choices*)

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? 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.

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.
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.