English | Year 9 | 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? Year 9 builds on students' prior experience exploring the impact of choices and the impact of cultural and social conditions on text creation, in order to approach analysis conceptually. Additionally, the emphasis on context and intentions shifts to give students the opportunity to explore genre conventions through Gothic and Tragedy stories from different time periods. This supports students in their development of these skills before they study Macbeth for GCSE Literature. Furthermore, the Two Centuries of Poetry unit pre-teaches an expansive selection of tier 3 vocabulary to help prepare students for the demands of the Poetry Anthology and Unseen Poetry in GCSE Literature.

How does this curriculum respond to local and national agendas? Through these text choices students explore how attitudes towards race, gender and power are reflected in literature of different time periods.

Content-Knowledge and Skills.

The Woman in Black: Impact of Choices and Using Evidence
Two Centuries of Poetry: Impact of Choices and Context and Intentions
Of Mice and Men: Impact of Choices and Context and Intentions
Othello and Introduction to Tragedy: Impact of Choices and Context and Intentions

Subject specific pedagogy

- '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

Resources and support

- 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.

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.*

Habits

Resilience – *apply increasingly challenging next steps in new contexts.*
Collaboration – *engage in debate with own supported ideas.*
Independence – *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.*