

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. The variety of time periods, cultures and text forms students encounter ensure that this is a rich and diverse curriculum, with the contextual knowledge of Romanticism and gothic in *The Woman in Black* and *Two Centuries of Poetry* introducing students to core contextual knowledge in preparation for their study of the Love and Relationships AQA Poetry cluster in KS4.

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 and 8, Year 9 builds by approaching analysis conceptually, selecting evidence from across the text and grouping together related quotations to discuss their ideas. Additionally, there is greater emphasis on exploring the ways writers and cultural and social conditions shape the texts they produce, so consideration of the writer’s perspective and intentions is given great priority this year. Development of these skills lay the foundations for study of the literature texts at GCSE.

How does this curriculum respond to local and national agendas (e.g. SMSC and BV)? 16th, 19th and 20th texts from the Literary Heritage are studied during this year, during which students explore how attitudes have developed over time. *Of Mice and Men* allows us to explicitly address our anti-racism agenda ensuring that students are taught how author’s work must be viewed as a product of its time, while understanding the ethical problems that this raises.

Content-Knowledge and Skills

The Woman in Black: ‘Context and Intentions’ (Integrated consideration of how form is shaped by the cultural conditions in which it was produced; Consideration of how interpretation / response is shaped by time / society / experience) and ‘Using Evidence’ (Grouping quotations within an essay structure)

Two Centuries of Poetry: ‘Impact of Choices (explicit focus on terminology and analysis of imagery) and ‘Context and Intentions’ (Integrated consideration of how form is shaped by the cultural conditions in which it was produced (literary movements, cultural developments historical events)

Of Mice and Men: ‘Using Evidence’ (Implicit focus on use of multiple short phrases for evidence; Grouping quotes within an essay structure; Evaluation) and ‘Context and Intentions’ (Integrated consideration of how a text is influenced by the cultural conditions in which it was produced)

Othello/Introduction to Tragedy: ‘Context and Intentions’ (Integrated consideration of how form is shaped by the cultural conditions in which it was produced; Consideration of how interpretation / response is shaped by time / society / experience) and ‘Using Evidence’ (Grouping quotes within an essay structure; Evaluation)

Subject Specific Pedagogy

- 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.

Resources and Support

- 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

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.

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.*