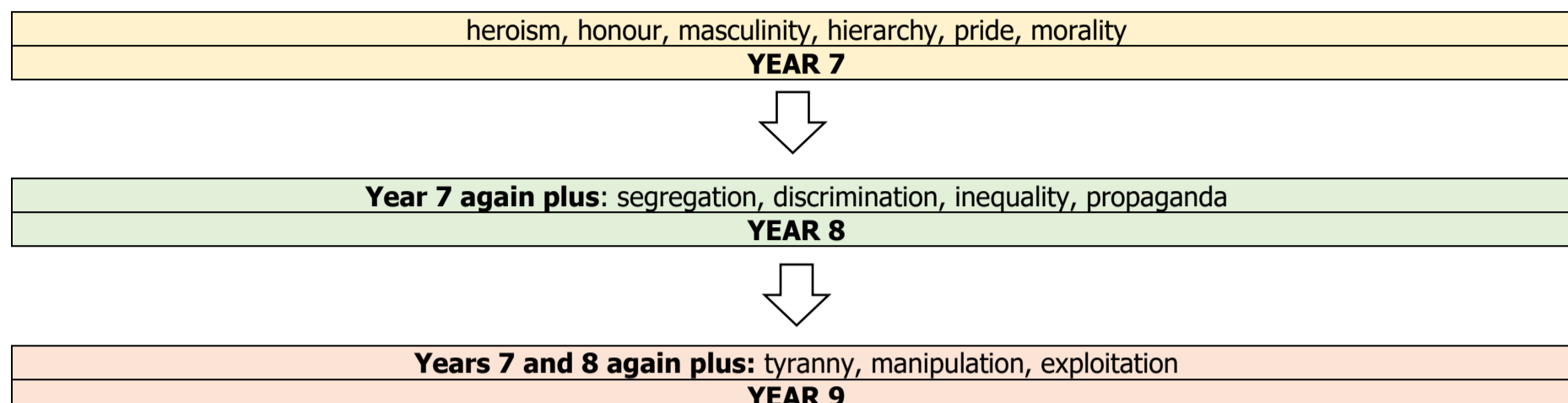


## Huntington School English Department: Curriculum Intent KS3

At Huntington, students of English are taught through a carefully considered and sequenced curriculum that is anchored by our key concepts that allow students to read, understand and enjoy a range of texts from a rich heritage of the literary canon, as well as work produced by contemporary writers.

### Key concepts



### Core Knowledge

Alongside these concepts, students are taught a knowledge-rich curriculum based on the core components that make up the discipline of English and enable our students to be true literary scholars. These components are made up of:

- **Genre:** The act of storytelling is a primary means of describing and understanding the world. In order to make sense of our experiences, we tell stories in different forms. Students will study an array of genres in order to appreciate the specific characteristics and structures of different types of writing.
- **Authorial methods:** Students will study the effects of a range of figurative language and imagery to explore the power that well-chosen language can have on the reader.
- **Context:** Writers are often responding to the societal issues at the time in which they are living. Students will study the historical context of a writer and learn about the different matters a writer is highlighting in order for them to make more informed responses to the text.
- **Elements of analytical writing:** We explicitly teach grammatical structures for analytical writing and model writing at sentence level with a 'slow writing approach' to equip students to write about a range of different texts.
- **Elements of creative writing:** We explicitly teach grammatical structures for creative writing and model writing at sentence level with a 'slow writing approach' to equip students to write for a wide range of purposes and audiences.
- **Key concept vocabulary:** The key concepts of literature are taught explicitly through the Frayer model and woven through the fabric of our curriculum. Students will explore the key concepts across different texts and use this vocabulary in their written and verbal responses to comment on these fundamental ideas as demonstrated in both prose and poetry.
- **Spoken Language:** Communicating verbally with precision and fluency is a key life skill, and one which our students will practise at key moments with scaffolding and support.

Each of the above are studied throughout Years 7-9, where opportunities are present to revisit and build upon prior knowledge. This is made evident throughout our assessment of students alongside our 'End of Year expectations'.

### Key Stage Three Overview

Below is the sequencing of our KS3 curriculum across the three years of KS3.

7	Autumn Term		Spring Term		Summer Term	
	Reading for Meaning: 'The Island at the End of Everything' by Kiran Milwood Hargrave	Epic Poetry: 'Beowulf'	Tragedy: Shakespeare's 'Macbeth'		Gothic Literature: Extracts from 18 <sup>th</sup> , 19 <sup>th</sup> and 20 <sup>th</sup> century and Poe's 'The Tell Tale Heart'	Spoken language: What does it mean to be a hero?
	Grammar		Grammar for creative writing		Creative writing in genre	Writing to inform
with a focus on the concepts of: heroism, honour, masculinity, hierarchy, ambition, morality						
8	Autumn Term		Spring Term		Summer Term	
	Detective Fiction: 'The Adventure of the Speckled Band' by Arthur Conan Doyle	'The Bone Sparrow' by Zana Fraillon, Poetry of Rohingya Muslims, the language of the media	'The Bone Sparrow' by Zana Fraillon, Poetry of Rohingya Muslims, the language of the media	War Literature: Poetry from The 'Great War'	Comedy: Shakespeare's 'Much Ado About Nothing'	
	Creative writing in genre		Writing to explain			
with a focus on the concepts of: Year 7 <b>again</b> plus: segregation, discrimination, inequality, propaganda						
9	Autumn Term		Spring Term		Summer Term	
	Poetry of Protest	Dystopian Literature: extracts from 19 <sup>th</sup> , 20 <sup>th</sup> and 21 <sup>st</sup> century	Viewpoints and Perspectives: 'Animal Farm' by George Orwell, non fiction extracts		The Art of Rhetoric: Speeches from 16 <sup>th</sup> century-21 <sup>st</sup> Century	
	Creative writing in genre				Writing to persuade	Spoken Language
with a focus on the concepts of: years 7 and 8 <b>again</b> plus: tyranny, manipulation, exploitation						

### Assessment

For each of our units at Key Stage 3, there will be two assessments.

The First assessment is a mid-unit review with the purpose of identifying any misconceptions or signposting any gaps in their learning. Teachers use this to modify their teaching to meet the needs of their students.

The Second Assessment comes towards the end of the unit and assesses the students more formally. Marks are recorded by class teachers and feedback lessons are designed to address any misconceptions from students' learning.

Both assessments have two sections:

*Section A* – is a series of multiple-choice or short-answer questions which assess the core knowledge of the unit – linked to the End of Year expectations that unit aligns with.

*Section B* – is an extended writing task either focused on analytical writing or creative writing.

### Feedback

The type and frequency of feedback in KS3 English is detailed below:

1. Students will receive feedback twice a half term.
2. Students will receive feedback on their work in one of the following ways: weekly book sampling; whole class feedback; live marking in lessons.
3. All feedback will lead to students engaging in DIRT to improve their work or go over misconceptions.
4. Written comments are not given for class notes, unless SPAG/presentation errors are being addressed.
5. Verbal feedback is given through questioning methods and one-to-one conversations, as appropriate.
6. DIRT is embedded in lessons and students are given frequent opportunities to respond to targets.

### Homework

*Frequency:* Homework tasks will be set as and when appropriate related to the learning objectives of each lesson, **usually on a fortnightly basis.**

Types of tasks:

- Consolidation of learning by applying knowledge and using skills to answer set tasks e.g. drafting for an end of unit assessment.
- Learning the spelling and key subject terminology e.g. dramatic/poetic techniques.

- Research in preparation for future tasks e.g. contextual research for authors, literary styles and periods in time.
- Practise and develop skills e.g. being able to evaluate techniques and interpretations in analytical paragraphs.
- Use of DIRT to improve or develop written responses.
- Using assessment criteria to prepare for the question types for the end of year exam.
- Creative tasks may be given to enhance the student experience of Literature.
- Quizzes set on Microsoft Forms.

#### How can I support my child?

Parents and carers have an important role in this and there are many ways you can support your children to continue their progress in English.

#### **1. How can I help support my child's learning of English at home?**

- Talk about what they have been reading in school in the last few weeks/ terms.
- Continue to encourage them to read regularly from a range of fiction and non-fiction.
- Check they are regularly working on English revision of all the set texts. Read the texts yourselves where appropriate and talk to them about the characters, ideas and issues the writer is exploring.

#### **2. Recommended revision resources for parents (and students)**

There is also a lot available online, including BBC Bitesize which is a valuable resource to cover key points.

We also have other sources which have emerged in the last few years, for example Mr Bruff and Mr Salles on YouTube. Their channels were originally created to support their own students, however they have now been made available for all. Mr Bruff in particular has revision guides for all AQA English exams which you can also purchase through Amazon should you wish to. Some of the topics, such as those which are looking at the literature texts, will be good revision for other exam boards too.

SENECA also has materials for KS3 topics and is very easy to search for what you need.

GCSEPod are offering free resources too, with lots of materials for a range of subjects at KS3 as well as English.

#### **3. How should my child use these English revision materials to reinforce their learning?**

- Make notes, cover up the revision materials and write down what you remember and then check.
- Talk about what they have been studying and get them to ask you questions.
- Create mind maps of topics and have a go at planning to answer exam questions and even write longer responses.
- The more you DO with the material the easier it will be to remember.

#### **4. The importance of reading**

You may want to spend time encouraging them to read a range of fiction and non-fiction texts. There are many free books available online and you can find some suggestions on The School Reading List website.

There are also websites which also for useful for practising spelling and grammar skills too, such as BBC Bitesize.

Again, it is useful to discuss what they have learnt with someone else, so talking about it with a parent/carer or friend will help them to commit this learning to memory, ready to explore it in more depth later. Shared reading and discussion is a great activity for all ages.

Whatever you decide to explore, the most important thing is to keep talking about what your children have been exploring and encouraging them to explain what they have or have not understood. Discussion and evaluating what you do and don't like is still a key skill in English and in life beyond so make sure you enjoy it.