**KS3** **English and Media**

**Overview**

Over the course of KS3, our learners in English will be developing their: reading, writing and communication skills across a wide range of topics. Each unit of work will support our young people in becoming creative, confident and independent learners. To consolidate the learning taking place, each week, all students will complete a piece of extended writing in silent and timed conditions. In addition, each half term learners will sit a GCSE style exam assessment.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| ***Year 7*** | The Island Project*AO5 (ii&iii)**AO6 (ii)* | Boy in the Striped Pyjamas*AO (1-4)* | Gothic Writing*AO5 (i&iii)**AO6 (i)* | Tales of Brave New Words*AO (1-3)* | Character and Conflict Poetry*AO (5-6)* | The Tempest*AO (1,2,4)* |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| ***Year 8*** | Writing for Genre*AO5 (i)**AO6 (ii)* | After Tomorrow*AO (1-2)* | Media: Heroes and Villains*AO5 (ii &iii)**AO6*  | Othello*AO (1,2,4)* | Tolerance: Reading and Writing non-fiction*AO (5-6)* | Relationship Poetry*AO (1,2,4)* |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| ***Year 9*** | Tales from other TimesAO5 (i)AO6 (ii) | Of Mice and MenAO 1-4 | Writing Political Speeches *AO5 (i&ii)*AO6 (i&iii) | Exam SkillsAO (1-6) | Poetry of William Blake*AO (1-4)* | Romeo and Juliet*AO (1-3)* |

|  |  |
| --- | --- |
| **Writing Assessment Focus** | **Writing Assessment** **Descriptors** |
| AO5 (i) | To create imaginative texts using a range of language devices. |
| (ii) | Producing tasks which are well suited to their genre, purpose and audience. |
| (ii) | To organise texts using well-structured paragraphs and discourse markers. |
| AO6 (i) | To use a range of punctuation accurately. |
| (ii) | To use a variety of well selected vocabulary and sentence structures for effect. |
| (iii) | To spell accurately. |

|  |  |
| --- | --- |
| **Reading Assessment Focus** | Reading Assessment Descriptors |
| AO1 | To identify and interpret implicit and explicit information within a text. |
| AO2 | To identify and comment upon a writer’s use of language. |
| AO3 | To identify and comment upon the structure and organisation of a text. |
| AO4 | To identify and comment upon writer’s perspectives and ideas using social, historical and cultural context where necessary. |

**Expectations:**

* All students should have a reading book for English lessons; this will be monitored by their class teacher.
* All students should complete a piece of extended writing each week.
* Home and class learning should be completed to a high standard.
* In addition to written homework, students should be completing 30 minutes of independent reading each day.
* Exercise books should be neat and well presented.

**How you can support your young person?**

* Encouraging all homework is completed and proof read to check for errors.
* Encouraging independent reading each day.
* Using SAM Learning to check the homework set by classroom teachers.
* Asking students to read over and consolidate their class learning.
* Directing your young person to BBC Bitesize <http://www.bbc.co.uk/education/subjects/z3kw2hv>

**Questions to ask your young person:**

* Can you summarise this text?
* Can you make an inference about the text?
* How is the character presented?
* Which character do you have the most empathy with?
* Can you develop your explanation?
* Can you provide an alternative interpretation?