

#### **KS3 Rationale:**

To instil core skills of reading and writing, spoken language and vocabulary development in a creative, relevant and inspiring way; complimenting previous knowledge and understanding of KS2 and mirroring attributes needed to succeed at KS4. This will provide opportunities for students to engage with several texts as well as learning the skills needed to throughout their study of English.

#### **SOW Rationale:**

Students will look at a range of texts around the theme of social class. This will be extremely useful when moving into KS4 and looking at the class system in Victorian and Edwardian England. Students will be focusing mainly on the play *Our Day Out* and the presentation of class.

#### **Unit learning objectives:**

- Examine a range of texts with the theme of Social Class
- Identify and comment on writer's craft- techniques, structures (effect on audience)
- Composition- idea collection, planning, drafting and redrafting
- Identify and utilise key literary terms when analysing writing- simile, metaphor, structure, description, dialogue.
- Demonstrate understanding of comparisons between text

#### **Assessment Foci:**

- **AO1:** identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts
- **AO2:** Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
- **AO3:** Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
- **AO4:** Evaluate texts critically and support this with appropriate textual references
- **AO5:** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
- **AO6:** Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- **AO7:** Demonstrate presentation skills in a formal setting
- **AO8:** Listen and respond appropriately to spoken language, including to questions and feedback on presentations
- **AO9:** Use spoken standard English effectively in speeches and presentations.

#### **Assessments/ Marked pieces:**

**Week 5 – “ Write a letter to the parents and carers of your students, inviting them on your school trip)**

**Week 8 ‘Write a letter of complaint from the zoo to the school’**

**Week 11- EOU Reading Assessment**

### Prior learning

KS2 students will have experienced English studies and will have some familiarity with reading and writing skills and some subject terminology, such as grammar terms.

Students should have been taught to recognise themes and have had opportunities to compare characters. Students should be able to discuss viewpoints within a text and across more than one text.

### Links to KS4

- Understanding of a play
- Understanding of the class system- An Inspector Calls and A Christmas Carol
- Structure of a play
- Understanding of context and the importance of it in relation to a text

### Speaking and listening opportunities:

Students should be encouraged, as much as possible, to be presenting and speaking confidently in front of their peers. This will support students in several subjects as well as developing their speaking and listening ability for later in their school life.

### Essential Knowledge

Context

Conventions of a play

### Key vocabulary

Stage directions

Socio- political context

Playwright

Stereotype

Prejudice

### Forms covered

- Letter
- Leaflet
- Account writing
- Speech

### Bedrock Lessons

All students will have access to Bedrock for 1 hour across the two week timetable.

### Homework

Following the academy's homework policy, students should be set 40 minutes of homework a week.

Homework should reinforce class work or prepare students for future learning.

### SPAG

SPAG should be taught throughout the scheme. 5 a day low stake quiz to be used as a starter in the lesson.

Seneca homework can also be used to support students with SPAG.

Marking for SPAG is crucial and should be a key focus of our marking. Teachers to use the marking of books to inform their teaching in terms of SPAG.