

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:

The aim of this scheme is to introduce students to the topic of conflict and how that is presented across a number of text types. Students will be looking at fiction, non-fiction and poetry and discovering how conflict is shown. Students will look at the way language is used to presented feelings and emotions as well as creatively.

Unit learning objectives:

- Exposure to a range of fiction and non- fiction texts as well as a range of poetry.
- To introduce students to the theme of conflict and how it is presented
- To understand a writer's intentions and how they have used language to portray meaning.

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 4- WRITING ASSESSMENT

Write a letter for your school magazine persuading students to start giving to charities such as Help for Heroes.

Week 6- WRITING ASSESSMENT

"War doesn't just affect the soldier"
Write a speech about your point of view on the statement.

WEEK 10- 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

- Theme of conflict present in R&J, J&H, poetry
- Transactional writing preparation for LP2 Q5
- Writer's viewpoints preparation for LP2 Q5
- Creative writing tasks in preparation LP1 Q5
- Language analysis preparation for Section A of language papers

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

- Poetry analysis
- Fiction v non-fiction
- Writers intention

Key vocabulary

Texts and poems will have their own key vocabulary which is important for students to grasp. Each PPT has key vocabulary for that week.

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.

Homework should be clearly labelled in books.

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.