

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 be exposed to a number of monsters throughout literature. A key focus will be placed on the novel 'A Monster Calls' and students will be looking at how monsters have been presented over time.

Unit learning objectives:

- Examine a range of texts with the theme of Monsters, including some pre- 1900 examples.
- 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 texts

Assessment Foci:

- Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts
- 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
Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
- Evaluate texts critically and support this with appropriate textual references
- 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
- Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- Demonstrate presentation skills in a formal setting
- Listen and respond appropriately to spoken language, including to questions and feedback on presentations
- Use spoken standard English effectively in speeches and presentations.

Assessments/ Marked pieces:

Week 2- Write a letter to Theseus from Aegeus persuading him not to go and fight the beast.

Week 12- "Bullying is unacceptable and needs to be stopped" Write a **speech** to your fellow students about your thoughts on this topic.

Write a description of a powerful monster, implementing the vocabulary taught this term

Week 14- EOU Reading Assessment

Prior learning

KS2 students will have experiences 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

- The portrayal of monsters- links to J&H
- Structure of a text
- Variety of genres to prepare for LP1Q5
- Transactional writing- speech and letter- LP2Q5

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

Letter writing
Speech writing
Poetry and language analysis
Setting
Myths and legends

Key vocabulary

- Protagonist - Antagonist - Genre
- Setting - Plot - Theme

Forms covered

- Letter
- Speech
- Review

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.

Seneca learning may be used to set homework.

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.