

#### **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 theme of 'Power' is prominent in many of the texts students have studied and will go on to study in KS4. Through looking at a range of texts and the key text 'Animal Farm' students will focus on how power has been presented in literature in a variety of different ways.

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

- To understand the importance of context when exploring a novel
- To analyse a poem or extract- reading for meaning
- To develop persuasive writing skills whilst also practicing creative writing skills.
- To analyse the writer's intention and meaning

#### **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 7** - "All animals are equal, but some are more equal than others." Write a speech arguing your point of view on the statement.

**Week 12-** Imagine you are one of the other animals on the farm and you have discovered that the pigs have managed to buy another crate of whiskey despite saying they didn't have any money. You also notice that your rations are getting smaller and smaller, whereas the pigs are still eating lots.

Write an article to send to the local newspaper with the truth about what is going on at animal farm.

**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**

- Power explored in Power and Conflict poetry
- Speech and article writing- LP2 Q5
- Descriptive writing- LP1 Q5
- Poetry and extract analysis- LP1/LP2
- Power divides- AIC/ J&H/ R&J/ Macbeth

### **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**

- Communism
- Revolution
- Dictatorship

### **Key vocabulary**

Satire/ Fable/ Allegory/ Hierarchy/ Animalism/  
Zoomorphism/ Marxism/ Socialism

### **Forms covered**

- Speech
- Article
- Essay

### **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.