

English KS3 Course Overview

Years 7-9, 2010-2011

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Introduction

This document sets out the English curriculum for Years 7 to 9 at ICHK. Its main aims are to establish a clear vision for teaching and learning and to translate this vision into a framework for everyday use.

General Vision

In keeping with the [ICHK vision statement](#), it is hoped that through the application of this curriculum students will:

- Be challenged to learn at a **high** but **appropriate** level;
- Work **collaboratively** in a spirit of **sharing** and **inclusion**;
- Be engaged in **critical analysis** and participate in an **inquiry-based approach**;
- Be encouraged to act with **respect** and **integrity** whilst considering issues from personal, local and global perspectives;
- Be asked to take **responsibility** for their own learning and demonstrate a commitment to learning

English Vision

In this class we will focus on the development and strengthening of English skills across all areas: reading, writing, speaking and listening, and media. We will learn to be better readers by delving into texts from a wide spectrum of sources, inspirations, and purposes. We will learn to be better writers by producing creative, informative and persuasive pieces. We will learn to be better listeners by proactively listening and reacting to the views of others. We will learn to be better communicators by participating in active, lively discussion and presenting ideas in front of others. We will learn to be more aware and critical of information presented to us. We will hopefully learn to appreciate and maybe even love literature. In the process, becoming lifelong, critical appreciative readers.

English at ICHK challenges students to view the world from different perspectives and to see how language is crucial in communicating our understanding. Through written and oral analysis of the texts covered in class, we try to foster a sense of risk-taking as well as being caring and supportive of opposing views. We instill creative thinking in our ability to manipulate and use language to convey our understanding and in the act of persuasion. We encourage critical thinking in a classroom which is founded on an inquiry-based approach.

Structure

The English programme at ICHK follows the UK Key Stage 3 National Curriculum for English, which covers Years 7 through 9. The Key Areas that need to be covered each year in English are:

- a) **Novel** (learning to Analyse, Review, Comment through examining narrative style, plot, characters, themes and symbolism. Students may also practise their own writing skills in a variety of ways, which explore the above areas)
- b) **Poetry** unit (Learning to write their own poetry as well as learning to write analytical and comparative essays.)
- c) **Literary Heritage** (Shakespeare/Chaucer/Dickens, for example)
- d) **Writing** (Inform, Explain, Describe; Argue, Persuade, Advise; Explore, Imagine, Entertain)

Students are set according to ability level into three groups in Year 7 as well as an exclusive EAL class. This is done according to CAT scores, a diagnostic writing sample within the first few weeks, various formative and summative assessment tasks as well as anecdotal observations in the class. It is hoped and expected that students will be able to move between groups throughout the course.

Year 7 students are immersed in an introductory experience which builds the foundation for literary awareness and appreciation. This is covered in the study of age-appropriate and challenging poetry and prose. Furthermore, basic skills are taught and revisited through a variety of readings and written texts.

Year 8 builds upon these foundations and encourages students to dig deeper and to employ a higher degree of sophistication and maturity in their critical analysis of texts. Assessment tasks require a greater degree of

proficiency of skills as well as more in-depth understanding and analysis.

Year 9 further builds upon this but also prepares students for the rigor of the GCSE courses and external examinations in Years 10 and 11.

Assessments

Each unit will be assessed using the National Curriculum [Assessing Pupil's Progress](#) (APP) assessment criteria which clearly shows progression from one level to the next and is used to inform teaching and learning practice. This will be used in conjunction with the [ICHK assessment scale](#). Formative assessment will take place throughout each unit and will take many forms (discussions, written work, student reflections, practical tasks). Each unit will also culminate in one or more summative assessments which will aim to encapsulate all of the skills taught through the unit and provide a detailed assessment of the students level of achievement at the end of each unit. Targets for success with clearly-indicated rubrics will assist our students in steady progression from one level to the next.

Differentiation

Throughout the English course in Years 7-9, students will be supported to ensure the curriculum is accessible to all, whilst providing appropriate challenge. Some of the ways in which this will be achieved are:

Support:

Individual students may receive additional teaching assistance as specified in their IEP. Students will also be supported by the class teacher; through varied activities or expected outcomes; through more detailed explanations or support during a task; or by varying the physical requirements or presentation aspects of a task (e.g. other than written information).

Outcomes:

It is envisaged that students will work within or above the level expected as per the ICHK assessment scale, unless stated in their IEP. All activities set will enable students to work within or beyond the level expected for their year group whilst a focus of enquiry learning will enable many students to develop their ideas and assessments. However, some activities will need to be adjusted to ensure they are accessible to those students who are not working at the expected level for their year group. Each activity will be individually assessed for its suitability for the students within the class and adjusted accordingly.

Main Resource Requirements

Year 7-9 English classes use a wide variety of texts ranging from novels, short stories, poetry, drama, non-fiction texts, textbooks, grammar exercise books, multimedia and many more. The list below highlights some of the texts that *may* be used at each Year level:

Year 7	Year 8	Year 9
<p><i>The Daydreamer</i> Ian McEwan <i>Skellig</i> David Almond <i>Tuck Everlasting</i> Natalie Babbitt 'The Highwayman' Alfred Noyes 'Nonsense Poems' Edward Lear Various poetry Various non-fiction articles/texts Various media resources Various short stories</p>	<p>Travel writing selections <i>Chinese Cinderella</i> - Adeline Yen-Mah <i>Boy</i> Roald Dahl 'The Pig' Ted Hughes 'The Tyger' William Blake 'The Lamb' William Blake 'The Raven' Edgar Allan Poe Various media resources Various short stories</p>	<p>Various poetry <i>Of Mice And Men</i> John Steinbeck <i>Romeo & Juliet</i> William Shakespeare <i>Stone Cold</i> Robert Swindells <i>Animal Farm</i> George Orwell 'The Signalman' Charles Dickens Various short stories Various non-fiction articles/texts Various media resources</p>

EAL Resources & Range of Support

EAL Tutorials: Small tutorial groups provide students with EAL needs an opportunity to focus on aspects of the English language in a comfortable and supportive environment. These sessions aim to teach elements of grammar, punctuation, syntax and language function through accessible topics and texts linked to the curriculum. They also allow students to explore their misconceptions and celebrate their successes with students who have similar English language abilities.

In-Class Support: The EAL teachers/assistant teachers work with students in class to optimize their learning opportunities. Students receive support in the understanding, planning and developing of ideas as well as in aspects of grammar, spelling and vocabulary choices.

Individual Timetabled Sessions: It may also be necessary for some students to receive one to one individual support, which is timetabled into the school day. Very often, this type of support can be reduced as a student's English language capabilities develop and improve.

Students are supported across the the curriculum through using a range of resources that include articles, non-fiction/fiction texts (EAL specific and mainstream), internet resources, and content and language support text books. These allow the support teacher to develop the language skills needed in different subject areas whilst consolidating course content at the same time.

Links to Relevant Syllabus and Curriculum Documents

[APP Overview](#)

[National Curriculum Key Stage 3 English](#)

ICHK Teaching & Learning & ICHK Student Documents

Please refer to the following documents for related information:

- [ICHK Curriculum document for Years 7-9](#)
- ICHK Teacher document
- [ICHK Assessment Scale](#)
- ICHK Academic Honesty Policy

Calendar

Week	Term 1	Term 2	Term 3
1	Year 7: Me, Myself and I (Introductory Activities) Year 8: Introductory Activities and Journeys Year 9: Power of Poetry (elements of literary analysis and poems from different cultures)	Year 7: 'Nonsense Poems' Year 8: <i>Boy</i> - Autobiography/ Biography Year 9: <i>Of Mice and Men</i> - Characters in Crisis	Year 7: Media - Fact or Fiction Year 8: Media - Selling the School Year 9: <i>Stone Cold</i>
2			
3		CNY Holiday	Year 7: Poetry Investigation Year 8: Persuasive Writing Year 9: 'Clueless' - media unit
4			
5			
6	Mid Term Break	Year 7: <i>Tuck Everlasting</i> - The Price of Eternity Year 8: Comparative Poetry & Introduction to Shakespeare	
7			
8	CAS Week		
9	Year 7: <i>Skellig</i>		
10			
11			
12			

Week	Term 1	Term 2	Term 3
13	Year 8: Journeys and <i>Chinese Cinderella</i> - Growth Through Adversity Year 9: Poetry from Different Cultures and 'Argue The Case'	Year 9: <i>Of Mice and Men</i> and <i>Romeo And Juliet</i> - The Power of Fate & the Fate of Power	Summer Break
14			
15		Easter Holidays	
16			
17	Christmas Holidays		
18			

Reflections/Points to Note from 2010/11

Created By/Date	Reviewed	Signed
R.Spadafora (11/10)		