



Y7 & Y8 INFORMATION EVENING

ENGLISH WORKSHOP

WELCOME!

ENGLISH IN Y7 & Y8: SCHEMES OF WORK



- Students follow schemes of work as outlined in the National Curriculum Programme of study for Key Stage 3 in Reading, Writing, Grammar and Vocabulary and Spoken English.
- A variety of **literary** and **non-literary texts** will be studied, varying from **short extracts** to **full novels** and **plays**. Written work takes a wide variety of forms and alongside this, students are taught to develop their **spoken language skills**, learning how and when to use standard English correctly.
- The schemes of work followed throughout Key Stage 3 are designed to **prepare students** for the skills assessed at **Key Stage 4**.

ENGLISH IN Y7 & Y8: ASSESSMENT



- Work is **continuously assessed** throughout the year.
- Each half term scores are recorded based on standardised assessment tasks for Reading and Writing. All assessment tasks are centred on key skills required for GCSE. Some of the assessments follow a similar structure to the new GCSE style questions.
- Each student has an A4 Assessment Book in English and their half-termly assessments are recorded in these books with clear feedback given from the teacher to direct them on to the next step. These books are kept in school all year.

ENGLISH IN Y7 & Y8: ASSESSMENT



- Y7 students are assessed on entry to establish a reading age using the **NFER Reading Test**. This, **along with KS2 Data**, assists with **ability groupings**.
- A smaller Literacy group will benefit from **extra English lessons rather than studying MFL** and they will work on core English skills during this time. **If this affects your child, you will be receiving information about this decision.**

ENGLISH IN Y7 & Y8: GRAMMAR AND RECIPROCAL READING



- Students in Year 7 and Year 8 have **three lessons** of English a week.
- Two of these lessons will be **topic work as per the Long Term Plans.**
- One of these lessons will be **Grammar and Reciprocal Reading.**

<p>Y7 Autumn Term 1</p> <p>Novel</p> <ul style="list-style-type: none"> • Boy in the Striped Pyjamas X2 • Alone on a Wide Wide Sea • A Monster Calls • War Horse • The Lion, the Witch and the Wardrobe • Private Peaceful X2 • Tribes • Refugee Boy <p>Spelling tests completed. Initial STAR tests to be taken in this term.</p>	<p>Assessed piece:</p> <p>(Baseline assessment)</p> <p>Descriptive Writing:</p> <p>‘Summer holiday’ task with a stimulus image.</p> <p><i>Write a piece of description or narration based on this image.-</i></p> <p><u>Set in the first three weeks</u></p>		<p>Y7 Autumn term 2</p> <p>Novel- continued</p> <ul style="list-style-type: none"> • Boy in the Striped Pyjamas X2 • Alone on a Wide Wide Sea • A Monster Calls • War Horse • The Lion, the Witch and the Wardrobe • Private Peaceful X2 • Tribes • Refugee Boy <p><u>Focus on character development</u></p>	<p>Assessed piece: Reading</p> <p><i>How is the protagonist presented in the extract and in the novel as a whole?</i></p>
<p>Y7 Spring Term 1</p> <p>Poetry</p> <p>Work covering range of poetic techniques and different types of poetry</p>	<p>Assessed piece:</p> <p>Reading: Analysis of an unseen poem.</p> <p><i>How does the poet present ____ in this poem?</i></p>	<p>Half term Holiday</p>	<p>Y7 Spring term 2</p> <p>Novel 2: Non-fiction focus</p> <p>Teachers should continue to build on examining the author’s craft and character development when teaching the novel. However the writing skills to be focused on, deconstructed and developed in this half term should be writing to argue/persuade/inform & explain/advise- not PQA.</p>	<p>Assessed piece: Writing</p> <p><u>Non Fiction Writing</u></p> <p>Two non-fiction texts crafted by students in response to the text. Each are formatively assessed. Students select one to develop, redraft and then submit to teacher for summative assessment.</p>
<p>Y7 Summer term 1</p> <p>Shakespeare</p> <p>Reading of A Midsummer Night’s Dream Analysis of character, language and theme.</p>	<p>Assessed piece:</p> <p>Prep for Reading: <i>How does Shakespeare use language to present Titania’s feelings towards Bottom in this extract?</i></p>	<p>Whit Holiday</p>	<p>Y7 Summer term 2</p> <p>Conclude Shakespeare and NFER Test Y</p>	<p>Assessed piece:</p> <p>Reading: <i>How does Shakespeare use language to present Titania’s feelings towards Bottom in this extract?</i></p>

<p>Y8 Autumn Term 1</p> <p>Novel</p> <ul style="list-style-type: none"> • My Sister Lives on the Mantelpiece • Orbiting Jupiter • Northern Lights • Wonder • Abomination • Stone Cold • Face <p>Literature based. Focus on character development and literary devices Initial STAR tests to be taken in this term.</p>	<p>Assessed piece: Reading</p> <p><u>Reading:</u></p> <p><i>How is the protagonist presented in the opening chapters of this novel?</i></p> <p>To be completed by week 4</p>	<p>Half term Holiday</p>	<p>Y8 Autumn term 2</p> <p>Novel- continued</p> <p>Descriptive Writing</p> <p>Descriptive and narrative writing and 'Horror, Terror and Literary Heritage' SoW</p>	<p>Assessed piece: Writing</p> <p><u>Descriptive Writing:</u></p> <p><i>Write a description or opening to a story in the style of the gothic, inspired by an image of a 'gothic' setting.</i></p>
<p>Y8 Spring Term 1</p> <p>Poetry</p> <p>Themed poetry (teacher choice) Focus on using PQA to write about the effects of poetic techniques. Focus on key words in poems. Opportunities to learn poems by heart.</p>	<p>Assessed piece: Reading</p> <p><u>Reading:</u></p> <p>Analyse an unseen poem in timed conditions: <i>How does the poet use language to present their ideas about ___ in the poem ___?</i></p>	<p>Half term Holiday</p>	<p>Y8 Spring term 2</p> <p>Novel 2: Non-fiction focus</p> <ul style="list-style-type: none"> • My Sister Lives on the Mantelpiece • Orbiting Jupiter • Northern Lights • Wonder • Abomination • Stone Cold • Face 	<p>Assessed piece: Writing</p> <p><u>Non Fiction Writing:</u></p> <p>Three non-fiction texts crafted by students in response to the text. Each are formatively assessed. Students select one to draft, develop and then submit to teacher for summative assessment.</p>
<p>Y8 Summer term 1</p> <p>Shakespeare – The Tempest</p> <p>Reading and studying the play in detail.</p>	<p>Assessed piece:</p> <p>Prep for <u>Reading:</u> How does Shakespeare use language to present Caliban in Act 1 Scene 2?</p>	<p>Whit Holiday</p>	<p>Y8 Summer term 2</p> <p>Conclude Shakespeare</p>	<p>Assessed piece:</p> <p>Prep for <u>Reading:</u> How does Shakespeare use language to present Caliban in Act 1 Scene 2?</p>

ENGLISH IN Y7 & Y8: GRAMMAR AND RECIPROCAL READING



- Students in Year 7 and Year 8 have **three lessons** of English a week.
- Two of these lessons will be **topic work as per the Long Term Plans.**
- For the third hour, Year 7 will work through a rolling programme that comprises Grammar, Reciprocal Reading, *Let's Think in English* and Focused Creative Writing.
- For Year 8, the third hour will always be 30 minutes of active Grammar teaching and Private/Reciprocal Reading.

RECIPROCAL READING



For part of the 30 minute block of private reading time, students will be reading aloud to a teacher, LSA or a partner.

The person listening will prompt the reader to make a prediction, to summarise or to answer a question on what they have read at certain points. This process is called **'Reciprocal Reading'**.

It is proven to scaffold and support reading comprehension.

Reciprocal Reading

Predict

Example questions



What do you think will happen to...?
Can you predict what will happen next?
What do you think this decision/action by _____ might lead to?

Clarify

Example questions



Can you clarify this word for me?
What does that word mean? What is it similar to?
Why do you think the writer has chosen to use that word?
I don't understand what the writer means by that. Can you explain?

Question

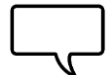
Example questions



Why do you think _____ acted in that way?
How do you think _____ is feeling right now?
What impression do you get of this character? Which words tell you this?
How do you think writer wants us to feel right now? Why? How do you know?

Summarise

Example questions



Can you tell me briefly what has happened so far?
What happened in the last chapter?
Can you summarise the last two pages for me?

RECIPROCAL READING



In order to track progress in reading comprehension, we use a piece of software called **Accelerated Reader**. Students take a STAR test each half term and this generates a **score that students can use to select a book** from the library that is the **appropriate level of challenge** for them. After students complete a book, they can then **take a quiz on the book** they have read. If students score 70% or more, teachers might encourage students try a slightly more challenging text.

ONLINE RESOURCES TO HELP YOUR CHILD IN ENGLISH (KS3)



<http://www.bbc.co.uk/bitesize/ks3/english/> - help with all aspects of the English curriculum

<http://www.educationquizzes.com/ks3/english-spelling/> - help with spelling and aspects of grammar

[English Programmes of Study – DfE](#) – the English National Curriculum for KS3

HOMework IN ENGLISH (KS3)



Homework in English is set weekly on Show My Homework and it takes many forms:

- Research - use of internet as well as books
- Grammar: spelling, vocabulary and punctuation tasks
- Reading
- Planning and drafting
- Reviewing a television programme/advert/film
- Interviewing parents or an older person
- Making notes
- Learning a poem by heart
- Making corrections to work after it has been marked
- Y7 will be set a Private Reading/Reciprocal Reading homework every other week.

HOW YOU CAN SUPPORT YOUR CHILD IN ENGLISH (KS3)



- The best way you can support your child is by reading with them every week. Your support in this is vital!
- Encourage your child to read over their written work carefully to check for any errors.
- If your child is researching information online, make sure they read over the information carefully rather than simply printing out webpages.
- Ask your child to talk to you about what they are reading/studying in English to check their understanding.

HOW YOU CAN SUPPORT YOUR CHILD WITH THEIR READING



- It is recommended that students read for at least **20 minutes each day.**
- **Ask them Reciprocal Reading questions as they read.**
- Ask your child to log onto 'Accelerated Reader' in order to track the books they are reading. Ensure that they are reading appropriately challenging texts.
- Click on the bookcase icon in the top right hand corner to see how many books have been read, as well as STAR test and book quiz scores
- Praise and reward your child when they make progress.

IMPORTANT DATES IN ENGLISH (KS3)



Readathon – **February 2019** – sponsored reading to support charities including Clic Sargent and the Roald Dahl Foundation

Amount raised in 2018

World Book Day – **Thursday 1st March 2019**

WHO TO CONTACT/HOW TO FIND INFORMATION IN ENGLISH (KS3)



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ANY QUESTIONS?

