

KS3 English Policy Statement

Curriculum Intent

At St Osmund's the intent of our English curriculum in both KS2 and KS3 is to expose pupils to high quality, challenging texts that inspire writing, instil a rich vocabulary and arouse curiosity and a thirst for reading. We see literature as the study of life in multi-colour, rich preparation for the world beyond school. We will use these texts, both written and visual, to discover the tools needed to produce our own high quality texts.

We aspire to create fluent readers, writers and communicators with a love of language, a curiosity for the texts they read and an understanding of how texts (and the language within them) work. We take a thematic approach to our units of study, seeing this as great opportunity to prepare students to tackle conceptual ideas and thematically linked texts at KS4.

School Values

The school Christian values of Faith, Hope and Love are explored through the teaching and discussion of text as well as providing a stimulus for writing. In English we inspire our pupils to read and write rich texts, empowering them to access the entire curriculum and achieving their very best, not just in English but across their learning.

Curriculum Implementation

Curriculum Structure

In order to achieve this, our curriculum is sequenced as follows:

Reading and Understanding	Whole class reading of high quality texts, written and visual, linked to national curriculum content. Texts are chosen for: <ul style="list-style-type: none">• Challenging vocabulary• Ability to promote higher level thinking and inference skills• Content which encourages pupils to consider the context of the text as well as wider issues raised within the text• Ability to engage learners There is a focus on fluency, comprehension and building independence through book talk, modelled comprehension and independent comprehension (a PEE
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	<p>structure is taught and developed to prepare students for the rigours of KS4).</p> <p>The importance of context is introduced and studied at KS3 (knowledge organisers and independent research support this)</p>
Reading as a Writer	Looking at a model example of a piece of writing and using it identify literary features.
Planning for Writing	Consideration of PAFF (purpose, audience, form and format).
Extended Writing	<p>Writing outcome produced supported by planning, modelled examples and knowledge organiser.</p> <p>Editing and improving to take place as writing progresses.</p>
Editing and improving	<ul style="list-style-type: none"> • Peer-conferencing • Self-editing <p>Both forms of editing can be supported by planning, modelled examples, vocabulary lists, checklists and knowledge organisers.</p>
DIRT	<p>Time to reflect and respond to feedback:</p> <ul style="list-style-type: none"> • Whole class feed-back • Peer-feedback • Verbal feedback (individual or to a group) • Written individual feedback

This is supported by a daily ‘Do it Now’ activity which focuses on recapping previous lessons and content on the knowledge organisers.

Furthermore, all students in Year 7 and 8 take part in a ‘Let’s Think in English’ intervention lesson once a fortnight. During these lessons, students are exposed to a range of unseen texts and develop a range of critical-thinking skills through oracy. This programme of study is based on cognitive science and will pay rich rewards at GCSE,

Spiralled Curriculum

Over the course of Year 7 and 8, a range of text types will be explored to ensure pupils are experts in a range of writing styles by KS4. Skills and knowledge are built upon year on year, with the KS3 curriculum building upon the skills learnt in KS2 and developing them looking towards KS4.

Selected texts progress in challenge between Years 7 and 8 as does the level of inference expected of the pupils. In particular, the importance of looking at the context is introduced and developed as is the skill of responding to a question in the form of an essay.

KS2 and KS3 work closely together so that KS3 teaching continues to build on the learning that has taken place at KS2. This is illustrated in our curriculum overview documents. Furthermore, St Osmund's works closely within the DASP pyramid to ensure that students are prepared for learning at upper school and a DASP curriculum overview has been created for KS3.

Reading

Part of one lesson a fortnight will be a library session. This is an opportunity to allow time for personal reading, encourage 'book talk' and inspire pupils' reading choices. A reading challenge is provided to encourage students to read a variety of texts.

Other whole class reading sessions will explore texts linked to the writing outcomes.

All students in Year 7 and 8 take part in a 'Let's Think in English' intervention lesson once a fortnight. During these lessons, students are exposed to a range of unseen texts and develop a range of critical-thinking skills and reading skills through oracy.

The optimum minimum reading time each day to make progress in personal reading is 20 minutes per day. As a school we are providing at least half of these with the expectation that 10 minutes reading will take place each evening at home. We encourage 'responsible reading' where pupils take ownership of their own reading at home.

Reading comprehension is enhanced by weekly Read Theory homework. This is a self-adjusting computer programme, where pupils complete regular comprehension activities, giving teachers an overview of progress and automatically adjusting difficulty according to this.

Writing

The teaching sequence for writing is outlined on pages 1 and 2 of this document. The rationale behind this sequence is to explore and model explicitly what good writing looks like before children encounter tasks independently, focusing on high quality sentence construction using great models created in class or from published authors and writers. This draws on

good practice from both Talk for Writing and The Write Stuff approaches, tailored for our pupils and our Middle School system.

Speaking and Listening

Daily opportunities for speaking and listening are visibly built into teaching sequences as well as explicit teaching and assessment of speaking and listening tasks. An individual presentation is introduced in Year 7 and developed in Year 8 to prepare students for the speaking and listening exam in KS4.

‘Let’s Think in English’ is a fortnightly intervention which targets speaking and listening skills. These sessions focus on spoken responses and encourage students to listen to each other and respond appropriately.

We work closely alongside the drama department with clear curricular links. There are opportunities for the pupils to explore texts studied in English through drama and to use drama as a medium for preparing for writing.

Spelling

All students in Year 7 and 8 will be provided with a log in to Spellzone throughout the year. This is a programme which is tailored to the pupils’ individual spelling ability. As part of their weekly homework, students will be following their individual course pathway. For some students, this may be replaced by Lexia for one term.

Teachers to also display a vocabulary list on the board. Teachers to refer to this list to encourage students to correct their own spelling mistakes.

Vocabulary

Specific opportunities to explore Tier 2 and 3 vocabulary will be given through:

- Key vocabulary for the lesson displayed on the board
- Pre-teaching and exploration of tier 2 and 3 vocabulary
- Tier 3 vocabulary lists included within knowledge organisers
- Explicit teaching of the vocabulary of speaking compared to the vocabulary of writing, particularly when looking at degrees of formality
- Thesaurus thinking modelled and used during writing

Homework

- 20 minutes Spellzone per week
- 20 minutes Read Theory per week
- Additional tasks linked to the topic (for example preparation for speaking and listening task or learning information from the knowledge organiser)
- 10 minute daily read linked to the reading challenge

Year 7 students on the Lexia programme will do Lexia instead of Spellzone and Read Theory for the term they are on the programme.

Books

Pupils have the following books:

- Progress book: for all everyday work, including Do It Now activities, reading activities, building up to writing, drafting and final versions.
- Homework book: for logging reading, the reading challenge and any other additional tasks.

There will be a copy of the knowledge organiser in both the progress book and the homework book.

Feedback

Feedback should be in line with the school's feedback policy, ensuring it facilitates progress.

Where possible, direct, live feedback is the most effective way to ensure progress. Encourage response in purple pen.

Pupils' books should be read regularly with individual written or whole class verbal feedback given **and acted upon**.

High expectations should be upheld regarding spelling, punctuation and grammar and handwriting. 3 incorrect spellings should be identified in each written piece and corrected independently in DIRT time.

Facilitate independence in correcting by giving the minimum level of support and building more in if needed.

Resources

Most resources are electronic. All planning is in PowerPoint form with a separate unit overview and teacher notes with slides where needed. All schemes of work and subject related resources can be found on Staff Drive.

All books and textbooks can be found in the in cupboard near Room 14.

Knowledge Organisers

Each unit of work has a Knowledge Organiser. Depending on the topic, the content of the knowledge organiser can include:

- Assessment tasks linked to the topic
- Key vocabulary and literary terms

- A plot overview and summary of key characters
- Information linking to the context of a text

These should be clearly visible and up to date in all books. These are displayed on the school website and all pupils should have a copy to take home in their homework books. Use for reference and recall activities.

Differentiation

In class, challenging curriculum content is delivered to all. Differentiation is then responsive according to needs at a point in time. Differentiated worksheets and specific tasks for individual groups are discouraged as these are limiting to a child's potential in the moment.

Questioning adheres to our school 'No Hands Up' policy, which aims to ensure engagement by all. Ask a question, give all pupils thinking time before asking any pupil the answer. Teachers can use their knowledge and discretion to target questions according to their knowledge of pupils' ability and level of confidence.

Live feedback enables each pupil to progress and improve according to individual needs and individual support is put in place when needed.

Task planners are used for those who need them and notes put in the margin by the teacher/TA if this is useful.

A range of additional responses take place outside of the classroom:

Interventions

All pupils in Year 7 who did not make ARE in KS2 will undertake Lexia intervention during the school year with follow up intervention with Mrs Lawrence if needed.

SEN interventions in reading, handwriting and spelling will take place for those in need.

Pupil Premium

As per the school policy, pupil premium pupils will be carefully indicated on seating plans and in markbooks. The seating of these pupils will be carefully considered. Their progress will be closely monitored and funding used to offer specific support if needed. Books will be looked at first and support given freely.

Pupil premium pupils are prioritised for Lexia support.

Spellzone is tailored to the pupils' individual spelling ability. Pupil premium students will be following their individual course pathway and work on their own individualised targets.

English trips and opportunities prioritise pupil premium pupils. Book events are subsidised and there are plans to support local library membership for our pupil premium pupils.

SEN

All teachers should be aware of the needs of their SEN pupils by reading their pupil passport and looking at their file.

The seating of SEN pupils will be planned for and clearly indicated on seating plans.

The English department will work closely with the SEN department to ensure English needs are supported and other learning needs planned for. English teachers will contribute to the learning outcomes document for each SEN pupil who has a language related need.

Cultural Diversity

A range of fiction and non-fiction texts are deliberately chosen to provide pupils with knowledge and experience of a range of cultures and ways of life. Building on the knowledge and skills acquired at KS2 (where students learnt empathy and compassion), KS3 students are presented with texts which may challenge their own views and are encouraged to discuss these views. Furthermore, students in KS3 are encouraged to look at the context of the text and explore how this may have influenced a writer. They also have to consider the reader or audience and how different readers or audiences would interpret and be affected by a text based on their culture, beliefs and way of life.

These texts are reviewed regularly (at least annually) in order to assess their suitability and ensure the pupils receive a rich diet of culture and world views.

Curriculum Impact

Assessment

As DASP Middle Schools we use a 5 band assessment system. Bands are reported to parents three times a year.

Writing Assessment

A mark scheme for writing has been developed by DASP to assess students' writing. This mark scheme is based on the AQA KS4 language paper mark scheme and looks towards KS4.

Regular internal and external (DASP) moderation will help us to verify these judgements.

Reading Assessment

GL assessments taken in Year 7 and Year 8 help to monitor comprehension and are used to track progress.

In both Year 7 and Year 8, extended responses to questions on a text in the form of an essay provide assessment bands.

Read Theory homework will also give an indication of reading ability and progress.

Monitoring

Monitoring is combined in the following forms:

Looking at books

Looking at lessons

Talking to students and teachers

Looking at data

These elements take place in a combined approach in order to build a big picture of progress in the department. Feedback will be given and areas for development will form a focus for the next round of monitoring.

Link Governor

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Appendix 1: Expectations for presentation

Expectations for presentation in English

1. Bring a pencil, ruler and handwriting pen to every lesson.
2. Write in a neat, joined style
3. Remember to THUD/DUMTUM
4. Always start sentences, answers or lines of poetry with a capital letter. End with a full stop, question mark or exclamation mark.
5. Either indent or leave a line to indicate a new paragraph.
6. Cross out with a neat, straight, ruled line. Crossing out is good, as long as it is neat.
7. No bubbles on i, j etc.
8. Always check work carefully for careless errors.
9. Purple pen for progress. Use in DIRT time
10. If a spelling is corrected, copy it three times where indicated.
11. Keep book covers neat and tidy (no doodling).

Appendix 2: Expectations and Routines During Lessons

1. The date (ideally top left), title (learning question) and subtitle 'Starter/DNA' need to be copied into student books and underlined using a ruler.
2. Focus on presentation – handwriting, underlining, drawing in pencil and labelling in pen and exercise book covers need to be free from doodling.
3. Key vocabulary to be written on the board each lesson.
4. Purple pens, dictionaries and thesauruses need to be accessible to the students each lesson.
5. Students use purple pens to self and peer assess, write spellings out three times in the margin and to respond to dialogue.
6. Build in recall time of previously taught units to ensure learning is embedded in long term memory.

Appendix 3: Assessment

1. Targeted questioning
2. Regular routine quizzes, tests and exercises to build memory
3. Live marking and use of a visualiser
4. Peer and self-assessment
5. End of unit summative assessment
6. Use of knowledge organisers for recall and revision
7. Subject meetings and learning walks to complete book scrutiny and to moderate assessment tasks