

English

KS3 Literacy / Library – 1 lesson per week.

Year 7 Core Literacy Skills		Year 8 Reading & Oracy Focus		Year 9 Reading & Oracy Focus	
<p>HT1:</p>	<p>HT2: Descriptive Writing Pupils will complete lessons around the Greek Myths. This will be a consolidation of reading skills that provides opportunity for structured talk in the classroom.</p> <p>Pupils have a library induction and then visit the library once per half-term in lesson time as well as using the ed-tech programme ePlatform. SPG is supported by IDL, Rainbow Spellings and Lexonik.</p>	<p>HT1: Class reader - Of Mice and Men 5-a-day will focus on technical accuracy. A class reader will be read for at least half the lesson (audio, reciprocal, silent), understanding will be gleaned via discussion, comprehension questions, hot seating, inference etc. The explicit study of decoding words will be specific to text. A proportion of these reading lessons will give pupils the opportunity to continue to read their own book (via e-learning platform, they'll also be given time during form time too).</p>	<p>HT2: Class reader - Of Mice and Men 5-a-day will focus on technical accuracy. A class reader will be read for at least half the lesson (audio, reciprocal, silent), understanding will be gleaned via discussion, comprehension questions, hot seating, inference etc. The explicit study of decoding words will be specific to text. A proportion of these reading lessons will give pupils the opportunity to continue to read their own book (via e-learning platform, they'll also be given time during form time too).</p>	<p>HT1: Class reader - Teacher/class choice 5-a-day will focus on technical accuracy. A class reader will be read for at least half the lesson (audio, reciprocal, silent), understanding will be gleaned by corresponding/springboard writing tasks.</p> <p>Pupils will create alternative endings, their own characterisation, a letter to or from a character, fact sheets, speeches about a topic/theme, a recount of an event in the text, etc.</p> <p>A proportion of these lessons will give pupils the opportunity to continue to read their own book (via e-learning platform, and they'll also be given time during form time too).</p>	<p>HT2: Class reader - Teacher/class choice A class reader will be read for at least half the lesson (audio, reciprocal, silent), understanding will be gleaned by corresponding/springboard writing tasks.</p> <p>Pupils will create alternative endings, their own characterisation, a letter to or from a character, fact sheets, speeches about a topic/theme, a recount of an event in the text, etc.</p> <p>A proportion of these lessons will give pupils the opportunity to continue to read their own book (via e-learning platform, and they'll also be given time during form time too).</p>
<p>HT3: Reading for Inference Pupils analyse language choices, develop inference, and practise writing PEE paragraphs to support poetry studies. Pupils will continue to learn the spelling of key words. Oracy skills are built through class debate focusing on implicit and explicit inferences from texts, as well as completing a presentation as Matilda. The texts studied will be: The Hunger Games and the character of Katniss, as well as Matilda and the characters of Miss Trunchbull and Miss Honey.</p> <p>Pupils visit the library once per half-term as well as using the ed-tech programme ePlatform. SPG is supported by IDL, Rainbow Spellings and Lexonik.</p>	<p>HT4: Writing Pupils begin by learning the explicit rules for key punctuation. They go on to explore parts of speech, learning about formal language and analysing how writers create impressions. Pupils produce a piece of writing in the final lesson to demonstrate their ability to create impressions themselves, utilising the skills they have covered across the topic. Literacy lessons support 'Lamb to the Slaughter' which pupils are reading in their English scheme lessons.</p> <p>Pupils visit the library once per half-term as well as using the ed-tech programme ePlatform. Oracy is practised weekly through Think, Pair, Share tasks. SPG is supported by IDL, Rainbow Spellings and Lexonik.</p>	<p>HT3: Class reader - Teacher/class choice 5-a-day will focus on technical accuracy. A class reader will be read for at least half the lesson (audio, reciprocal, silent) understanding will be gleaned via discussion, comprehension questions, hot seating, inference etc. The explicit study of decoding words will be specific to text. A proportion of these reading lessons will give pupils the opportunity to continue to read their own book (via e-learning platform, they'll also be given time during form time too).</p>	<p>HT4: Class reader - Teacher/class choice 5-a-day will focus on technical accuracy. A class reader will be read for at least half the lesson (audio, reciprocal, silent) understanding will be gleaned via discussion, comprehension questions, hot seating, inference etc. The explicit study of decoding words will be specific to text. A proportion of these reading lessons will give pupils the opportunity to continue to read their own book (via e-learning platform, they'll also be given time during form time too).</p>	<p>HT3: Class reader - Teacher/class choice A class reader will be read for at least half the lesson (audio, reciprocal, silent), understanding will be gleaned by corresponding/springboard writing tasks.</p> <p>Pupils will create alternative endings, their own characterisation, a letter to or from a character, fact sheets, speeches about a topic/theme, a recount of an event in the text, etc.</p> <p>A proportion of these lessons will give pupils the opportunity to continue to read their own book (via e-learning platform, and they'll also be given time during form time too).</p>	<p>HT4: Class reader - Teacher/class choice A class reader will be read for at least half the lesson (audio, reciprocal, silent), understanding will be gleaned by corresponding/springboard writing tasks.</p> <p>Pupils will create alternative endings, their own characterisation, a letter to or from a character, fact sheets, speeches about a topic/theme, a recount of an event in the text, etc.</p> <p>A proportion of these lessons will give pupils the opportunity to continue to read their own book (via e-learning platform, and they'll also be given time during form time too).</p>
<p>HT5: Speech Pupils learn about the purpose and structure of speech before exploring specific persuasive devices. These skills will then be implemented when planning and writing their own speeches before performing in front of the class at the end of the topic. Literacy lessons support 'Romeo and Juliet' which pupils are studying in their English scheme lessons.</p> <p>Pupils visit the library once per half-term as well as using the ed-tech programme ePlatform. Oracy is practiced during rehearsal time and speech delivery. SPG is supported by IDL, Rainbow Spellings and Lexonik.</p>	<p>HT6: Class Reader A focus on sentences; pupils revise sentence types and associated punctuation, with a focus on writing to inform, entertain and evaluate. ILRs include revisiting Year 5 and 6 spellings whilst ILOs include research of the etymology.</p> <p>Pupils visit the library once per half-term as well as using the ed-tech programme ePlatform. SPG is supported by IDL, Rainbow Spellings and Lexonik.</p>	<p>HT5: Class reader - Teacher/class choice 5-a-day will focus on technical accuracy. A class reader will be read for at least half the lesson (audio, reciprocal, silent), understanding will be gleaned via discussion, comprehension questions, hot seating, inference etc. The explicit study of decoding words will be specific to text. A proportion of these reading lessons will give pupils the opportunity to continue to read their own book (via e-learning platform, they'll also be given time during form time too).</p>	<p>HT6: Class reader - Teacher/class choice 5-a-day will focus on technical accuracy. A class reader will be read for at least half the lesson (audio, reciprocal, silent), understanding will be gleaned via discussion, comprehension questions, hot seating, inference etc. The explicit study of decoding words will be specific to text. A proportion of these reading lessons will give pupils the opportunity to continue to read their own book (via e-learning platform, they'll also be given time during form time too).</p>	<p>HT5: Class reader - Teacher/class choice A class reader will be read for at least half the lesson (audio, reciprocal, silent), understanding will be gleaned by corresponding/springboard writing tasks.</p> <p>Pupils will create alternative endings, their own characterisation, a letter to or from a character, fact sheets, speeches about a topic/theme, a recount of an event in the text, etc.</p> <p>A proportion of these lessons will give pupils the opportunity to continue to read their own book (via e-learning platform, and they'll also be given time during form time too).</p>	<p>HT6: Class reader - Teacher/class choice A class reader will be read for at least half the lesson (audio, reciprocal, silent), understanding will be gleaned by corresponding/springboard writing tasks.</p> <p>Pupils will create alternative endings, their own characterisation, a letter to or from a character, fact sheets, speeches about a topic/theme, a recount of an event in the text, etc.</p> <p>A proportion of these lessons will give pupils the opportunity to continue to read their own book (via e-learning platform, and they'll also be given time during form time too).</p>

Notes

Scheme of Learning Overview

In **Year 7**, this weekly lesson will focus on building upon key skills from KS2; crucially explicit literacy skills, alongside, they will be inducted into the school library and incentivised by the whole school reading initiative. Giglets will continue to run to solidify reading comprehension skills. This is most effective when used little and often so will be used during this weekly lesson as well as in spare time during form time. E-learning platform is also promoted to pupils so they can continue to read via their laptops as well as hard copies of books. The NGRT testing identifies the pupils who require Lexonik Leap and Lexonik Advanced Literacy intervention which runs throughout the school year. Once pupils can decode confidently, we also run Reading Solutions focusing on improving reading comprehension for pupils below their chronological age. IDL is also a useful tool that is encouraged to improve literacy levels and is utilised by the SEND Department with some pupils.

During **Year 8-9**, the one lesson a week will be spent reading whole texts with the 5-a-day always being centred around technical accuracy in writing. Over the course of a year the texts must be varied: for example, a non-fiction text, short stories, contrasting genres or time periods to give pupils a breadth of reading materials and experiences. The challenge/sophistication of text should build from Year 8-9. Where required, the context of a theme or topic will be researched to reinforce understanding and broaden their concept of the world/society. Their understanding of words and texts will be assessed in a variety of means with class discussion and other aspects of oracy being a focus in Year 8. In Year 9, the skill focus will move onto writing, where the text pupils are reading will be a springboard to relevant writing tasks to assess understanding whilst acquiring the skill of writing for a specific purpose, audience or form. The need for strong speaking and listening skills will be embedded within these lessons. The skill of review writing will be taught and each text that is read will be reviewed using these reflective skills. Each term these groups will be invited into the library to receive rewards for their independent reading achievements.

The first book read in Year 8 is *Of Mice and Men* as this provides a solid foundation of a narrative, characterisation and engagement with a contrasting context to discover with many controversial themes.