



HPRS CURRICULUM MAP



SUBJECT AREA:	English Language	YEAR / GROUP:	7 KS3 Rolling programme In Sequence 7,8,9
----------------------	-------------------------	----------------------	--

BRIEF SUMMARY OF CURRICULUM INTENT

The Year 7 curriculum will be delivered through a series of themed text-based topics which can become cross-curricular. All topics will include reading, writing and speaking and listening. Two poetry (verse) units will also be covered in Year 7.

The year 7,8,9 curriculum planning includes the coverage of a wide range of reading, writing and speaking and listening skills which will support the coverage of content for a variety of examination boards for those returning to a mainstream educational establishment, and in addition to that to guide pupils staying at H3 towards the H3 chosen GCSE- Pearson Edexcel 2.0 Lift.

Due to pupils at H3 being on a part-time timetable, coverage of this curriculum map will be proportional to the amount of time spent covering the subject and differentiated to meet their SEN needs and best ways of working. Pupils arrive at H3 with significant gaps in their learning and individual learning programmes (often from lower year groups or key stages) are developed to meet their needs.

Individual Reading Route: H3 has a range of reading books from beginner's readers to books that will support/challenge/build resilience for pupils working towards GCSE and if they stay at H3, the Pearson Edexcel Lift 2.0 GCSE. Pupils 'on target' with their reading at KS3 will initially read through our collection of 'Ransom Readers Shades 2.0' books and then progress to the 'Robinswood Teenage Novels'-each of these titles has been included in the Accelerated Reader (AR) programme and if for various reasons pupils are not able to access their group/individual English lesson on a certain day, then exercises from the scheme can be set for individual work.

Guided Reading: This is used as the starter activity for group English lessons. Texts are chosen to challenge, engage and encourage participation and discussion. Each lesson has different objectives (group dependent). These books are also used to cover part of the KS3 Themes work – see separate KS3 National Curriculum Coverage planning (History, geography)

How SMSC and British Values are delivered in this subject

Being able to work in a group or team situation/
Reflection of social and moral issues within a text/
Exploring a range of situations and discussing them /
Building on the understanding that narratives and literature can influence our understanding of how we view ourselves in the world/
Understanding how cultures differ through texts/

Developing own individual voice/
 Developing an understanding of how poverty and social issues are presented in a text and explore these issues/
 Gaining a sense of enjoyment in learning about themselves, others and the world around them.

KEY DATES / NOTES

Induction period of two weeks to precede the curriculum map below
 Oak Academy Trust is used as a planning resource for many lessons and schemes alongside other support such as TES, Teachit, Twinkl and the AQA and Pearson Edexcel site.

Timing	Key Skills for each half term	Teaching & Learning <ul style="list-style-type: none"> Themes Learning Styles 	Literacy elements to be covered (whole school Literacy focus)	Assessment Focus including dates and suggested assessments <i>Methods of assessment</i>	Additional features of mo <ul style="list-style-type: none"> Visits Special events
Autumn Half- term 1 Journey to the River Sea- Eva Ibbotson	Reading/Speaking and Listening: Journey to the River Sea: <ul style="list-style-type: none"> Finding evidence in a text To be able to from effective questions To understand and use figurative language To understand the difference between fact and opinion To be able to empathise with a character To be able to form an argument and justify opinions	Teacher-lead with new skills Modelling Effective questioning Explicit instruction Differentiation Reinforcement activities Personalised learning Collaborative Learning Group work Individual work Computer research	School reading scheme (individual) and group/guided. Filling the gaps phonic work- individual Reading, Sharing and discussing information texts on Amazon life. Comprehension work Forming appropriate questions to explore a character. Forming arguments and supporting opinions. Discussing and practising features of narrative texts and report writing, planning and drafting.	BKSb testing Half-term assessment questions Homework (pupil dependent) Discussion Review of work and feedback	CC PSHE?Geography Scienc
	Writing Fiction and non-fiction writing inspired by Journey to the River Sea by Eva Ibbotson. Understanding what features are included in a non-fiction text	Teacher-lead with new skills Modelling Effective questioning Explicit instruction Differentiation Reinforcement activities Personalised learning	SPAG skills associated with the task Using evidence and information from a text to create a character study	BKSb testing Half-term assessment questions Homework (pupil dependent) Discussion	

Timing	Key Skills for each half term	Teaching & Learning <ul style="list-style-type: none"> • Themes • Learning Styles 	Literacy elements to be covered (whole school Literacy focus)	Assessment Focus <i>including dates and suggested assessments</i> <i>Methods of assessment</i>	Additional features of mo <ul style="list-style-type: none"> • Visits • Special events
	<p>Understanding the features of recount/report /review writing.</p> <p>Using speech punctuation in narrative writing</p> <p>To understand the features of a narrative text</p>	<p>Collaborative Learning</p> <p>Group work</p> <p>Individual work</p> <p>Computer research</p>	<p>Planning and writing information/fact sheets/report writing</p> <p>Character profiling</p> <p>Writing using effective figurative language</p> <p>Writing dialogues between characters</p> <p>Writing balanced arguments</p> <p>Exploring narrative openers and a variety of sentence and paragraph openers- Discourse markers</p> <p>Writing narratives with good language and structural features- beginning, middle, end</p>	<p>Review of work and feedback</p>	
<p>Autumn Half-term 2</p>	<p>Reading: Fiction- Journey to the River Sea by Eva Ibbotson</p> <p>Inferring meaning from a text</p> <p>PSHE- understanding the qualities of friendship</p> <p>PSHE- understanding that actions have consequences</p> <p>Understanding and using technical vocabulary</p> <p>To be able to use evidence in a text to make predictions</p> <p>To understand the features of a biography</p>	<p>Teacher-lead with new skills</p> <p>Modelling</p> <p>Effective questioning</p> <p>Explicit instruction</p> <p>Differentiation</p> <p>Reinforcement activities</p> <p>Personalised learning</p> <p>Collaborative Learning</p> <p>Group work</p> <p>Individual work</p> <p>Computer research</p>	<p>School reading scheme (individual) and group/guided.</p> <p>Filling the gaps phonic work- individual</p> <p>Practice drawing out implicit information from a text</p> <p>Understanding and discussing character's perspectives</p> <p>Exploring the consequences of a character's actions</p> <p>Finding evidence for character's behaviour</p> <p>Selecting facts from material</p> <p>Researching information</p> <p>Exploring the features of an argument/report/review/leaflet</p>	<p>BKSB testing</p> <p>Half-term assessment questions</p> <p>Homework (pupil dependent)</p> <p>Discussion</p> <p>Review of work and feedback</p>	<p>CC PSHE/Geography/Scien</p>

Timing	Key Skills for each half term	Teaching & Learning <ul style="list-style-type: none"> • Themes • Learning Styles 	Literacy elements to be covered (whole school Literacy focus)	Assessment Focus <i>including dates and suggested assessments</i> <i>Methods of assessment</i>	Additional features of mo <ul style="list-style-type: none"> • Visits • Special events
	<p>Writing: Fiction and non-fiction inspired by Journey to the River Sea: narratives, character profiles, leaflets, reports, reviews, letter, article. To understand the structural features of a range of non-fiction texts</p>	<p>Teacher-lead with new skills Modelling Effective questioning Explicit instruction Differentiation Reinforcement activities Personalised learning Collaborative Learning Group work Individual work Computer research</p>	<p>To share and discuss biographical writing</p> <p>SPAG skills associated with the task Writing biographies Writing narratives Writing non-fiction transactional pieces</p>	<p>BKSB testing Half-term assessment questions Homework (pupil dependent) Discussion Review of work and feedback</p>	
<p>Spring Half-term 3</p>	<p>Reading- The Boy in the Striped Pyjamas-John Boyne Speaking and Listening Identify information and ideas- explicit and implicit Understand writer's purpose Distinguish between a writer's point of view and that of a character Use clues from a text to develop imagery To show an increased understanding of the context behind a novel Understanding themes.</p>	<p>Teacher-lead with new skills Modelling Effective questioning Explicit instruction Differentiation Reinforcement activities Personalised learning Collaborative Learning Group work Individual work Computer research</p>	<p>School reading scheme (individual) and group/guided. Filling the gaps phonic work- individual Retrieve specific information from a text to answer questions and make predictions Discussion to form ideas about characters and the likely direction of a narrative Exploring and discussing book covers and blurbs to generate ideas Word analysis activities Asking questions and retrieving evidence to support thoughts and opinions of a text Explore what a writer is trying to achieve</p>	<p>BKSB testing Half-term assessment questions Homework (pupil dependent) Discussion Review of work and feedback</p>	<p>CC History</p>

Timing	Key Skills for each half term	Teaching & Learning <ul style="list-style-type: none"> • Themes • Learning Styles 	Literacy elements to be covered (whole school Literacy focus)	Assessment Focus <i>including dates and suggested assessments</i> <i>Methods of assessment</i>	Additional features of mo <ul style="list-style-type: none"> • Visits • Special events
	<p>Writing: The Boy in the Striped Pyjamas- John Boyne Varying vocabulary and imagery Using structural features Developing sentence forms Using figurative language Presenting a point of view Persuasive language Understanding the features of transactional writing</p>	<p>Teacher-lead with new skills Modelling Effective questioning Explicit instruction Differentiation Reinforcement activities Personalised learning Collaborative Learning Group work Individual work Computer research</p>	<p>Exploring themes Making predictions Research work for a speech</p> <p>SPAG skills associated with the task Note taking- planning and drafting Descriptive writing of a character Historical report writing Informal letter writing Speech writing</p>	<p>BKSB testing Half-term assessment questions Homework (pupil dependent) Discussion Review of work and feedback</p>	<p>CC History</p>
<p>Spring Half-term 4</p>	<p>Reading: War themed emotive language poetry- Dawn after the raid by Timothy Corsellis Speaking and Listening Exploring the term ‘emotive language’ Analysing how emotive language effects the reader Identify powerful effects, contrasting tones and feelings in poetry Identify language features Identify and use figurative language</p>	<p>Teacher-lead with new skills Modelling Effective questioning Explicit instruction Differentiation Reinforcement activities Personalised learning Collaborative Learning Group work Individual work Computer research</p>	<p>Teacher-lead with new skills Modelling Effective questioning Explicit instruction Differentiation Reinforcement activities Personalised learning Collaborative Learning Group work Individual work Computer research</p> <p>Reading, sharing and discussing poetry Finding and analysing language Exploring the effects of language Considering abstract concepts Exploring personification</p>	<p>BKSB testing Half-term assessment questions Homework (pupil dependent) Discussion Review of work and feedback</p>	<p>CC History</p>

Timing	Key Skills for each half term	Teaching & Learning <ul style="list-style-type: none"> • Themes • Learning Styles 	Literacy elements to be covered (whole school Literacy focus)	Assessment Focus <i>including dates and suggested assessments</i> <i>Methods of assessment</i>	Additional features of mo <ul style="list-style-type: none"> • Visits • Special events
			Generating themes for poetry Exploring vivid images Identifying/Generating emotive language in poetry		
	Writing	Teacher-lead with new skills Modelling Effective questioning Explicit instruction Differentiation Reinforcement activities Personalised learning Collaborative Learning Group work Individual work Computer research	SPAG skills associated with the task Writing adverts based on emotive language Generating poetry ideas Writing poems	BKSB testing Half-term assessment questions Homework (pupil dependent) Discussion Review of work and feedback	CC History
Summer Half-term 5	Reading Speaking and listening Introducing Chaucer-The Canterbury Tales Exploring how language has changed over time Using appropriate reading strategies to extract specific information Exploring how a writer conveys setting, character and mood Exploring the notion of literary heritage and	Teacher-lead with new skills Modelling Effective questioning Explicit instruction Differentiation Reinforcement activities Personalised learning Collaborative Learning Group work Individual work Computer research	School reading scheme (individual) and group/guided. Filling the gaps phonic work-individual Watch video extracts (visual literacy) / sharing text extracts of story- discuss Comparing language development over time. Inference work and implicit information- what is being suggested about the setting, plot and characters	BKSB testing Half-term assessment questions Homework (pupil dependent) Discussion Review of work and feedback	CC history /maths

Timing	Key Skills for each half term	Teaching & Learning <ul style="list-style-type: none"> • Themes • Learning Styles 	Literacy elements to be covered (whole school Literacy focus)	Assessment Focus <i>including dates and suggested assessments</i> <i>Methods of assessment</i>	Additional features of mo <ul style="list-style-type: none"> • Visits • Special events
	<p>understand how some texts have been particularly influential or significant</p> <p>Using explanatory, hypothetical and speculative talk as a way of researching ideas and explaining thinking</p> <p>Working together logically to solve problems, make deductions, share text and evaluate ideas</p> <p>To listen and recall the main points of talk; reflecting on what has been heard to ask searching questions, make comments or challenge the views being expressed.</p> <p>Recognising layers of meaning in a writer's choice of words e.g. connotations, implied meanings.</p>		<p>Research and discussion work: St Thomas, Pilgrims, Chaucer, Medieval times, people and professions.</p> <p>Categorise information- cc maths/ social distribution bar</p> <p>Reporting information back to a group.</p> <p>Compare and contrast portraits of two characters and discuss</p> <p>Researching and discussing story plots, settings and characters.</p> <p>Discussing stories with morals.</p> <p>Historical research on Medieval life and Black Death- sharing information and discussing.</p>		
	<p>Writing:</p> <p>Fiction and non-fiction inspired by Chaucer and The Canterbury Tales.</p> <p>Writing reflectively about a text, taking into account form, purpose and audience.</p> <p>Using figurative language</p> <p>Fiction writing skills: figurative language, first</p>	<p>Teacher-lead with new skills</p> <p>Modelling</p> <p>Effective questioning</p> <p>Explicit instruction</p> <p>Differentiation</p> <p>Reinforcement activities</p> <p>Personalised learning</p> <p>Collaborative Learning</p> <p>Group work</p> <p>Individual work</p> <p>Computer research</p>	<p>SPAG skills associated with the task</p> <p>Writing character profiles- reports/reviews</p> <p>Comparison vocabulary</p> <p>Narrative writing-story with a moral</p> <p>Article writing on Medieval life and Black Death</p> <p>Eye witness accounts of actions of one of the characters</p> <p>Travel writing- report of the pilgrimage from a character's point of view- first person.</p>	<p>BKSB testing</p> <p>Half-term assessment questions</p> <p>Homework (pupil dependent)</p> <p>Discussion</p> <p>Review of work and feedback</p>	<p>CC History/Geography</p>

Timing	Key Skills for each half term	Teaching & Learning <ul style="list-style-type: none"> • Themes • Learning Styles 	Literacy elements to be covered (whole school Literacy focus)	Assessment Focus <i>including dates and suggested assessments</i> <i>Methods of assessment</i>	Additional features of mo <ul style="list-style-type: none"> • Visits • Special events
	<p>person, third person, plot, characters, setting, rise and fall of action, openers, dialogue.</p> <p>Transactional writing: presenting point of view; paragraphs, organisation and form; sequencing, discourse markers; repetition, rhetorical questions, sentence structures.</p> <p>Using sentences for effect</p>				
<p>Summer Half term 6</p>	<p>Reading Speaking and Listening Journey to Jo'burg Beverley Naidoo Identifying implicit and explicit information Recognising layers of meaning in a writer's choice of words e.g. connotations, implied meanings. Identifying language features Identifying structural features</p>	<p>Teacher-lead with new skills Modelling Effective questioning Explicit instruction Differentiation Reinforcement activities Personalised learning Collaborative Learning Group work Individual work Computer research</p>	<p>School reading scheme (individual) and group/guided. Filling the gaps phonic work-individual Provide opinions on a text Research and note-taking on different aspects of South Africa Historical research and note-taking: Apartheid, Nelson Mandela etc</p>	<p>BKSB testing Half-term assessment questions Homework (pupil dependent) Discussion Review of work and feedback</p>	<p>C geography/History</p>

Timing	Key Skills for each half term	Teaching & Learning <ul style="list-style-type: none"> • Themes • Learning Styles 	Literacy elements to be covered (whole school Literacy focus)	Assessment Focus <i>including dates and suggested assessments</i> <i>Methods of assessment</i>	Additional features of mo <ul style="list-style-type: none"> • Visits • Special events
	Selecting and using quotations Summarising and synthesising Analysing words and phrases Developing comments on effect Identify points of view Making comparisons		Explore the features of a text and relaunch skills- adverts/persuasion Describing characters Using figurative and emotive language		
	Writing: Fictional and transactional inspired by Journey to Jo'burg Using figurative language To vary vocabulary and imagery To understand and use structural features To develop sentence forms To explore narrative perspectives To develop settings, character and plot To be able to present a point of view To be able to structure an argument To use persuasive techniques To understand and use emotive language	Teacher-lead with new skills Modelling Effective questioning Explicit instruction Differentiation Reinforcement activities Personalised learning Collaborative Learning Group work Individual work Computer research	SPAG skills associated with task Planning and designing a persuasive poster Making notes and research Writing character profiles Predicting events in a story Writing dialogues Writing narratives Travel writing Writing reports/reviews/ leaflets	BKSb testing Half-term assessment questions Homework (pupil dependent) Discussion Review of work and feedback	Cc History/Geography