



# HPRS CURRICULUM MAP



<b>SUBJECT AREA:</b>	<b>English Language</b>	<b>YEAR / GROUP:</b>	<b>8 KS3 Rolling programme In sequence 7/8/9</b>
----------------------	-------------------------	----------------------	--

## BRIEF SUMMARY OF CURRICULUM INTENT

The Year 8 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. A poetry module is included in the Autumn Term.

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

Reflection of social and moral issues within a text/ Being able to work in a group or team situation/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/ Developing own individual voice/ Develop an understanding of how poverty and social issues are presented in a text and explore the issues/ Gaining a sense of enjoyment and fascination in learning about themselves, others and the world around them.

## KEY DATES / NOTES

Oak Academy Trust is used as a planning resource for many lessons and schemes alongside other support such as TES, Teachit English, Twinkl and the AQA/ Pearson EdExcel site.

Timing	Key Skills For each half-term	Teaching & Learning <ul style="list-style-type: none"> <li>Themes</li> <li>Learning styles</li> </ul>	Literacy Elements to be covered	Assessment focus	Additional features
<b>AUTUMN</b> Half term 1	Reading/ Speaking and Listening- A Midsummer Night's Dream To research historical information To research theatrical vocabulary To research information about a character To interpret implicit information To predict events To be able to understand and interpret a synopsis To explore characters and their behaviour To use visual literacy (video clips) to determine: plot, setting, characters, behaviour)	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- group and individual. Filling the gaps phonics work- individual Reading and sharing a text Researching Elizabethan England: playwrights/The Plague/ life/ crime and punishment/exploration and war Research on theatrical terms such as: script/ critique/ scenery etc Research life of Shakespeare Reading and interpreting text messages- exploring characters and their behaviour- making predictions about events	BKSB testing Half-term assessment questions Homework Discussion Review of work and feedback	CC links- History/geography/PSHE/ICT
	Writing- A Midsummer Night's Dream  To understand the features of an informative leaflet  To generate an informative PowerPoint	Teacher lead with new skills Modelling Effective questioning Explicit instruction Differentiation Reinforcement activities Personalised learning Collaborative learning Group work Individual work	SPAG skills associated with the task Making PowerPoints of research information and presenting to group Reading a synopsis- discussing and interpreting characters and their actions Writing an information leaflet about how a theatre works	BKSB testing Half-term assessment questions Homework Discussion Review of work and feedback	CC links- History/geography/PSHE/ICT

Timing	Key Skills For each half-term	Teaching & Learning <ul style="list-style-type: none"> <li>• Themes</li> <li>• Learning styles</li> </ul>	Literacy Elements to be covered	Assessment focus	Additional features
	<p>To write character profiles</p> <p>To understand the features of explanations writing</p>	Computer research	<p>Writing a one- page fact-file on Shakespeare</p> <p>Paragraph writing to explain plot and events</p>		
<b>AUTUMN</b> Half term 2	<p>Reading/ Speaking and Listening- A Midsummer Night's Dream</p> <p>To generate and use descriptive language</p> <p>To read a play-script, understand features and discuss</p> <p>To interpret implicit information</p> <p>To understand Shakespearian vocabulary</p> <p>To interpret and understand a speech</p> <p>To understand how Shakespeare presented characters</p> <p><u>Poetry- Reading/ Speaking and listening- Pigeon</u></p> <p>To read poetry</p> <p>To discuss and generate vocabulary</p> <p>To understand and use figurative language</p> <p>To understand how a poet uses language to</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- group and individual.</p> <p>Filling the gaps phonics work- individual</p> <p>Generating descriptive language to describe fairies</p> <p>Reading and discussing scenes</p> <p>Researching and discussing Shakespearian vocabulary</p> <p>Reading scenes and inferring information about: setting, plot and characters</p> <p>Discussing pigeons and what we think of them</p> <p>Generating adjectives</p> <p>Generating similes</p> <p>Generating metaphors</p> <p>Using the senses to explore and interpret a poem</p> <p>Generating questions about a poem and trying to generate answers</p> <p>Annotating a poem with thoughts and ideas</p> <p>Research and present information in powerpoint on Greek mythical creatures.</p>	<p>BKSB testing</p> <p>Half-term assessment questions</p> <p>Homework</p> <p>Discussion</p> <p>Review of work and feedback</p>	<p>CC links- History/geography/PSHE/ICTScience</p>

Timing	Key Skills For each half-term	Teaching & Learning <ul style="list-style-type: none"> <li>• Themes</li> <li>• Learning styles</li> </ul>	Literacy Elements to be covered	Assessment focus	Additional features
	<p>conjure up images in our minds</p> <p>To interpret implicit information</p> <p>To give opinions of poetry</p> <p>To annotate poetry</p> <p>To explore myths</p>		<p>Create and annotate own mythical creature.</p> <p>Design a set for a scene in MSND draw and annotate of make in lego</p>		
	<p>Writing- A Midsummer Night's Dream</p> <p>To be able to use words from a text to annotate a drawing</p> <p>To understand the features of informal and formal letter writing</p> <p>To use descriptive and figurative language</p> <p><u>Poetry- writing-Pigeon</u></p> <p>To use descriptive and Figurative language</p> <p>To write poetry</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>Drawing and labelling fairies with words from the text</p> <p>Describing fairies with descriptive and figurative writing</p> <p>Generating mind-maps to explore a character's behaviour</p> <p>Letter writing to characters (informal) and to theatre to congratulate on performance(formal)</p> <p>Writing similes</p> <p>Writing metaphors</p> <p>Finding favourite moment in a poem and describing it- possibly illustrating ideas</p> <p>Using the structure of the Pigeon poem to generate own poem about a different type of bird or animal</p>	<p>BKSB testing</p> <p>Half-term assessment questions</p> <p>Homework</p> <p>Discussion</p> <p>Review of work and feedback</p>	<p>CC links- History/geography/PSHE/ICTScience</p>

Timing	Key Skills For each half-term	Teaching & Learning <ul style="list-style-type: none"> <li>Themes</li> <li>Learning styles</li> </ul>	Literacy Elements to be covered	Assessment focus	Additional features
<b>SPRING</b> Half term 3	<p>Reading /Speaking and Listening- Holes by Louis Sachar NF texts on animals, plants, the environment, desert conditions, Darwin and evolution. PSHE – Outsider To understand the role of a story Hook To make predictions To understand characterisation To understand and identify genres To use Figurative Language Implicit meaning To use evidence from a text (explicit and implicit) to back up ideas To use quotes to support ideas To interpret implicit ideas</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- group and individual. Filling the gaps phonics work- individual Reading a sharing a text Creating mind maps of things associated with holes Discussing book covers and making predictions Exploring narrative hooks Discussing story preferences (genres) Comprehension Retrieval of information Generating descriptive vocabulary for a given setting Discussing genres and reading examples- opinion Generating vocabulary to describe a character Using appropriate quotes from a text to back up ideas</p>	<p>BKSB testing Half-term assessment questions Homework Discussion Review of work and feedback</p>	<p>CC Links- PSHE- The Outsider Science/Geography/Maths statistics: Plants, animals, environment, Darwin and evolution.</p>
	<p>Writing- Fiction and non- fiction- Holes by Louis Sachar NF texts on animals, plants, the environment, desert</p>	<p>Teacher lead with new skills Modelling Effective questioning Explicit instruction Differentiation Reinforcement activities</p>	<p>SPAG skills associated with the task Writing in paragraphs Explanation- explaining the genre of Holes by Louis Sachar Character studies</p>	<p>BKSB testing Half-term assessment questions Homework Discussion</p>	<p>CC Links- PSHE- The Outsider Science/Geography/Maths statistics: Plants, animals, environment, Darwin and evolution.</p>

Timing	Key Skills For each half-term	Teaching & Learning <ul style="list-style-type: none"> <li>• Themes</li> <li>• Learning styles</li> </ul>	Literacy Elements to be covered	Assessment focus	Additional features
	<p>conditions, Darwin and evolution.</p> <p>PSHE-Outsider To write explanation paragraphs To write in diary form To write and understand the features of a report/review To analyse the effects of language</p>	<p>Personalised learning Collaborative learning Group work Individual work Computer research</p>	<p>Explaining how the you are different to Stanley in the text Writing a diary entry to record what life was like in camp Write with appropriate adverbs and adjectives Writing a report/review about the camp</p>	<p>Review of work and feedback</p>	
<p><b>SPRING</b> Half term 4</p>	<p>Reading /Speaking and Listening- Holes by Louis Sachar NF texts on animals, plants, the environment, desert conditions, Darwin and evolution.</p> <p>PSHE-Outsider To improve dictionary skills To use quotes to support ideas To make predictions To find explicit and implicit information in a text To understand a character's feelings</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- group and individual. Filling the gaps phonics work- individual Using a dictionary to find meanings of words and discuss Explaining statements from a text using evidence and quotes Finding and discussing examples /evidence to make a point Making predictions about what a character will do or say Discussing how the writer builds up feeling towards the characters Discussing character's feelings</p>	<p>BKSB testing Half-term assessment questions Homework Discussion Review of work and feedback</p>	<p>CC Links- PSHE-The Outsider Science/Geography/Maths statistics: Plants, animals, environment, Darwin and evolution.</p>

Timing	Key Skills For each half-term	Teaching & Learning <ul style="list-style-type: none"> <li>• Themes</li> <li>• Learning styles</li> </ul>	Literacy Elements to be covered	Assessment focus	Additional features
	<p>Writing- fiction and non-fiction- Holes by Louis Sachar</p> <p>NF texts on animals, plants, the environment, desert conditions, Darwin and evolution.</p> <p>PSHE-Outsider</p> <p>To write a report/fact file about an animal- understand features of reports</p> <p>To understand features of diary writing and write an entry</p> <p>To write an explanation using appropriate vocabulary</p> <p>To write a dialogue using appropriate speech punctuation</p> <p>To write a narrative with a good beginning, middle and end based on ideas from Holes story</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 explanations of a given statement using evidence and quotes from the text</p> <p>Sketching an image of the Yellow Spotted Lizard and working on information and descriptive language- report writing/ animal fact file</p> <p>Explaining quotes and working on how this helps to answer questions</p> <p>Writing dairy entries- trip to the warden's cabin</p> <p>Writing explanations- why or why not you would help someone</p> <p>Writing alternative dialogues between characters</p> <p>Exploring story openings</p> <p>Exploring rising and falling action in a narrative</p> <p>Exploring techniques to introduce characters into a narrative</p> <p>Exploring story endings</p> <p>Writing narratives</p> <p>Writing NF reports, reviews or fact-files of information.</p>	<p>BKSB testing</p> <p>Half-term assessment questions</p> <p>Homework</p> <p>Discussion</p> <p>Review of work and feedback</p>	<p>CC Links- PSHE- The Outsider</p> <p>Science/Geography/Maths statistics: Plants, animals, environment, Darwin and evolution.</p>

Timing	Key Skills For each half-term	Teaching & Learning <ul style="list-style-type: none"> <li>• Themes</li> <li>• Learning styles</li> </ul>	Literacy Elements to be covered	Assessment focus	Additional features
	<p>To extend range of sentence forms</p> <p>To develop vocabulary</p> <p>To develop writing with powerful imagery</p> <p>To be able to create atmosphere in narrative</p>				
<p><b>SUMMER</b> Half term 5</p>	<p>Reading/ Speaking and listening-Stone Cold by Robert Swindells PSHE- Homeless/ friends and family NF- Animals and pets Comparison text- “Bob-no ordinary cat” by James Bowen- a special adaptation from A Street Cat Named Bob To understand the way that homeless people are viewed To understand the problems and dangers that homeless people face To understand how an author makes effective use of sentences</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-group and individual. Filling the gaps phonics work-individual Reading and sharing a text Brainstorming ideas about the homeless- discuss Discussing term that are used to describe the homeless and generating alternatives that present the homeless in a more sympathetic way Researching and discussing opinions on the homeless Discussing first impressions of a character To describe characters in detail using descriptive language To discuss informal letter writing and share the information that could be</p>	<p>BKSB testing Half-term assessment questions Homework Discussion Review of work and feedback</p>	<p>CC links- PSHE/ ICT- being Homeless- Friends and Families Science/ maths statistics- Cats (Wild cats)- statistics on homeless people.</p>



Timing	Key Skills For each half-term	Teaching & Learning <ul style="list-style-type: none"> <li>• Themes</li> <li>• Learning styles</li> </ul>	Literacy Elements to be covered	Assessment focus	Additional features
	<p>To use descriptive and figurative language</p> <p>To understand the features of informal letter writing</p> <p>To make comparisons between a novel and real life</p>		<p>used in an informal letter home</p> <p>Discussing the varying attitudes to homelessness, both in the novel and in real life</p> <p>To explore sentence structure and how it can have an effect on the reader</p>		
	<p>Writing- Stone Cold by Robert Swindells</p> <p>PSHE-Homeless- friends and family</p> <p>NF- animals and pets</p> <p>Comparison text- “Bob- no ordinary cat” by James Bowen- a special adaptation from A Street Cat Named Bob</p> <p>To write detailed descriptions using appropriate adjectives</p> <p>To be able to write personally- writing about a time when you have been alienated from others</p> <p>To understand the features of informal letter writing</p> <p>To understand informal language</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>Generating appropriate adjectives to describe a person</p> <p>Using descriptive vocabulary</p> <p>Writing a short but detailed description of a person based on someone known or entirely fictitious</p> <p>Planning, drafting and writing a piece about when you were alienated- first person writing</p> <p>Planning, drafting and writing a letter to mother explaining problems being faced and that you would like to come home to caring family</p> <p>Recording results of why people become homeless and turning information into a report</p>	<p>BKSB testing</p> <p>Half-term assessment questions</p> <p>Homework</p> <p>Discussion</p> <p>Review of work and feedback</p>	<p>CC links-</p> <p>PSHE/ ICT- being Homeless- Friends and Families</p> <p>Science/ maths statistics- Cats (Wild cats)- statistics on homeless people.</p>

Timing	Key Skills For each half-term	Teaching & Learning <ul style="list-style-type: none"> <li>• Themes</li> <li>• Learning styles</li> </ul>	Literacy Elements to be covered	Assessment focus	Additional features
	<p>To be able to write in first person</p> <p>To understand the features of report writing</p>				
<p><b>SUMMER</b> Half term 6</p>	<p>Reading/ Speaking and listening-Stone Cold by Robert Swindells PSHE- Homeless- friends and family NF- animals and pets Comparison text- “Bob-no ordinary cat” by James Bowen- a special adaptation from A Street Cat Named Bob To identify and use descriptive and figurative language To understand the reasons why people are homeless To explore character’s feelings through the language used in a text To be able to make comparisons To use research skills To be able to understand and discuss a powerful theme To understand how an author uses setting, character and plot</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- group and individual. Filling the gaps phonics work- individual Discussing a description of Camden market and sharing ideas about places we know- describe to others using descriptive language Using descriptive and figurative language Researching facts, statistics and information on abuse in homeless people Understanding and discussing how people’s situations can change and how this can change their perspective on life- discuss Considering character’s feelings Describing character’s feelings with reasons Researching charities and agencies Exploring settings, plot and characterisation and the effect they have on the reader</p>	<p>BKSB testing Half-term assessment questions Homework Discussion Review of work and feedback</p>	<p>CC links- PSHE/ ICT- being Homeless- Friends and Families Science/ maths statistics- Cats (Wild cats)- statistics on homeless people.</p>

Timing	Key Skills For each half-term	Teaching & Learning <ul style="list-style-type: none"> <li>• Themes</li> <li>• Learning styles</li> </ul>	Literacy Elements to be covered	Assessment focus	Additional features
	<p>Writing- Stone Cold by Robert Swindells PSHE-Homeless- friends and family NF- animals and pets</p> <p>Comparison text- “Bob- no ordinary cat” by James Bowen- a special adaptation from A Street Cat Named Bob To write a description of a well-known place To be able to use senses to communicate the sight, smell and feel of a place To use figurative language To understand the features of an information leaflet To be able to provide a continuation of a text To understand the features of report writing To be able to write in the first person Evaluating a text To be able to answer a question about a text in detail, providing quotes and evidence for reasons.</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>SPAG skills associated with the task Planning, drafting and writing a descriptive piece Exploring informative texts and language used Exploring leaflets and how they are written- language used and structure Planning, drafting and writing and informative leaflet Writing in the first person to continue a chapter with own ideas Planning, drafting and writing a report on the different charities and agencies that help the homeless Writing an evaluation of a text Final question of topic: “Many novels deal with powerful themes which are relevant to today’s society. By making close reference to the novel, show how the author uses setting, plot and characterisation to put across main ideas.”</p>	<p>BKSB testing Half-term assessment questions Homework Discussion Review of work and feedback</p>	<p>CC links- PSHE/ ICT- being Homeless- Friends and Families Science/ maths statistics- Cats (Wild cats)- statistics on homeless people.</p>

Timing	Key Skills For each half-term	Teaching & Learning <ul style="list-style-type: none"><li>• Themes</li><li>• Learning styles</li></ul>	Literacy Elements to be covered	Assessment focus	Additional features