



HPRS CURRICULUM MAP



SUBJECT AREA: English	YEAR / GROUP: KS3
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BRIEF SUMMARY OF CURRICULUM INTENT

Simply put our intent is to teach our young people the essentials of English: Reading, Writing and Speaking and Listening. To equip them with the functional skills needed in life and to offer those who are able opportunity to succeed in a range of qualifications that will allow them to join the job market alongside their peers from mainstream settings.

A broad and balanced curriculum that allows pupils to not only access what is needed but also to foster an enjoyment of the subject once again; through the use of creative and innovative lesson planning that utilises creative writing, inference skills, drama, film analysis and reading of quality texts that have meaning and purpose for our pupils.

KS3 is an intervention centre that utilises topic based learning to incorporate the key skills needed that will allow them to reintegrate to their mainstream setting when their placement with us is over. For some pupils they will be with us for longer and so there is a permanent pathway that these pupils will follow. The colours on the map indicate the differentiated tasks allowing all pupils to be challenged appropriately whilst with us whether this be for a ten-week placement or a longer term one.

Those in Year 9 will also be given opportunity to sit the first qualification through the AQA Step Up to English Silver (Entry Level 1 or 2) programme. This is a stepping stone towards the GCSE that they will go on to study at our KS4 centre.

<p><u>KS3 intervention</u></p> <p>Each term the pupils will engage within chosen texts. As pupils come and go at regular intervals the entry assessments are ongoing throughout the year. Each new pupil will go through an induction programme including reading, writing and spelling assessments. Where necessary, pupils will access 1:1 reading support sessions with a TA. Texts are chosen to be engaging and all have the scope to allow pupils to not only develop key skills in literacy but also to build confidence in their ability and begin to practise skills necessary to undertake GCSE exams when they return to mainstream.</p>	<p><u>KS3 Permanent</u></p> <p>Permanent pupils will engage with the same texts as intervention. Permanent pupils will complete the AQA Silver step up paper in year 9 and this begins in January. Lessons will focus around preparation for the exams. As permanent pupils are with us for longer, they are able to go through entire reading support programmes and progress can be assessed through the NGRT test at the end of each year. Texts/ extracts covered are changed on a yearly rolling cycle to ensure work is not repeated.</p>
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How SMSC and British Values are delivered in this subject

Within English across HPRS we enable pupils to develop their self-knowledge, self-esteem and self-confidence; through a range of Speaking and Listening activities; as well as using softer touch 1:1 discussion, Reading and Writing tasks that consider each pupils learning needs. Through the topics that we have chosen to cover, we not only engage pupils in topics that interest them but we enable them to distinguish right from wrong and to respect the civil and criminal law of the UK. Throughout HPRS the staff encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely allowing them to make choices that will benefit their future prospects. Through careful selection of texts and topics within lesson we aim to further establish tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures; encouraging them to have a respect for other people; and for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in the UK.

KEY DATES / NOTES	Differentiation colour code for assessment
May AQA Silver step up to be completed / marked Submission date 15 th May	All will achieve Most will achieve Some will achieve.

Timing	Key Skills <i>What pupils are learning to do</i>	Teaching & Learning Themes & Styles <i>Topics, Activities, Learning Styles</i>	Assessment Focus <i>including dates and suggested assessments and methods of assessment</i>	Additional Features <ul style="list-style-type: none"> • Literacy Elements • Curriculum Links • Visits / Events
AUTUMN Half term 1	HPRS W2 AO6 HPRS R1 AO1 HPRS W1 AO5 HPRS R4 AO4	<p><u>1</u> Creating their own autobiography</p> <p>Staff to bring in images and a quote to share with students and inspire them. Read- Roald Dahl- Boy- Novel study.</p> <p><u>2</u> The Diary of Anne Frank Pupils work towards creating their own autobiography.</p> <p>Pupils bring in photos from home to support written work.</p> <p>Writing chronologically.</p> <p>Writing for purpose of sharing information about yourself/ your life.</p> <p>Explore famous autobiographies such as Anne Frank.</p> <p>Look at timeline of your favourite famous people and extract information</p> <p>Know the difference between auto/ biography</p> <p>Group work and sharing/ discussing our own experiences.</p> <p>Talk about hopes and aspirations moving forward</p>	<p>Baseline testing upon entry: NGRT Reading Test& Creative writing teacher assessment</p> <p>Exam style question requiring detailed PEE paragraph and quotes- AO1 HPRS R1 & AO4 HPRS R4</p> <p>Comprehension activity based on famous autobiography extract AO1 HPRS R1</p> <p>Create their own autobiography / time line of their life AO5 HPRS W1</p> <p>Work in books / quiz style questions on autobiography. AO1 HPRS R1</p> <p>Use a set format to input information, pupil passport / character profiles AO5 HPRS W1</p> <p>KS3 test pack Roald Dahl, Boy.</p>	<p>Dyslexia portfolio with SENCO</p> <p>Working memory assessment EAA- if year 9.</p> <p>All lessons are implemented with basic skills development where necessary- Capital letters, full stops, punctuation, literary devices. Literacy focus: basic punctuation support from LSA where needed- identify needs of new starters.</p> <p>Shared display with Art.</p> <p>Visit to their favourite local places (walking distance)</p> <p>Share your hobby with others</p> <p>Trip to library</p>

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		<p>3 Future aspirations- looking forward, what are their hopes / dreams for the future. Watch the Gabby Douglas story. Role play “this is your life” (acting out and talking about what they think they will have achieved)</p>		
<p>AUTUMN Half term 2</p>	<p>HPRS R2 AO2</p> <p>HPRS R3 AO3</p> <p>HPRS W1 AO5</p> <p>HPRS W2 AO6</p>	<p>Rotation</p> <p><u>1</u> A Christmas Carol- Explore Scrooges journeys through time, reading extracts from the text and viewing clips from the film.</p> <p><u>2</u> Roald Dalh- Boy, explore the Journeys taken throughout the book- focus on the Great Mouse Plot. Pupils to discuss how life is a journey in which we take on many adventures.</p> <p><u>3</u> Journeys through time travel- Extract from HG Wells Time Machine and Ray Bradbury’s A sound of Thunder. If you could go into a time machine where would you go? Hot seating as a person from past / future.</p> <p>Design a Tardis and share your design with class. Using lots of descriptive writing. Write where it can go, how it works etc.</p> <p>Read extract from the time machine by HG Wells. Write about the experience of being in the Tardis. How it felt, relate to the senses.</p> <p>Look at Ray Bradbury’s “A sound of thunder”. Working towards a piece of analytical writing on the text.</p>	<p>Write about how our feelings towards Scrooge change throughout the story. AO2 HPRS R2</p> <p>find adjectives within the text and comment on the effect these have on the reader AO3 HPRS R3 AO2- HPRSR2</p> <p>hot seating task to describe being in the time machine, rest of the class to try and draw that experience from what the pupil is saying. AO1 HPRS R1 -</p> <p>Instructional writing with detail and clear explanation (ensure clear punctuation is used throughout, when writing list of items needed</p>	<p>Continued support from LSA for those with additional needs (reading sessions, phonics support for spelling etc)</p> <p>Build their own model of a time machine</p> <p>Link to science</p> <p>Literacy Focus- ADJECTIVES/nouns/verbs. – identifying and finding adjectives. Play noun/ verb / adjective bingo games.</p>

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		<p><u>4 Romeo and Juliet – in depth Author and literature study.</u> Greek tragedy and conventions of tragedy. Women and Men / Context Marriage/ Religion/ Sex</p> <p>Watching Baz Luhrmann’s film alongside reading extracts from the play; Character and structure, developed at chapter level</p> <p>Argue/ Persuade: weaving coherent conceptual arguments</p>	<p>AO2 HPRS R2 AO6 HPRS W2</p> <p>Analyse and write about their understanding of one of the extracts AO3 HPRS R3</p> <p>KS3 test pack paper with Question relating to the Great Mouse plot</p> <p>Extended descriptive writing AO5 HPRS W1</p> <p>Find adjectives/features of the texts AO1 HPRS R1</p>	
<p>SPRING Half term 3</p>	<p>HPRS R1 AO1</p> <p>HPRS R4 AO4</p> <p>HPRS W1 AO5</p> <p>HPRS W2 AO6</p>	<p>Rotation</p> <p>1) <u>AQA component 1</u></p> <p>2 True Crime- research notorious criminals through history. Create fact file on chosen crimes; discuss how / why they were caught. Watch clips of criminal psychologist discussing motives and reasons behind crimes. Create and share presentation on a notorious criminal. Explore news reports on crimes, create police profile on criminals.</p> <p>3</p>	<p>Baseline testing upon entry: NGRT Reading Test& Creative writing teacher assessment</p> <p>Permanent year 9-Aim to complete all of paper 1- Silver Step up component one-</p> <p>Discuss how our perspective on characters</p>	<p>Dyslexia portfolio with SENCO Working memory assessment EAA- if year 9.</p> <p>Literacy Support AO6- HPRS W1- Spelling support focus.</p>

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		<p>Text- Our Day Out By Willy Russell. Contextual analyse of character and development throughout the play.</p> <p>Look at Liverpool in 1960s- understand cultural / environmental context of the play: language, structure, theme, writer’s purpose.</p> <p>Explore colloquial language in the text- understand / Recognises how language and structural features are used to suit different audiences and purposes. Youtube version of the play is available to watch.</p>	<p>change throughout the play AO3/HPRS R3.</p> <p>Create a vocabulary key and add new words and definitions throughout topic. AO2- HPRS R2</p> <p>Tweet sheet- show changing perspectives throughout the plays. HPRS W1.</p> <p>PEE Question / Mind map (RJ/ Our Day out) Show understanding of life at the time of the plays- Explore How people lived and how this impacts on the writing. AO2/3</p> <p>AO5-HPRSW1- Write a news article on the Day after Ellen has completed her trip Write from the perspective of Ellen, how it felt to complete the voyage. Draw map of her voyage with speech bubbles showing how she felt at certain points.</p>	<p>Vocabulary support- choose ambitious vocabulary. HPRS W1</p>

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			<p>AO2-HPRS R2 / HPRS SL2- create freeze frame to show a scene from the play- three frames and pupils to take turns to describe what is happening.</p> <p>Newspaper report Police report Psychological report (AO5/AO6) HPRS W1 /W2</p>	
<p>SPRING Half term 4</p>	<p>HPRS W2 AO6</p> <p>HPRS R1 AO1</p> <p>HPRS R3 AO3</p> <p>HPRS R4 AO4</p> <p>HPRS SL1 AO7</p>	<p>.</p> <p><u>Continue working on AQA papers and aim to finish by the end of the half term.</u></p> <p>1. Fairy Tales module- Exploring modern and traditional fairy tales.</p> <p>2 Begin poetry module- explore poetic devices</p>	<p>Baseline testing upon entry: NGRT Reading Test& Creative writing teacher assessment</p> <p>AQA Step up Component 1 paper 2.</p> <p>To understand what convention means</p> <p>HPRS R1 /AO1</p>	<p>Continued Visits each Tuesday from Toni @Ledbury poetry festival. Dyslexia portfolio with SENCO Working memory assessment EAA- if year 9.</p> <p>Literacy focus –</p>

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		<p>3- Narrative poetry.</p> <p>Look at inference through poetry- deduce meaning from the text</p> <p>Create their own poetry on Herefordshire/ their lives in Herefordshire.</p> <p>Visits to local tourist destinations</p> <p>Explore local literature Trips to library- making use of local amenities to supplement learning.</p>	<p>To identify fairytale the narrative structure of fairytales - <i>challenge to write out narrative stages without prompts or guidance</i></p> <p>AO5-HPRSW1To create your own fairytale recipe using understanding of conventions - <i>challenge to use exciting language in recipe</i></p> <p>HPRS R4- Read a range of texts, exploring them critically.</p> <p>SL1- Read their work out confidently to the class</p> <p>SL3- Share whole class reading , speaking clearly and fluently,</p> <p>HPRS W2- improve accuracy of spelling and punctuation in your writing.</p> <p>Permanent groups- finish paper 2- and begin component 2 Deadline is 15th May</p>	<p>HPRS W2. AO6- Punctuation, capital letters and full stops.</p> <p>Hay Festival trip??</p> <p>Visit from Ledbury Poetry festival poets.</p>
	<p>HPRS W1 AO5</p> <p>HPRS R3 AO3</p>	<p><u>Rotation</u></p>	<p>Use ready-made format and work bank to create</p>	<p>Literacy Focus- HPRS W1- Adapting vocabulary and</p>

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<p>SUMMER Half term 5</p>	<p>HPRS W2 AO2</p> <p>HPRS SL2 AO8</p>	<ol style="list-style-type: none"> 1. <u>Skellig Novel study with reading and writing skills embedded.</u> 2. National Literacy trust yearly programme – encouraging pupils to enjoy reading for pleasure and evaluation of a variety of texts. 2022- Represent. Looking at empowering women who have face adversity. 3. <u>KS3 GCSE English Language test packs from AQA. (for Year 9)</u> 	<p>report on Skellig (AO5) HPRS W1</p> <p>PEE paragraphs every week to infer and deduce information. –HPRS R3 AO3</p> <p>Answer AQA support pack with exam style questions on the novel HPRS R1 /AO1</p> <p>Present their findings on a PowerPoint presentation to share with the group. HPRS SL1</p> <p>Argue for/ against with peers about Skellig and his treatment HPRS R4 / HPRS SL2 (discuss with peers, respect others opinion and engage in positive discussion)</p> <p>Share presentation with Teacher / LSA 1:1</p>	<p>tone to suit purpose / audience. Understand colloquial language and where is appropriate to use this.</p> <p>Hot seating</p> <p>Dramatic Performances/ freeze frames</p> <p>Discussion</p> <p>Play script text modification or story</p>

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			<p>Discuss how our perspective on characters change throughout the book AO3/HPRS R3.</p> <p>Create a vocabulary key and add new words and definitions throughout topic. AO2- HPRS R2</p> <p>Tweet sheet- show changing perspectives throughout the story. HPRS W1.</p> <p>PEE Question / Mind map (/skellig) AO2/3</p> <p>AO2-HPRS R2 / HPRS SL2- create freeze frame to show a scene from the book- three frames and pupils to take turns to describe what is happening.</p>	

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				Hot seating task- putting yourself in shoes of one of the characters- answering questions from peers- AO7 HPRS SL1/2/3.	
SUMMER Half term 6	HPRS R3 AO3 HPRS R1 AO1 HPRS W2 AO6 HPRS W1 AO5		<p><u>1 Holes by Louis Sachar</u> Personal growth, behaviour in society Holes by Louis Sachar Explore setting- changes in environment and effect on character.</p> <p>Changes in environment over time- Link to Global warming- explain why Camp Green Lake no longer had trees or a lake... Is this because of climate change?</p> <p>Descriptive writing- choose appropriate vocabulary to describe camp green lake. Conscious use of vocabulary with some</p>	<p>Write a emotive article to persuade people to change their ways in order to protect the planet HPRS W1</p> <p>Evaluation of character development through the play. How do our feelings change towards certain characters? HPRS R4</p> <p>Create a leaflet on global warming showing both factual information and encouraging people to protect our planet / leaflet advertising Camp Green lake. HPRS W1/ W2</p> <p>Design and create a poster to encourage others to help protect the planet</p>	AO6 HPRS W2 – Literacy-Punctuation focus. Cross curricular Bullying, Obesity, Racism, Crime and Punishment Literacy, Morality Link to science-environment/ weather. Holes bingo game Watch the film Holes Create their own board game based on the novel.

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			<p>use of linguistic devices.</p> <p><u>2 Global Warming- What are we doing to our planet?</u> Pupils will learn about Global warming through a range of factual texts / documentaries and websites. Pupils will show their understanding through leaflets- organising information to persuade others to save our planet. Pupils will look at the literature of global warming on comment on the effect this has on the reader. (A glimpse into Global warming by by Jane Bregazzi)</p> <p>3 Films 2012 / The Day After Tomorrow. The Hunger Games?</p>	<p>Poster to advertise the film. HPRPS W1</p> <p>Design and make a board game based on the novel holes, making reference to characters and key plot points HPRS R1 / W1</p> <p>HPRS R3 Write a review of both films, each including references to the other film and why you feel each one is / is not better.</p> <p>Give films a star rating- make comments on things you liked / disliked about each film.</p> <p>Create story board with simple comments (6 parts) AO6 W1</p> <p>Write / perform their own mini play on climate change</p> <p>Use a storyboard to show key points in the film and</p>	

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			Explore how both films look at the potential impact of global warming, compare the films. Explore how cinema can be used to make us think / change our ways with regards to global warming.	the impact these have on the viewers. HPRS R3	
HPRS Key Skills/ Assessment Objectives	<p>HPRS R1 (AO1) To pick out key information that can be explicit or implicit.</p> <p>HPRS R2 (AO2) To explain and analyse how language and structure is used by writers to affect readers.</p> <p>HPRS R3 (AO3) To compare ideas and attitudes across texts and how writers get across these ideas to their readers</p> <p>HPRS R4 (AO4) To evaluate different texts, looking at them critically.</p> <p>HPRS W1 (AO5) To communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>HPRS W2 (AO6) To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p> <p>HPRS SL1 (AO7) To demonstrate presentation skills in a formal setting</p> <p>HPRS SL2 (AO8) To listen and respond appropriately to spoken language, including to questions and feedback on presentations</p> <p>HPRS SL3 (AO9) To use spoken Standard English effectively in speeches and presentations</p> <p>These are marked using the levels in progress grid each half term a level is B3 – 9 is entered onto the datasheet to show progress</p>				
	Board	Reading	Writing	Speaking and listening	Reading

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Links between AQA GCSE and EL AOs and Edexcel Content Descriptors	AQA	AO1	AO2	AO3	AO4	AO5	AO6	AO7	AO8	AO9	Infer from images -
	Edexcel	L1.9	L1.11, L1.12, L1.13, L1.14, L1.16, L1.17, L1.18	L1.10	-	L1.22; L1.23; L1.24; L1.25	L1.19; L1.20; L1.21;	L1.1, L1.2, L1.3, L1.4, L1.5, L1.7	L1.1, L1.2, L1.3, L1.4, L1.5, L1.6, L1.7, L1.8.	L1.4; L1.7	L1.15