



"Literacy is a bridge from misery to hope." Kofi Anan

What is the intent of our KS3 English curriculum?

"...the key stage 3 curriculum is much more than preparing for GCSE. The curriculum prepares students to be citizens of the world and English has got a great part to play in that, because of the empathy and understanding that you can encourage in them. It is woven through with narratives, and a love of narrative is central to being a human being." Mandy Lawson

At St Osmund's CE Middle School, the intent of our KS3 English curriculum is to develop fluent, confident readers by exposing pupils to a wide range of high quality, challenging texts which instil a rich vocabulary and arouse curiosity and a thirst for reading. We also aim for our pupils to develop an understanding of how the context of a text can influence the author and the way the text is perceived by different audiences.

Similarly, in writing we aim to cultivate communicators with a love of language and an understanding of how texts (and the language within them) work. We use a wide range of inspirational and challenging texts, both written and visual, to discover the tools needed to produce our own high-quality compositions. We aim to develop fluent writers and accurate spellers with a clear understanding of how grammatical structures can be adapted and manipulated to a wide variety of writing purposes.

The school Christian values of faith, hope and love are embodied through our English curriculum in the themes of the carefully chosen, diverse texts we use as which form the basis for discussion of our values. 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.

The curriculum is designed thematically and works backwards from KS4. There is a core text at the centre of each unit with a range of different texts to support it. 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.

READING

"I read for pleasure and that is the moment I learn the most." Margaret Atwood

How do we implement our reading curriculum?

The teaching of reading at St Osmund's is approached in a number of ways:

- (1) Every tutor group shares **reading and reflection time daily**. The texts explored within these sessions are specifically chosen to offer challenge and to inspire a love of reading through the teachers' modelling of expert reading. They are also used to elicit discussion.
- (2) Students are taken to the **library once a fortnight**. During these sessions, students have the opportunity to do some personal, independent reading and to discuss books with their peers and members of staff. To inspire pupils' reading choices, a **reading challenge** is provided to encourage students to read a variety of texts.
- (3) Every scheme of work is centred on **a core text which aims to inspire and challenge the pupils**. Throughout a series of lessons, students are exposed to a mixture of whole-class reading and individual reading, focusing on comprehension using a range of skills: vocabulary, inference, prediction, explanation, retrieval and summarising. Texts are carefully selected 'so each text bootstraps the language and knowledge needed for the next.' (MJ Adams, 'Advancing our students' language and literacy: the challenge of complex texts'). This prepares students to read the challenging literature that is the end point of the national curriculum.
- (4) During **the initial stages of each writing unit**, there is also significant opportunity for pupils to practise the above reading skills when exploring the features of each genre in model texts.
- (5) To prepare the students for the rigors of KS4, students are taught the **PEED structure** (Point, Evidence, Explain, Develop). This structure is developed over time and enables students to respond to questions in more depth in the form of an essay.
- (6) The importance of **context** is introduced at this stage and is supported by knowledge organisers and independent research. Students are taught that to understand a text's vocabulary requires a grasp of the context in which those specific words have been used.
- (7) **Key vocabulary** is pre-taught using a vocabulary board displayed at the front of the room and knowledge organisers. Students are regularly given the opportunity to recall the new vocabulary they have learnt.
- (8) 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.
- (9) Finally, we partner with families to ensure that a passion for reading is instilled at home too. The optimum minimum reading time each day to make progress in personal reading is 20 minutes per day. We encourage 'responsible reading' where pupils take ownership of their own **reading at home** and record their reading in their homework books. Additionally, to inspire and challenge students to read a wide range of texts, students all take part in the KS3 reading challenge. Students are rewarded with merits, certificates and prizes for their achievement in the challenge and their efforts are celebrated. This 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.

Where pupils are working below the age-related expectation in reading and/or struggling to progress, intervention takes the following forms:

- All pupils identified at the beginning of KS3 working below the age-related expectation for reading, follow the Lexia programme in Year 7, overseen by our Lexia Lead. A select few of these students continue Lexia in Year 8.
- 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.
- Pupils working below the age-related expectation are supported by the class teacher, teaching assistant and our trained volunteers.
- Pupils in receipt of pupil premium are prioritised for these interventions where appropriate.
- The progress of these pupils is tracked to ensure that provision is having positive impact.

Reading across the curriculum:

- Teachers of subjects which are reading heavy, carefully consider the texts selected for use with pupils using the **ready reckoners** approach suggested in Doug Lemov's 'Reading Reconsidered.'
- Wherever possible, texts in English and tutor reads are linked to the wider curriculum.

How do we measure the impact of our reading curriculum?

- Pupils identified as not reaching age-related expectations in the NGRT test in KS2 complete **a reading age test**, in order to track progress and support the identification of pupils for intervention.
- **GL tests** provide us with standardised scores once a year for reading.
- **Ongoing assessment** of pupil attainment and progress is informed, live marking with in lessons, whole class feedback and individual. Additionally, both **Read Theory and Lexia** provide staff with an indication of reading ability and progress.
- We use the **DASP 5 band assessment system**, reporting these to parents three times a year.

WRITING

"If you want to change the world, pick up your pen and write." Martin Luther

How do we implement our writing curriculum?

The St Osmund's CE Middle school teaching sequence for writing is outlined below. 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.

M O D E L L I N G	(1) Reading and understanding	This step involves whole-class and independent reading of high-quality texts linked to curriculum content and/or class novel. These texts are chosen for challenging vocabulary, their ability to promote higher level thinking/inference skills and ability to engage learners.
	(2) Reading as a Writer	Next, we look at texts as WAGOLLS (what a good one looks like), which may include revisiting texts from above. To build discourse knowledge, we annotate, identify and 'magpie' features from examples leading to the completion of boxed up success criteria.
I N	(3) Planning for Writing	This step involves identifying the writing structure in WAGOLLS and the pupils' replicating the structure in their own planning.

D E P E N D E N T	(4) Extended Writing	We now compose our writing outcome, using our boxed success criteria, planning and the knowledge organiser. Editing and improving takes place as writing progresses.
	(5) Editing and improving	We use whole class feedback, peer conferencing and self-editing to improve writing. Feedback is in line with the school's feedback policy, ensuring it facilitates progress independently. Pupils respond in purple pen. Extended work is marked using a variety of methods including: a mark scheme, individual feedback, verbal feedback and whole-class feedback.
Key aspects of our pedagogical approach		This structure is supported by a daily ' Do it now ' activity which explores spelling, grammar and reading knowledge and skills, frequently focusing on recall and memory. The planning PowerPoints allow DIRT (Directed Independent Response Time) at regular intervals. Each unit of work has a Knowledge Organiser . These are used for reference and recall activities.
<p style="text-align: center;"><u>Spiralled Curriculum</u></p> <p>Over the course of Year 7 and 8, a range 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.</p> <p>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.</p> <p>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.</p>		

Spelling (including across the curriculum):

Building on KS2, the Sounds and Syllables scheme is used which adheres to the National Curriculum expectations for spelling in terms of both common exception words and spelling patterns to be taught. This is the five-step approach: say it in a spelling voice, snip into syllables, sound out and spell, target tricky spellings and link to similar words. We encourage pupils to adopt this approach when spelling unfamiliar words in all subjects. In addition, teachers use the key vocabulary board to pre-teach spellings of challenging words and any common errors they anticipate students may make. High expectations are upheld regarding spelling – no more than three incorrect spellings are identified in each written piece and corrected independently in DIRT time.

Practise of spellings is reinforced at home through the use of **Spellzone homework**. This is set weekly and 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.

Grammar:

Students are taught to write for a range of different purposes and are thus taught to write using a variety of sentences. Teachers focus on the **function and application of grammar**

within the context of writing and emphasise the connections between linguistic features and the effects they can produce. Teachers use models, and model themselves, different ways of constructing sentences.

How do we measure the impact of our writing curriculum?

- Writing is assessed using a DASP KS3 mark scheme which works towards KS4.
- Regular internal and external (DASP) moderation helps us to verify these judgements. A DASP portfolio of work has been developed to show the following:
 - A Year 7 writer working below age-related expectations.
 - A Year 7 writer working at age-related expectations.
 - A Year 7 writer working above age-related expectations.
 - A Year 8 writer working below age-related expectations.
 - A Year 8 writer working at age-related expectations.
 - A Year 8 writer working above age-related expectations.
 - A Year 9 writer working below age-related expectations.
 - A Year 9 writer working at age-related expectations.
 - A Year 9 writer working above age-related expectations.
- Data from the Year 6 SATS is used to identify pupils for intervention and then progress is tracked using the GL test.
- **Ongoing assessment** of pupil attainment and progress is informed by live marking as well as whole-class feedback. Additionally, both **Spellzone** and **Lexia** provide staff with an indication of ability and progress.
- We use the **DASP 5 band assessment system**, reporting these to parents three times a year.
- Pupils' books are scanned daily/live for spellings with whole-class feedback given **and acted upon regularly**.

DASP KS3 Writing Mark Scheme:

Content and Organisation		
19-24 marks Compelling, Convincing Communication	22-24 marks	<p>Content</p> <ul style="list-style-type: none"> • Communication is convincing and compelling • Tone, style and register are assuredly matched to purpose and audience • Extensive and ambitious vocabulary with sustained crafting of linguistic devices (<i>e.g. anticipating and structuring counter-arguments, a range of features devices to match purpose</i>) <p>Organisation:</p> <ul style="list-style-type: none"> • Varied and inventive use of structural features (<i>e.g. cyclical holistic structure, restating ideas</i>) • Writing is compelling, incorporating a range of convincing and complex ideas • Fluently linked paragraphs with seamlessly integrated discourse markers
	19-21 marks	<p>Content</p> <ul style="list-style-type: none"> • Communication is convincing • Tone, style and register are convincingly matched to purpose and audience • Extensive vocabulary with conscious crafting of linguistic devices (<i>e.g. extended metaphors, oxymoron</i>) <p>Organisation</p>

		<ul style="list-style-type: none"> Varied and effective structural features (<i>e.g. use of flashback, dialogue to advance the action and convey character</i>) Writing is highly engaging with a range of developed, complex ideas Consistently coherent use of paragraphs with integrated discourse markers
13-18 marks Consistent, Clear Communication	16-18 marks	<p>Content</p> <ul style="list-style-type: none"> Communication is consistently clear Tone, style and register are clearly and consistently matched to purpose and audience Increasingly sophisticated vocabulary and phrasing, chosen for effect, with a range of successful linguistic devices (<i>e.g. personification, hyperbole, rhetorical questions and devices</i>) <p>Organisation</p> <ul style="list-style-type: none"> Effective use of structural features (<i>e.g. dialogue to advance the action, detailed labelled diagrams</i>) Writing is engaging, using a range of, clear connected ideas Coherent paragraphs with integrated discourse markers
	13-15 marks	<p>Content</p> <ul style="list-style-type: none"> Communication is generally clear Tone, style and register are generally matched to purpose and audience Vocabulary clearly chosen for effect and appropriate use of linguistic devices (<i>e.g. metaphors, hyperbole</i>) <p>Organisation</p> <ul style="list-style-type: none"> Usually effective use of structural features (<i>e.g. integrating dialogue</i>) Writing is engaging, with a range of connected ideas (<i>e.g. conjunctions of addition comparison and contrast; adverbials of time and place; pronouns; synonyms to link ideas within and across paragraphs</i>) Usually coherent paragraphs with range of discourse markers
7-12 Some successful communication	10-12 marks	<p>Content</p> <ul style="list-style-type: none"> Communicates with some sustained success Some sustained attempt to match tone, style and register to purpose and audience Conscious use of vocabulary with some use of linguistic devices (<i>e.g. similes, sibilance</i>) <p>Organisation</p> <ul style="list-style-type: none"> Some use of structural features (<i>e.g. closing a letter appropriately, beginning to integrate dialogue</i>) Increasing variety of linked and relevant ideas Some use of paragraphs and some use of discourse markers
	7-9 marks	<p>Content</p> <ul style="list-style-type: none"> Communicates with some success Attempts to match tone, style and register to purpose and audience Begins to vary vocabulary with some use of linguistic devices (<i>e.g. similes, sibilance</i>) <p>Organisation</p> <ul style="list-style-type: none"> Attempts to use structural features (<i>e.g. topic sentences, fronted adverbial phrases, subheadings</i>) Some linked and relevant ideas Attempt to write in paragraphs with some discourse markers, not always appropriate

Simple, limited communication	4-6 marks	<p>Content</p> <ul style="list-style-type: none"> Communicates simply Simple awareness of matching tone, style and register to purpose and audience Simple vocabulary; simple linguistic devices (<i>e.g. repetition, alliteration</i>) <p>Organisation</p> <ul style="list-style-type: none"> Evidence of simple structural features (<i>e.g using 'Dear' to open a letter, bullet points</i>) One or two relevant ideas, simply linked (<i>e.g simple time conjunctions</i>) Random paragraph structure
	1-3 marks	<p>Content</p> <ul style="list-style-type: none"> Limited communication Occasional sense of matching tone, style and register to purpose and audience Simple vocabulary <p>Organisation</p> <ul style="list-style-type: none"> Limited or no evidence of structural features One or two unlinked ideas No paragraphs

Technical Accuracy	
13-16 marks	<ul style="list-style-type: none"> Sentence demarcation is consistently secure and consistently accurate Wide range of punctuation is used with a high level of accuracy (<i>a range of simple and advanced punctuation used for effect and to avoid ambiguity</i>) Uses a full range of appropriate sentence forms for effect (<i>control and crafting used to enhance meaning</i>) Uses Standard English consistently and appropriately with secure control of complex grammatical structures (<i>maintains tone for purpose and can include appropriate colloquialisms and dialects</i>) High level of accuracy in spelling, including ambitious vocabulary Extensive and ambitious use of vocabulary
9-12 marks	<ul style="list-style-type: none"> Sentence demarcation is mostly secure and mostly accurate Range of punctuation is used, mostly with success (<i>basic punctuation used mostly accurately as well as colons, semi-colons, ellipses</i>) Uses a variety of sentence forms for effect (<i>correctly punctuated multi-clause sentences; evidence of beginning to craft sentences for effect, such as the use of minor sentences</i>) Mostly uses Standard English appropriately with mostly controlled grammatical structures (<i>occasional lapses into informality which do not affect meaning</i>) Generally accurate spelling, including complex and irregular words (<i>Year 5/6 spellings mostly accurate</i>) Increasingly sophisticated use of vocabulary
5-8 marks	<ul style="list-style-type: none"> Sentence demarcation is mostly secure and sometimes accurate Some control of a range of punctuation (<i>mostly accurate use of commas, exclamation marks, question marks, apostrophes, inverted commas</i>) Attempts a variety of sentence forms (<i>simple, compound and complex sentences</i>) Some use of Standard English with some control of agreement (<i>occasional lapses into informality</i>) Some accurate spelling of more complex words (<i>Year 3/4 spellings mostly accurate</i>) Varied use of vocabulary
1-4 marks	<ul style="list-style-type: none"> Occasional use of sentence demarcation (<i>random full stops and capital letters</i>) Some evidence of conscious punctuation (<i>some use of commas, exclamation marks, question marks, apostrophes, inverted commas</i>) Simple range of sentence forms (<i>simple and compound sentences only</i>)

	<ul style="list-style-type: none"> Occasional use of Standard English with limited control of agreement (<i>lapses into informality, overuse of pronouns, switches in tense</i>) Accurate basic spelling (<i>CVC words and some high frequency words are spelt correctly</i>) Simple use of vocabulary
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	Year 7	Year 8
Band 1	0 – 4	0 – 9
Band 2	5 – 14	10 – 19
Band 3	15 – 24	20 – 28
Band 4	25 – 32	29 – 34
Band 4	33 – 40	35 – 40

ORACY

"For millions of years, mankind lived just like the animals. Then something happened which unleashed the power of our imagination. We learned to talk and we learned to listen. Speech has allowed the communication of ideas, enabling human beings to work together to build the impossible. Mankind's greatest achievements have come about by talking and its greatest failures by not talking." Stephen Hawking

Based on the practice of Voice 21's 'National Oracy Pioneers Programme', students are given opportunities to develop their knowledge and understanding through talk, but are also taught the skills to do this effectively. Students are taught that spoken language depends on a range of different interrelated aspects (physical, linguistic, cognitive and social and emotional) and understand that to use spoken language successfully, they need to make progress in all of these areas. 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.

In addition to this, '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.

Finally, in KS3 English 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.

LITERATURE

"Book give a soul to the universe, wings to the mind, flight to the imagination, and life to everything." Plato

Sequencing and Progression:

The texts in the KS3 curriculum have been carefully chosen and sequenced so that they are increasingly complex in style and substantial in content and themes. The curriculum includes a range of whole texts and extracts of texts in different forms and genres and exposes students to texts from other times, places and perspectives. The texts have sequenced to build student's 'readiness' for future encounters with texts and critical views in KS4.

Literary Knowledge and Analysis:

Carol Atherton summarises areas of literary knowledge into four overlapping fields:

1. The history and development of literature
2. The craft of the writer
3. The response of the reader
4. The nature of literary study

The KS3 curriculum has been designed to develop students' epistemic knowledge and to enable them to deepen their understanding of the four fields of knowledge in literature.

Building on this knowledge, students are taught to write analytically using the PEED structure. This enables students to: embed evidence, use appropriate subject terminology, apply precise vocabulary and evaluate interpretations, including their own interpretations.

SUPPORTING KEY GROUPS IN ENGLISH

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. Teachers 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.

All pupils are invited to challenge themselves if they have addressed a concept with ease.

Pupil Premium

As per the school policy, pupil premium pupils are indicated on seating plans. The seating of these pupils is carefully considered. Their progress is closely monitored, and funding used to offer specific support if needed. English trips and opportunities prioritise pupil premium pupils. Book events are subsidised.

SEN

All teachers are aware of the needs of their SEN pupils by reading their pupil passport. The seating of SEN pupils is planned for and clearly indicated on seating plans. The English department works closely with the SEN department to ensure English needs are supported and other learning needs planned for. English teachers contribute to the learning outcomes document for each SEN pupil who has a language related need.