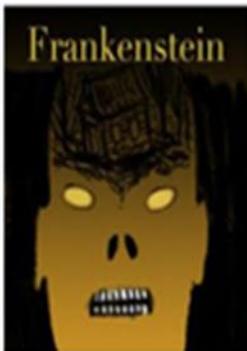


YEAR 7 ENGLISH AT TDA



WHAT IS YOUR CURRICULUM TRYING TO ACHIEVE?

- Students are ultimately learning the exact skills that they will need to tackle their GCSE exams in 2023.
- Therefore, unlike some schools that have their own KS3 curriculum and assessments, students at TDA are assessed in English by the same standards as a student in year 11. Our KS3 curriculum in turn, aims to try and prepare students to tackle the assessments in exactly the same way as they do in their GCSE exams.
- We believe that the success of this idea is evidenced by our strong results at GCSE this year: with 70% of students achieving a 4 or above in language and 72% of students achieving a 4 or above in Literature.
- However, our curriculum also tries to balance this GCSE-centric focus with lessons that will engage the students and allow them to develop an appreciation of English Literature and Language.

YEAR 7 WHAT WILL MY CHILD BE LEARNING?

Terms 1 and 2 (September until Christmas)

The students are studying *A Christmas Carol*: analysing the language, structure, context and meaning behind Dickens' novella.

Alongside this, they are analysing 19th century non fiction texts, that will be linked into their understanding of the story.

This aims to *interleave* or link the skills that they will need in both English Literature and Language.

Terms 3 and 4 (January until April)

The students explore the theme of writing creatively about growing up. Literacy based unit on developing their own writing.

Exploring short stories about growing up.

Poetry: Linking stories and poems.

An analysis of the presentation of childhood in a chosen poem.

Poetry unit on a particular theme Growing up/ childhood. The Poetry includes a mixture of time periods with different forms of poetry.

Over the two terms: 'Book Club', reading *Skellig* a book as a class together. Book Club Sessions Once a week, with home reading informing lessons.

Terms 5 and 6 (April until July)

Introduction to Shakespeare with extracts from *Romeo and Juliet*. Assessing the basics such as characterisation, plot, setting. Learning quotations will be a key skill.

This is to be interlinked with teaching Language writing skills: Students to become reporters for Verona newspaper/PR speakers for Capulet/Montagues.

MY CHILD HAS SMART ENGLISH — WHAT IS THIS?

Smart English, is a corrective reading programme that is typically taught to students whose reading is characterised by:

- misidentified words
- confusion of similar words
- word omissions or insertions
- lack of attention to punctuation
- Struggling comprehension.

Smart English has a high success rate, constant teacher feedback, and built-in opportunities to earn reinforcement throughout each lesson, even students who struggle remain motivated and on task.

Lesson 9

1 Write 1, 2, or 3 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

- 3 The catcher tossed the ball to Art, and Art dropped it. ✓
- 2 The coach for the Tigers asked Art to pitch the first inning of the game. ✓
- 1 Art pitched to some big league players before the game. ✓

1. Art pitched to some big league players before the game. ✓
2. The coach for the Tigers asked Art to pitch the first inning of the game. ✓
3. The catcher tossed the ball to Art and Art dropped it. ✓

2 Write the answers to these questions:

1. A player told Art to throw fast balls. What did he think the batters would do to Art's fast balls?
Hit them into the left stands. ✓
2. How far did James Hunt hit the ball? He didn't hit the ball. ✓
3. When Art started to pitch the first inning of the game, he became afraid. What did he start to think about?
He was thinking negative things. ✓

3 The words in the first column have endings. Write the same words without endings in the second column.

- | | |
|---------|---------|
| tired | tire ✓ |
| whipped | whip ✓ |
| jailer | jail ✓ |
| shaking | shake ✓ |
| winner | win ✓ |



negative x6 negative
negative negative
negative negative
negative

Lesson 9

1 Write 1, 2, or 3 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

- 2 The catcher tossed the ball to Art, and Art dropped it.
- 3 The coach for the Tigers asked Art to pitch the first inning of the game.
- 1 Art pitched to some big league players before the game. ✓

1. Art pitched to some big league ^{players} before the ^{game}. ✓
2. The catcher tossed the ball to Art, X and Art also dropped it.
3. The ~~team~~ coach for the ~~to~~ ^{the} Tigers X asked Art to pitch the ~~first~~ ^{first} ~~inning~~ ^{inning} of the game. ✓

2 Write the answers to these questions:

1. A player told Art to throw fast balls. What did he think the batters would do to Art's fast balls?
Hit them into the left stands. ✓
2. How far did James Hunt hit the ball? He didn't even hit the ball. ✓
3. When Art started to pitch the first inning of the game, he became afraid. What did he start to think about?
"Don't throw ball too high!" ✓

3 The words in the first column have endings. Write the same words without endings in the second column.

- | | |
|---------|---------|
| tired | tire X |
| whipped | whip ✓ |
| jailer | jail ✓ |
| shaking | shake ✓ |
| winner | win ✓ |

x6
tire = ~~tire~~ Tire,
Tire, Tire, Tire,
Tire, Tire ✓



Language and Linguistics

What is it?

A course in academic literacy designed to complement and build on the English and Smart English curriculum.

Who is it for?

Students in Y7, who are in Support, Booster or lower Secondary Ready (SR1) cohorts.

Why are we doing it?

We need to close further the academic language and literacy gaps for our 50% + EAL, our disadvantaged learners and those who struggle to get ready in KS3 to access and produce GCSE standard academic language and texts.

It's 3 lessons per
week

Covers subject content
from:

History, Geography, RE,
Science, Computer
Science and PE.

Language and Linguistics

IMPORTANT POINTS

The key aspects to develop are:

- Listening skills: *listening with a clear purpose and focus*
- Reading skills: *accessing, navigating, summarising, accurate extraction of detailed meaning*
- Writing skills: *spelling, punctuation, grammar, drafting, proof-reading, structuring*
- Vocabulary development: *word families, learning techniques*
- Spelling knowledge: *patterns, prefixes and suffixes, learning techniques*
- Routines: *consolidation, revision and learning*

WHAT CAN I DO TO HELP ENSURE MY CHILD SUCCEEDS IN ENGLISH?

- Encourage them to read. Numerous educational studies into performance in English show that there are strong links between those children who read regularly perform better than those that do not.

- Alongside this general encouragement, try to point them in the direction of texts that they may not automatically be drawn to. This includes a mix of Fiction and non-Fiction. If we're being particularly ambitious, please direct them to read a small amount of 19th Century texts – to develop familiarity with these sorts of texts.

- The following websites can also be useful tools for children to learn from outside of school:

<http://www.bbc.co.uk/skillswise/english>

<http://www.bbc.co.uk/education/subjects/z3kw2hv>

<http://www.grammar-monster.com/>

- Finally, a commitment to homework. The pupils will be set one piece of English homework a week. Students that have an embedded homework routine are more likely to succeed and build and embed what they have learned in the classroom.

KS3 SUGGESTED READS

Jonathan Stroud - **Amulet of Samarkand**

Sue Townsend - **Secret Diary of Adrian Mole**

Louis Sachar - **The Boy who Lost his Face**

Catherine Forde - **Fat Boy Swim**

Theresa Breslin - **Divided City**

David McRoberts - **Fergus MacPhail: the Boy, the Legend**

Darren Shan - **Demonata series**

J RR Tolkien – **The Lord of the Rings Trilogy**

Michael Morpurgo – **Private Peaceful**

Anthony Horowitz - **Stormbreaker**

Meg Cabot - **All American Girl**

Dodie Smith - **I Capture the Castle**

Meera Syal - **Anita and Me**

Jacqueline Wilson - **Tracy Beaker series**

Louise Rennison - **Confessions of Georgia Nicolson series**

Louise Rennison - **The Misadventures of Tallulah Casey series**

Judy Blume - **Are You there God, it's Me, Margaret**

Stephanie Mayer – **Twilight Saga**

Cassandra Clare – **The Mortal Instruments**

KS3 SUGGESTED READS

BOYS, GIRLS & ADULTS!

J K Rowling - **Harry Potter series**

Rick Riordan - **Percy Jackson series**

Philip Pullman **His Dark Materials (Northern Lights; The Subtle Knife; The Amber Spyglass)**

Chris Paolini - **Eragon & Eldest**

Terry Pratchett - **The Carpet People; The Amazing Maurice and his Educated Rodents**

Neil Gaiman - **The Graveyard Book**

Lemony Snicket - **A Series of Unfortunate Events**

Jeff Kinney – **Diary Of A Wimpy Kid series**

The Boy in the Striped Pyjamas – **John Boyne**

CLASSICS

Lucy Maud Montgomery – **Anne of Green Gables series**

Noel Streatfield - **Ballet Shoes**

Lewis Carroll - **Alice in Wonder Land**

Frank L Baum - **The Wonderful Wizard of OZ**

Louisa M Alcott - **Little Women**

C S Lewis - **The Lion, the Witch and the Wardrobe-**

Anne Frank - **The Diary of a Young Girl**

Charles Dickens - **Oliver Twist**

R.L. Stevenson - **Treasure Island**

J. Vance Marshall - **Walkabout**

Jules Verne - **Journey to the Centre of the Earth**

HG Wells - **The Time Machine**