

SUBJECT: English

YEAR: 7, 8 & 9

HEAD OF DEPARTMENT: Mrs H Duncan

GROUPING POLICY: Year groups are divided into two populations and each population is set by ability. Students are placed in an appropriate set based on results from KS2, CATs data, teacher assessment and teacher recommendation. Students can move sets if teachers can evidence that they are not currently in the most appropriate group for them.

COURSE CONTENT:

What will my child learn?

English forms an essential element of the whole school curriculum and units of study are designed to enable students to transfer skills into other subject areas. In particular, the English Curriculum complements the Creative Arts, Media and areas of the Humanities Curriculum.

At Key Stage 3, students study a wide range of fiction and non-fiction texts. Literature is at the heart of our teaching and learning, with students exploring drama, poetry and prose. Students also analyse and create media texts. The department concentrates on the key literacy skills of reading and writing, with the aim of enabling all students to analyse texts effectively, express themselves clearly and communicate in written and spoken forms.

What will homework look like?

Homework forms a vital part of the curriculum and encourages students to become independent, well organised and responsible learners. The department defines homework as any learning or preparation task undertaken outside the classroom. Some suggested homework tasks are listed below, but this is not exhaustive and teachers may set alternative work at their discretion:

- Discussing work with parents and giving feedback;
- Responding to teacher feedback;
- Research tasks or preparation for forthcoming lessons – including reading of set texts;
- Learning and revision;
- Preparation for assessment tasks / tests;
- Drafting and editing of work;
- Resource gathering;
- Reading for pleasure.

What enrichment opportunities are available?

Wider reading is encouraged through homework activities.

Writing competitions are organised both within the department and on a wider scale in collaboration with other schools.

ASSESSMENT

How will my child's work be assessed?

At Key Stage 3, continuous assessment of student progress will take place through a combination of formative and summative assessment. Students will complete a main marked piece of work every term. This piece of work will assess either reading, writing or speaking and listening skills.

At Key Stage 3, the English department have identified nine reading skills and nine writing skills that need to be developed, in order to fulfil the requirements of the National Curriculum and ensure students are adequately prepared for the GCSE course. Students will revisit every skill at least once per academic year, throughout Key Stage 3.

Teachers will report progress to parents as per the whole school reporting cycle. Teachers will make a professional judgement about a student's progress based on class work, main marked piece and verbal contributions in class. Their judgement will be holistic and not based on one piece of work.

ADDITIONAL INFORMATION

How can I support my child in this subject?

Reading:

- Help them think about the writer behind the text, for example:
 - Why did they choose the language they did?
 - Why did they organise the text in that way?
 - What effect did they hope to have on the reader?
- When looking for information in print or on screen, encourage them to scan ahead and think about how helpful the text is, whether it is a biased or reliable source.
- When they talk about their reading, encourage them to refer to evidence in the text to support their views.
- Get them regular opportunities to make their own choices about what they read at home.

Writing:

- Help them to use their reading to support them as writers, for example ask them to look at how a writer they like uses varied sentences or organised paragraphs.
- Encourage their personal writing, for example writing a diary or a blog.
- Talk through their ideas with them before they start to write, for example prompt them to think about how they intend to tackle a subject.
- Help them reflect on their writing, particularly the effect they hoped to have on the reader.
- Encourage them to read through their work, shaping their sentences for clarity and effect and checking their accuracy.