

4.1. KS3 Course Outlines

Course Outlines

In the 1st and 2nd Form at Ackworth, our approach is absolutely rooted in the skills put forward in the National Curriculum: Reading, Writing and Speaking and Listening, underpinned by word- and sentence-level grammatical understanding. Our approach, however, is designed to enable our students to appreciate the richness, excitement and marvels of English, exposing them to as wide and broad a variety of texts, forms, and skills as possible.

The attention to the development of foundational skills in the 1st and 2nd form – such as a core understanding of key literary terms within poetry, attention to different text types and genres, an introduction to key figures in Literature such as Shakespeare, and developing their understanding of how the author shapes effect for the reader – is balanced by a need to embed enjoyment and enthusiasm into learning, and foster a sense of pleasure and fun within the richness of English – writing our own poetry, crafting exciting and tension-filled short stories, performing playtexts, developing our understanding of media and manipulating this form for our own needs. We are determined to take advantage of these precious years when students are not under external exam pressure to empower student to learn both the critical skills needed for English, but also the holistic skills needed for being an effective, independent, collaborative and reflective student at Ackworth School.

In the 3rd Form, by necessity, the pedagogic approach becomes much more oriented towards the teaching of exam-skills: not so much making this an unofficial “third year” of a two-year IGCSE course, but rather as a foundational year to demystify the higher analytical and conceptual demands placed on the student in their IGCSEs. While retaining a spirit of adventure in terms of the texts we study, the students’ analytical approach is sharpened and shaped, and their understanding of structure and clarity of argumentative communication is honed. A much greater sense of self-reflection is encouraged: the question for students is not simply *what* they know but *how* they know, how best they learn. A more holistic and meta-cognitive approach develops the maturity of our learners as they approach the rigours of KS4.

4.1.1.1. 1st Form English

In 1st Form, pupils read a range of literature, selected at the discretion of their teacher, from a variety of different forms, genres and approaches:

- The Novel and the Writer's Craft (such as *Private Peaceful* and *Skellig*)
- Poetry and Poetic Techniques
- An introduction to and experience of Shakespeare and his works
- A recent Play written for young people (such as *Coram Boy*)
- Non-Fiction texts
- Language and Literature Across Time (such as Greek Myths)

All 1st Form students complete a library induction course and are encouraged to take part in wider literary reading schemes in association with the Library and the English Department, as well as wider reading more generally in association with the students' class teachers.

AIMS

1. Speaking and Listening Proficiency.

- Group and Pair Work, debates and discussions, presentations, roleplays and drama activities, are used whenever possible throughout the year in order to encourage and develop self-confidence and expression.
- These provide opportunities for pupils to plan and present sustained and detailed accounts, and to contribute to and respond constructively to discussion, to develop ideas that they do not necessarily share but require them to listen others' opinions, empathise with different perspectives, give criticism thoughtfully and constructively, and the basic interpersonal skills to work with their peers efficiently. The planning of tasks allows them to learn how to use language effectively.

2. Writing Expectations.

- In writing, a variety of writing skills are developed, and specific creative, persuasive, argumentative, informative writing techniques are targeted. An appreciation of the challenges, changes and precision needed in using and adapting forms will be addressed to broaden their understanding of meaning-making in Literature.
- Following the National Curriculum, the programmes of study we offer look to address the core triplets of writing (to imagine, explore, entertain; to inform, explain, describe; to persuade, argue, advise; to analyse, review, comment) appropriately as divergent skills emanating from the focus text.
- Students will be instructed in the importance of drafting, generating ideas and planning their work, critical for the added emphasis that is placed on the judgement and selection of language and its effect on the reader.

3. Reading Expectations.

- While much of the reading we do at 1st form is to develop understanding of narrative and characterisation, students will be encouraged to develop their ability to explain preferences, to develop and support their own views with detailed reference to the text.
- Working with a range of texts, students will be led through different active reading strategies (such as close reading, scanning, highlighting) and will be able to identify key points and consider how the author has used and manipulated language for purpose.

- They will also be beginning to deduce meanings where they are implied in a text, and will understand the importance of context and the historical period in which a text is written. They will be encouraged to respond to, consider and debate different ideas, viewpoints, themes and perspectives in texts.
4. **Grammar Preparations.** Formal grammar work in the 1st form includes:
- Revision of basic punctuation: the correct use of full stops, commas, question marks, exclamation marks and ellipsis; the punctuation and paragraphing of direct speech; the use of the apostrophe for omission and possession; how to use a quotation and using quotation marks
 - Understanding of different sentence constructions (simple, compound, complex) as well as different forms of sentence (statement, command, rhetorical question) and the development of paragraphing skills. Connectives and discourse markers will also be examined as means of extending and building sentences.
 - Spelling rules are taught as appropriate to each class; prefixes and suffixes; common errors, basic rules, ways of improving. These spellings can be taken from the language encountered within each unit; alternatively, KS3 spellings can be found in section 4.2 of the Department Handbook, together with subject-specific KS3 spellings suitable for cross-curricular learning.
 - Parts of speech – nouns, verbs, adjectives, adverbs, conjunctions – are explained.
5. **Analytical Preparations.**
- Students begin their understanding of developed and detailed analytical understanding from their first year at Ackworth School, beginning to appreciate how words and sentences carry both denotations and connotation. Students will begin to understand the literal nature of words, as well as their suggestive nature, and an awareness of shades of meaning.
 - Student will begin to accumulate a bank of appropriate critical terminology that will enable them to identify key terms in a text, and begin to use and understand the impact of these techniques in their own writing. In particular, they will be introduced to two key mnemonics:
 - The argumentative mnemonic **A FOREST** (Anecdotes, Audience, Address, Assertion, Anecdotes; Facts, Figurative Language; Opinions, Organisation; Repetition, Rule of 3, Rewards, Rhetorical Questions; Exaggeration, Emotive Language, Experts, Examples; Statistics, Symbolism; Tone, Triplets)
 - The figurative language mnemonic **SI AS A MOP** (similes and symbolism, imagery, alliteration, sibilance and semantic fields, assonance, metaphor, onomatopoeia and personification)
 - Students will be introduced to, and given opportunities to use, the analytical **PEE** mnemonic within their reading: that is, they will be given opportunities to write reflectively about a text, establishing a personal view and evaluation of a particular text, situation, event or object, (**point**) and they will be instructed in understanding the importance and purpose of selecting quotation (**evidence**) to back up their perspectives (**explain**).
6. **Enrichment Expectations.**
- All lessons are expected to be differentiated in order to support weaker learners and challenge and extend more able learners. However, there are certain skills that impact the holistic development of all learners in terms of cross curricular and life-long learning skills, and in the 1st form, we focus on two of these personal learning and thinking skills.

- **Reflective Learners.** Enabling students to become thoughtful reflective learners is central to student being able to evaluate their own and other's work, identifying opportunities and achievement. Students begin to welcome and value feedback, reacting positively to criticism, setbacks and praise; they are able to use this in order to review learning, act on outcomes, set realistic targets to fulfil goals in so doing, inform their future learning.
- **Creative Thinkers.** Enabling students to become creative thinkers allows students to generate, investigate, explore and integrate ideas in order to develop new understanding. They begin to gain in confidence in asking questions and questioning established ideas and assumptions, connecting their own ideas to others in inventive ways. Students grow to adapt ideas as circumstances change, and try out alternatives and new solutions, on which they confidently follow through.

7. Independent and Groupwork Expectations.¹

- It is the aim of the English Department to give students in the 1st form an experience of independent extended learning, either individual or group based, as a part of their learning experience within English. In addition to this, as a part of their normal learning process, teachers and students are expected to:
 - Use paired talk (A/B)
 - Discussion from 2s to 4s
 - Listen and evaluate rather than just waiting to talk
 - Swap texts to read and evaluate their partners, providing praise and constructive criticism, both orally and written
 - Following and giving instructions
 - Self-review of their own work
 - Use of collaborative approaches such as envoying, hot-seating, jigsawing, eavesdropping
 - Take part in group presentations to the class
 - Work towards becoming 'experts' in their chosen area, and using this knowledge to undertake collaborative discussions, presenting work to their own groups

8. ICT expectations.

Pupils are encouraged to use basic ICT skills in their work, such as Microsoft Word, PowerPoint and Publisher programmes, and to research effectively using the internet and CDROMs.

¹ A teacher and student document, "A Developmental Framework for Academic Skills, Attitudes and Enrichment" designed to challenge thinking on KS3 independent study and enrichment skills, can be found in 4.7 "KS3 Independent and Study Skills"

4.1.2. 2nd Form English

In 2nd form, pupils read a range of literature, selected at the discretion of their teacher, from a variety of different forms, genres and approaches:

- The Novel and the Writer's Craft (such as *The Machine Gunners*, *Animal Farm* and *My Swordhand is Singing*)
- Poetry and Poetic Forms
- A more detailed focus on a Shakespeare play (such as *A Midsummer Night's Dream*)
- The Short Story genre (taken from Dickens, for example)
- Reading and Writing Non-Fiction
- Fiction and Non-Fiction from Different Cultures

AIMS

1. Speaking and Listening Proficiency.

- Group and Pair Work, debates and discussions, presentations, roleplays and drama activities, all in order to encourage and develop self-confidence and expression. These provide opportunities for pupils to plan and present sustained and detailed accounts, and to contribute to and respond constructively to discussion, to develop ideas that they do not necessarily share but require them to listen others' opinions, empathise with different perspectives, give criticism thoughtfully and constructively, and the basic interpersonal skills to work with their peers efficiently.
- The planning of tasks allows them to learn how to use language effectively. Furthermore, students are expected to work efficiently as a group, to problem solve and to work towards common goals.
- Listening is actively conducted for a specific purpose, paying sustained attention and selecting for comment or question that which is relevant to the agreed focus.

2. Writing Expectations.

- Students broaden their range of skills further with essay and analytical writing. Pupils are taught to retrieve information from a wider range of reference and primary materials, combining perspectives, structuring and editing their writing.
- Students will be taught to re-read work to anticipate effect on the reader and revise style and structure, as well as accuracy, with this in mind.
- Students are taught the foundations of more advanced skills in writing, continuing to focus on key writing triplets, and the understanding of the correct rhetorical and figurative terminology, usage and impact, considering authorial intention, target audience and textual form in greater detail. They will be able to explain complex ideas and information clearly, developing and signposting arguments logically.

3. Reading Expectations.

- Texts read this year are more challenging in scope, content and vocabulary, and are investigated in more depth; language history and the impact of context on writing is explored and considered. Opportunities to present independent research are given that use a range of wider reading strategies.
- Existing reading and selection skills are developed further as pupils are required to demonstrate in writing and discussion that they can recognise and retrieve information independently from a wider range of material.
- Textual study encourages pupils to discuss and write about language choice, effect and language change with confidence, clarity, depth and increasingly detailed reference to text.

- The in-depth study of one play allows investigation of figurative language and its effect, as well as narrative, characterisation and theme; in poetry, more study is made of form, rhyme and rhythm. Students explore the overall structure of a text to trace how themes, values or ideas develop in texts.

4. Grammar preparations. Formal grammar work in the 2nd form includes:

- The explicit/implicit revisiting and revision of grammar work completed in the 1st form
- Developing sentence building, and using different types of sentence and clause organically and naturally in writing, through an understanding of how more advanced punctuation works: colons, semi-colons, dashes, and an understanding as to how to use sub-clauses to provide additional information through commas, brackets, and dashes. Students begin to appreciate the possibilities of sentence structure to create effects.
- Spelling rules are taught as appropriate to each class, building on last year's work and expanding vocabulary.
- Paragraphing is wholly consistent, and students are beginning to understand, appreciate, explore, compare and experiment with both the stylistic capacities of paragraphing as well as their structural and sequential possibilities.

5. Analytical Preparations

- Students continue to develop through revision, the key mnemonics which were introduced to them in the 1st form: namely, PEE, AFOREST, and SIASAMOP. They continue to learn, understand, identify and experiment with technical terminology, working with increasing accuracy and aptitude. They understand the importance and purpose of selecting quotation in order to back up their perspectives.
- Students will begin to consider authorial intention more explicitly and will be able to comment on and evaluate the why an author would want to use certain types of language over others.
- Students will also begin to consider alternative interpretations and possibilities of meaning.

6. Enrichment Expectations

- All lessons are expected to be differentiated in order to support weaker learners and challenge and extend more able learners. However, there are certain skills that impact the holistic development of all learners in terms of cross curricular and life-long learning skills, and in the 2nd form, we focus on a further two of these personal learning and thinking skills.
 - **Effective Participants.** Students will be encouraged to express themselves, putting forward a persuasive case for action, that are broken down into manageable steps forward so that these plans are practical and purposeful. Students consider how improvements, that benefit themselves and others, can be made, and feel able and empowered to discuss issues of concern in order to attain effective resolution. In doing so, students feel comfortable negotiating and balancing diverse views, at times advocating for views that are different from their own, in order to reach workable solutions.
 - **Team Workers.** Students choose to collaborate with familiar and unfamiliar people to work towards common goals. They become more confident in managing discussions, adapting their behaviour to suit different goals (including taking leadership roles), taking part with purpose, and prompting others to participate when necessary, in order to achieve results. In doing

so, they show fairness and consideration to others, providing and accepting constructive support and feedback, encouraging others to do the same. They work to take responsibility for themselves and are accountable and mindful of their contributions to the team, and expect others to do similarly.

7. Independent and Groupwork Expectations.

We aim to continue to develop our students' independent and groupwork skills, and as such, we look to further entrench the skills learned in the 1st form as an intrinsic part of pedagogic practice, as well as developing these skills through the following areas:

- Collaborate as pairs and a group to plan/do/review
- To knowingly take turns to lead discussions within the group
- Regular use of experts and experience presenting to other groups
- Share tasks for extended periods
- Recognise and use social dynamics
- Present work and ideas confidently as reviews or plenaries using a range of techniques
- Develop presentations using suitable visual aids and ICT
- Be able to organise discussions to include all parties

8. ICT expectations.

Pupils are given more freedom to use appropriate presentational devices in their writing. Using basic ICT skills in their work, such as Microsoft Word, PowerPoint and Publisher programmes, and to research effectively using the internet and CDROMs, are reinforced.

4.1.3. 3rd Form English

In 3rd Form, pupils read a range of literature from this and previous centuries, selected at the discretion of their teacher, from a variety of different forms, genres and approaches:

- The Novel and the Writer's Craft (such as *To Kill A Mockingbird*, *Of Mice and Men*, *Dr Jekyll and Mr Hyde*)
- A wide variety of Poetry (such as Poems from Other Cultures; Multimodal War Poetry; an exploration into Seamus Heaney and Gillian Clarke; an exploration into Simon Armitage and Carol Ann Duffy)
- 20th century Drama (such as *The Crucible*, *Death of a Salesman*, *Journey's End*, and *An Inspector Calls*)
- A more detailed focus on a Shakespeare play (such as *Macbeth*, *The Merchant of Venice* and *Romeo and Juliet*)
- Media Projects
- The Short Story genre (pre- and post- 1914, for example)
- Non-Fiction Texts (such as *Anne Frank's Diary*)

AIMS

1. Speaking and Listening Proficiency.

- Students build and extend on the skills learned in 1st and 2nd forms, but in the 3rd form, the emphasis is on widening the range and complexity of activities to challenge skills, using standard English to explain, explore and justify an idea.
- Students are required to speak on topics and take part in drama simulations with which they and their audience are unfamiliar. Their skills are challenged further by debating on contentious issues, and thereby given opportunities to interpret and express a wider range of different viewpoints, discussing and evaluating evidence to arrive at a considered viewpoint. Similarly, through active listening, students will be able to identify the underlying themes, implications and issues raised through such talk.
- In presentations and groupwork they are required to show that they can adapt their language according to purpose.

2. Writing Expectations.

- Students will be taught and given opportunities to produce formal essays within different writing styles in standard English within a specified time, writing fluently and legibly and maintaining technical accuracy when writing at speed.
- In imaginative, descriptive, narratorial, exploratory writing, students will explore different ways of opening, structuring and ending their writing, experimenting with different narratorial perspectives
- In informative, explanatory writing, students will be able to integrate diverse information into a coherent and comprehensive account.
- In persuasive and argumentative writing, students will become confident in the effective structuring of the two different types of writing, understanding when and when not to make counter-arguments, and how to use rhetorical devices with flair and sophistication.

3. Reading Expectations.

- The range of texts studied broadens further. Opportunities to study 20th century and pre-20th century texts in greater depth is offered. This allows pupils to study language and grammar changes in more detail through different texts and genres. Students will be able to compare the presentation of ideas, values and emotions in related or contrasting texts.
- In literary, non-literary and media texts, more emphasis is placed on the pupil showing that they can independently recognise and retrieve information about syntax, language choice, presentational device, audience and purpose while discussing and writing about their effect on the reader.
- A greater consideration of the impact and character of the narrator is considered, examining the impact on the reader and how a reader would react to and interpret such a text. Issues such as authorial intention and bias, the writer's voice, tone and mood are considered.
- Students will be able to synthesise information from a range of sources, shaping material to meet their, and the reader's, needs.

4. Grammar Preparations. Formal grammar work in the 3rd form includes:

- An explicit/implicit revisiting and revision of grammar work completed in the 1st and 2nd form.
- Students will begin to understand how to write with differing degrees of formality, relating vocabulary, grammar, pitch, and the active/passive voice to context.
- Students will be able to compare and use different ways of opening, developing, linking and completing paragraphs for impact, and be able to shape ideas rapidly into cohesive paragraphs.
- Students will be encouraged to reflect on recognise their strengths as spellers and determine areas where they need to improve, establishing appropriate strategies to eliminate persistent errors.

5. Analytical Preparations.

- At this point in KS3, students will be able to analyse and discuss the use made of rhetorical devices in a text, as well as consider the implications and influences that different cultural contexts and traditions have had on the text.
- Students build on their analytical competency of PEE by extending this to PEEE (Point, Evidence, Explain, Explore), using their understanding of alternative and different interpretations to extend their analysis, and so becoming more original and imaginative in their analytical interpretations. Some students will be able to integrate elements of extended PEEE> into their writing (authorial intention, effect on audience, alternative interpretations and evaluation of success/failure).
- Students will be embedding and integrating quotation consistently, and will be working on structuring their analytical response more naturalistically and coherently, rather than formulaically – some students will achieve real success in this.
- Students will begin to address how to plan for and structure a formal Literature essay.

6. Enrichment Expectations.

All lessons are expected to be differentiated in order to support weaker learners and challenge and extend more able learners. However, there are certain skills that impact the holistic development of all learners in terms of cross curricular and life-long learning skills,

and in the 3rd form, we focus on final two aspects of the 6 personal learning and thinking skills.

- **Self Managers.** Students increasingly regularly seek out challenges or new responsibilities, showing flexibility when priorities change. They confidently work towards goals, showing initiative and commitment, organising time and resources and prioritising actions as appropriate. Effective self-managers anticipate, take and manage risks, dealing with competing pressures including personal and work-related demands. Throughout, they respond positively to change seeking advice and support when needed, and in so doing can manage their emotions, building and maintaining considerate, sympathetic and effective relationships with those around them.
- **Independent Workers.** Students identify questions to answer and problems to resolve, carrying out appropriate research and appreciating the consequences of decisions. Independent workers explore issues, events or problems from different perspectives, analysing and evaluating the value of information and judging its relevance, supporting conclusions using evidence and reasoned arguments. Throughout all of this, they consider the influence of circumstances, beliefs and feelings on decisions and can manage these as they approach a conclusion.

7. Independent and Groupwork Expectations.

We aim to continue to develop our students' independent and groupwork skills, and as such, we look to further entrench the skills learned in the 1st and 2nd form as an intrinsic part of pedagogic practice, as well as developing these skills through the following areas:

- Students will be given opportunities to establish, reflect on, use and develop their ideas on Learning Styles, and to be able to recognise and use these to inform their approach to their own and to their group's learning.
- Be able to summarise discussions and presentations of others
- Students start to effectively create their own notes to support their work.
- Teachers are encouraged to give students a much greater sense of independence and learning responsibility by utilising pedagogical approaches that consider independent and interdependent learning approaches (through methods such as Gregorc's Learning Styles Analysis and Ginnis' "Learning Styles Menu" or "Blank Cheque" scheme)

8. ICT expectations.

In addition to the ICT skills used formally in the previous two years of KS3, at this point we actively encourage students to use their own knowledge of ICT to appropriately reflect and mediate their learning: this could include such programs as Windows MovieMaker, for example, and the construction of blogs, vlogs and websites to illustrate their learning.