



# Y7 & Y8 INFORMATION EVENING

## ENGLISH WORKSHOP

WELCOME!

# ENGLISH IN Y7 & Y8: SCHEMES OF WORK



- Students follow schemes of work as outlined in the National Curriculum Programme of study for Key Stage 3 in Reading, Writing, Grammar and Vocabulary and Spoken English.
- A variety of **literary** and **non-literary texts** will be studied, varying from **short extracts** to **full novels, poetry** and **plays**. Written work takes a wide variety of forms and alongside this, students are taught to develop their **spoken language skills**, learning how and when to use standard English correctly.
- The schemes of work followed throughout Key Stage 3 are designed to **prepare students** for the skills assessed at **Key Stage 4**.

# ENGLISH IN Y7 & Y8: ASSESSMENT



- Work is **continuously assessed** throughout the year.
- Each half term marks are recorded based on standardised assessment tasks for Reading and Writing. All assessment tasks are designed to build on key skills required for GCSE.
- Each student has an A4 Assessment Book in English and their half-termly assessments are recorded in these books with clear feedback given from the teacher to direct them on to the next step. These books are kept in school all year.

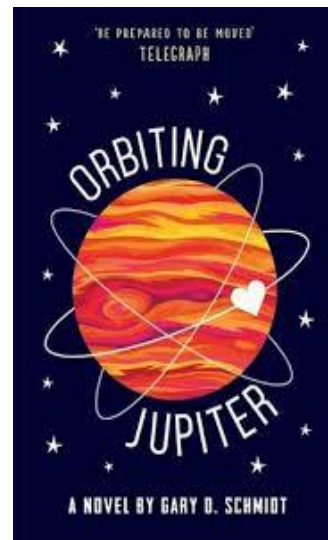
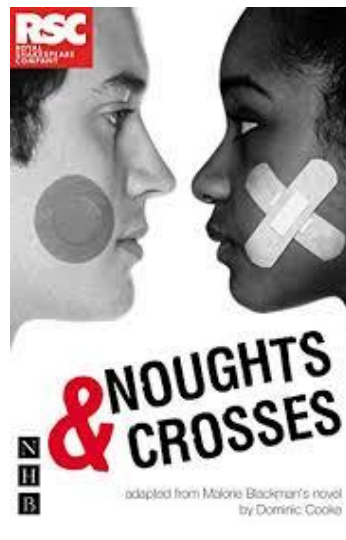
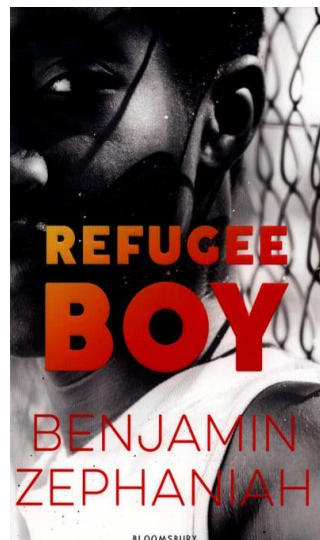
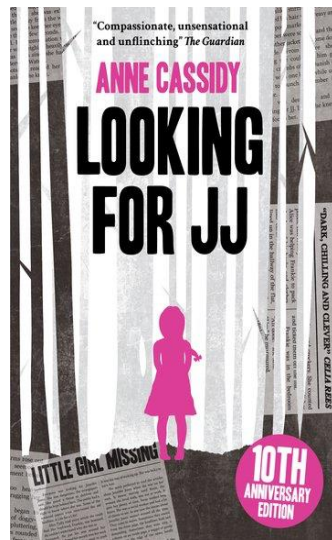
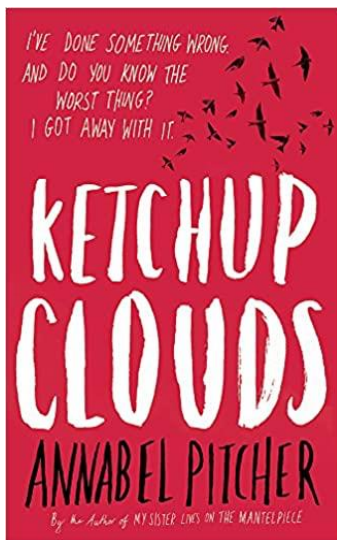
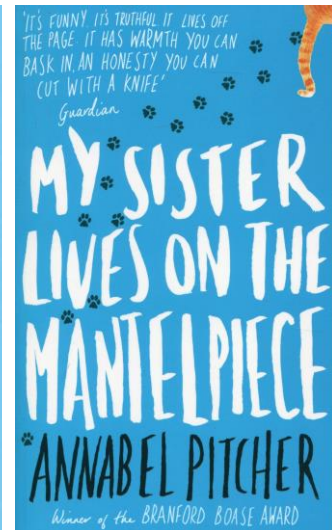
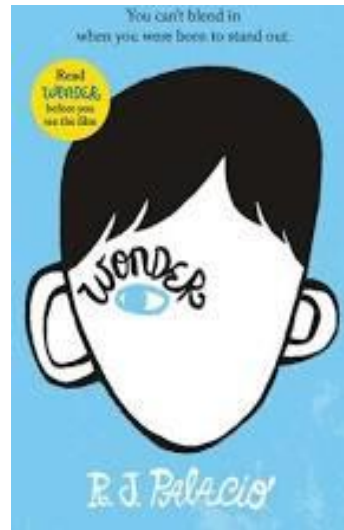
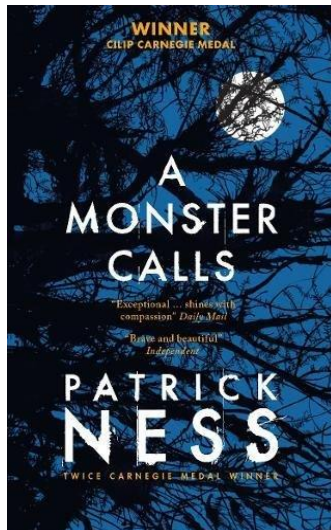
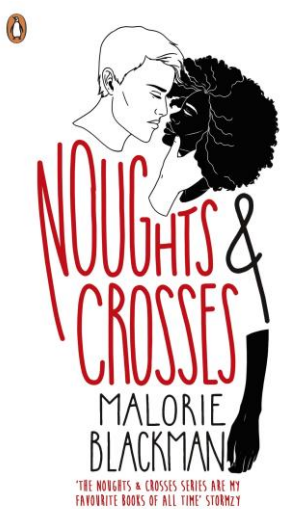
# ENGLISH IN Y7 & Y8: GRAMMAR AND RECIPROCAL READING



- Students in Y7 and 8 have three lessons of English a week.
- Two of these lessons will focus on topic work based on the Long Term Plans (see next slide).
- For the third hour, Y7 will work through a rolling programme that comprises grammar, reciprocal reading, Let's Think in English and focused creative writing.
- For Y8 students, the third hour will focus on active grammar teaching and private reading/reciprocal reading.
- All students in Y7 and 8 will take part in Accelerated Reader which is a reading management and monitoring programme that aims to foster independent reading. AR also assesses each student's reading age which helps us to provide timely interventions where needed.

<p>Y7 Autumn Term 1</p> <p><u>Transition unit - High quality fiction extracts with a focus on key skills.</u></p>	<p>Assessed Piece:</p> <p>STAR Test</p> <p>Transition unit writing task</p>	<p>Half term Holiday</p>	<p>Y7 Autumn term 2</p> <p><u>Novel</u></p>	<p>Assessed piece:</p> <p><u>Reading focused</u></p>
<p>Y7 Spring Term 1</p> <p><u>Poetry</u></p>	<p>Assessed piece:</p> <p>STAR Test</p> <p><u>Reading focused</u></p>	<p>Half term Holiday</p>	<p>Y7 Spring term 2</p> <p><u>Non-fiction unit</u></p>	<p>Assessed piece:</p> <p><u>Writing focused</u></p>
<p>Y7 Summer term 1</p> <p><u>Shakespeare</u></p> <p>Reading of <i>A Midsummer Night's Dream</i></p>	<p>Assessed piece:</p> <p>STAR Test</p>	<p>Whit Holiday</p>	<p>Y7 Summer term 2</p> <p><u>Shakespeare (continued)</u></p> <p>7 weeks</p>	<p>Assessed piece:</p> <p><u>Reading focused</u></p>

<p><b>Y8 Autumn Term 1</b>  <u>Transition unit - High quality fiction extracts with a focus on key skills.</u></p> <p><u>Novel</u></p>	<p><b>Assessed piece:</b></p> <p><b>STAR Test</b></p> <p><b>Transition Unit writing task</b></p>	<p><b>Half term Holiday</b></p>	<p><b>Y8 Autumn term 2</b>  <u>Novel</u></p>	<p><b>Assessed piece:</b></p> <p><b>Reading focused</b></p>
<p><b>Y8 Spring Term 1</b>  <u>Poetry</u></p>	<p><b>Assessed piece:</b></p> <p><b>Reading focused</b></p>	<p><b>Half term Holiday</b></p>	<p><b>Y8 Spring term 2</b>  <u>Travel Writing</u></p>	<p><b>Assessed piece:</b></p> <p><b>Writing focused</b></p>
<p><b>Y8 Summer term 1</b>  <u>Second novel</u></p>	<p><b>Assessed piece:</b></p> <p><b>STAR Test</b></p>	<p><b>Whit Holiday</b></p>	<p><b>Y8 Summer term 2</b>  <u>Second novel continued</u></p>	<p><b>Assessed piece:</b></p> <p><b>Reading focused</b></p>



# RECIPROCAL READING



For part of the 30 minute block of private reading time, students will be reading aloud to a teacher, LSA or a partner.

The person listening will prompt the reader to make a prediction, to summarise or to answer a question on what they have read at certain points. This process is called **'Reciprocal Reading'**.

It is proven to scaffold and support reading comprehension across the curriculum.



# Reciprocal Reading

## **Predict**

### Example questions



*What do you think will happen to...?*  
*Can you predict what will happen next?*  
*What do you think this decision/action by \_\_\_\_\_ might lead to?*

## **Clarify**

### Example questions



*Can you clarify this word for me?*  
*What does that word mean? What is it similar to?*  
*Why do you think the writer has chosen to use that word?*  
*I don't understand what the writer means by that. Can you explain?*

## **Question**

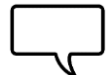
### Example questions



*Why do you think \_\_\_\_\_ acted in that way?*  
*How do you think \_\_\_\_\_ is feeling right now?*  
*What impression do you get of this character? Which words tell you this?*  
*How do you think writer wants us to feel right now? Why? How do you know?*

## **Summarise**

### Example questions



*Can you tell me briefly what has happened so far?*  
*What happened in the last chapter?*  
*Can you summarise the last two pages for me?*

# ACCELERATED READER



In order to track progress in reading comprehension, we use a software programme called **Accelerated Reader**.

Students take a STAR test each half term and this generates a **score that students can use to select a book** from the library that is the **appropriate level of challenge** for them. After students complete a book, they can then **take a quiz on the book** they have read. If students score 70% or more, teachers will encourage students try a more challenging text.

Some students will receive further interventions based on their reading age (i.e. if their reading age is 9 or below). These interventions may include Paired Reading with sixth form volunteers and Fresh Start (a catch up phonics programme).

# HOMework IN ENGLISH (KS3)



Students are set homework weekly, using a timetable that every class follows, for example:

Autumn Term 2:	Date:	Task:
Week 1	31/10/22	Write a diary entry from the perspective of your protagonist (you could think about events that have taken place before the novel has begun). Word limit: Two paragraphs.
Week 2	7/11/22	Private reading,. Can you read for half an hour every night, and complete a quiz on AR (this could be your novel or an article quiz)?
Week 3	14/11/22	Create a poster that explores the main theme of your novel.
Week 4	21/11/22	Private reading. Can you read for half an hour every night, and complete a quiz on AR (this could be your novel or an article quiz)?
Week 5	28/11/22	Draw and explain 6 items your protagonist would carry on them.
Week 6	05/12/22	Private reading. Can you read for half an hour every night, and complete a quiz on AR (this could be your novel or an article quiz)?
Week 7	12/12/22	Create a mind map for 2 characters in your novel. You must include: <ul style="list-style-type: none"><li>• What they are like</li><li>• Important moments</li><li>• Quotes (use your exercise book to help with this)</li></ul>
Week 8	19/12/22	Private reading. Can you read for half an hour every night, and complete a quiz on AR (this could be your novel or an article quiz)?

# HOW YOU CAN SUPPORT YOUR CHILD IN ENGLISH (KS3)



- Encourage your child to read over any written work they complete at home carefully to check for any errors.
- If your child is researching information online, make sure they read over the information carefully rather than simply printing out webpages.
- Ask your child to talk to you about what they are reading/studying in English to check their understanding.

# HOW YOU CAN SUPPORT YOUR CHILD WITH THEIR READING



- The best way you can support your child is by reading with them every week. Your support in this is vital!
- It is recommended that students read for at least **20 minutes each day.**
- **Ask them Reciprocal Reading questions as they read.**
- Ask your child to log onto 'Accelerated Reader' in order to track the books they are reading through quizzes. Ensure that they are reading appropriately challenging texts.
- Click on the bookcase icon in the top right hand corner to see how many books have been read, as well as STAR test and book quiz scores
- Praise and reward your child when they make progress with their reading.

# ONLINE RESOURCES TO HELP YOUR CHILD IN ENGLISH (KS3)



## KS3 English - BBC Bitesize

Help with all aspects of the English curriculum

## English lesson units for Year 7 students - Oak National Academy (thenational.academy)

Engaging, interactive lessons on all aspects of the  
English curriculum

## [http://www.educationquizzes.com/ks3/english- spelling/](http://www.educationquizzes.com/ks3/english-spelling/)

Help with spelling and aspects of grammar

# WHO TO CONTACT/HOW TO FIND INFORMATION IN ENGLISH (KS3)



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