



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 through a range of formative and summative assessments.
- Formal Assessment marks are recorded based on assessment tasks for Grammar, Reading and Writing. All assessment tasks are designed to build on key skills required for GCSE. Students will have 2 formal assessments in Y7 and in Y8. These will test prior knowledge of grammar as well as assess reading and writing skills.
- Students will complete work in exercise books. These books are mainly kept in school, except for completing some homeworks.

ENGLISH IN Y7 & Y8: GRAMMAR AND RECIPROCAL READING



- Students in Y7 and 8 have three one hour 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 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. STAR reader tests generate a ZPD which helps students to make appropriate book selections in the library.

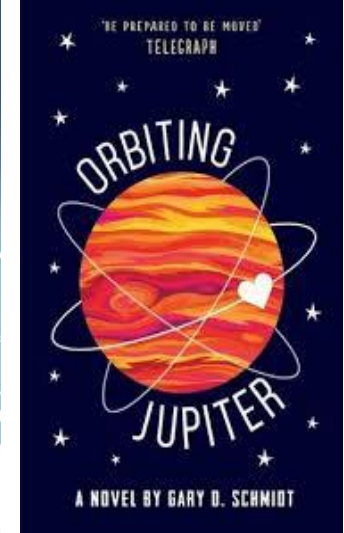
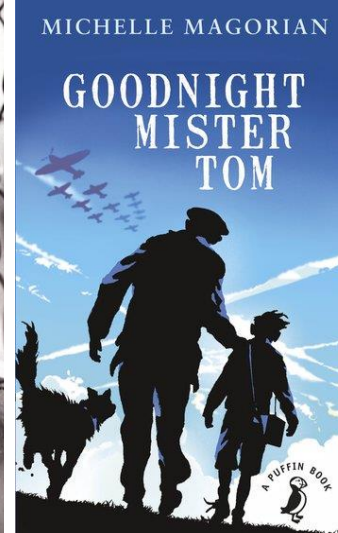
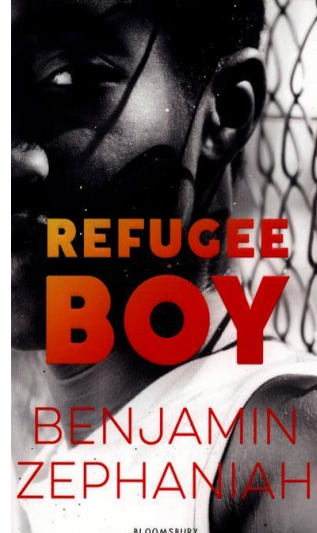
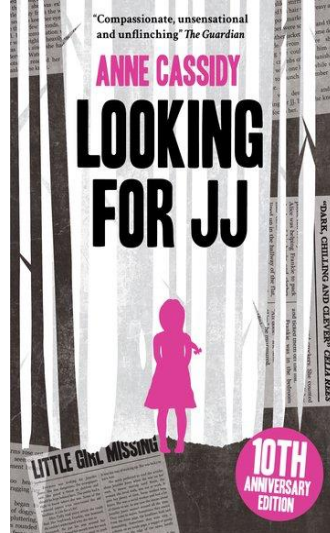
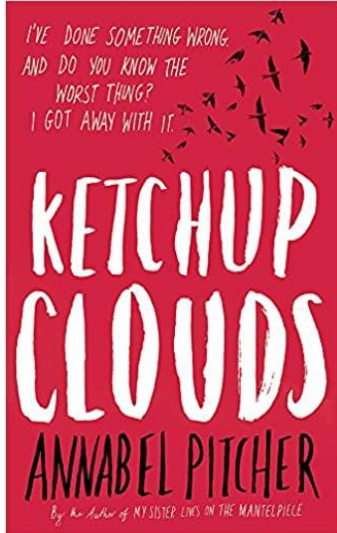
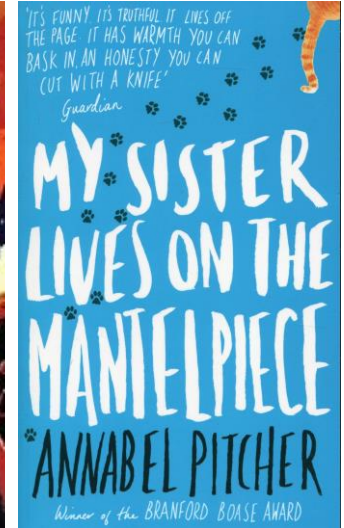
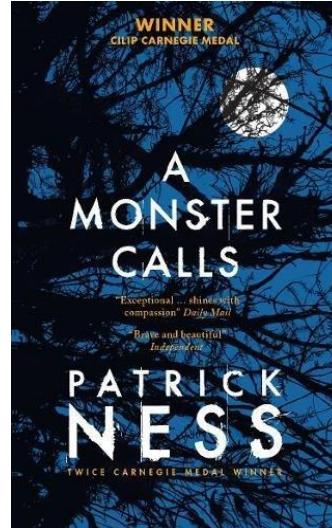
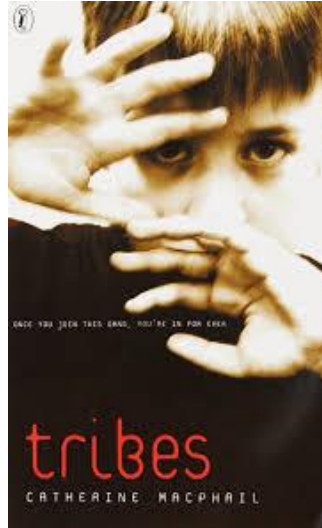
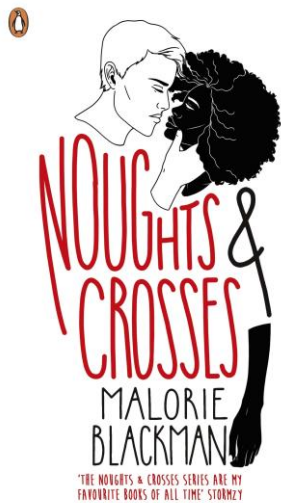
Y7 Long Term Plan 2025-26

Y7 Autumn Term 1 <u>Transition unit – High quality fiction extracts with a focus on key skills.</u> <u>Start novel</u> <u>Grammar Rolling Programme</u>	Assessment: STAR Test <u>Homeworks – checking on aspects of grammar/reading progress</u>	Half term Holiday	Y7 Autumn term 2 <u>Novel</u> <u>Grammar Rolling Programme</u>	Assessment: Assessment 1 – assessment of prior learning, reading and writing <u>Homeworks – checking on aspects of grammar/reading progress</u>
Y7 Spring Term 1 <u>Poetry</u> Themed poetry <u>Grammar Rolling Programme</u>	Assessment: <u>Homeworks – checking on aspects of grammar/reading progress</u>	Half term Holiday	Y7 Spring term 2 <u>Non-fiction writing</u> Writing: write a speech (climate change) <u>Grammar Rolling Programme</u>	Assessment: STAR Test <u>Homeworks – checking on aspects of grammar/reading progress</u>
Y7 Summer term 1 <u>Shakespeare</u> Reading of A Midsummer Night's Dream: analysis of character, language and theme. <u>Grammar Rolling Programme</u>	Assessment: Assessment 2 – assessment of prior learning, reading and writing	Half term Holiday	Y7 Summer term 2 <u>Shakespeare (continued)</u> <u>Grammar Rolling Programme</u>	Assessment: Creative response to Shakespeare – menu of options

Y8 Long Term Plan 2025-26

Y8 Autumn Term 1 <u>Novel (2 hours per week)</u> <u>Reading unit – High quality fiction extracts with a focus on key skills (1 hour per week)</u>	Assessment: STAR Test Assessment 1 – assessment of prior learning, reading and writing	Half term Holiday	Y8 Autumn term 2 <u>Novel</u> <u>Grammar Rolling Programme</u>	Assessment: <u>Homeworks – checking on aspects of grammar/reading progress</u>
Y8 Spring Term 1 <u>Poetry</u> Themed poetry <u>Grammar Rolling Programme</u>	Assessment: <u>Homeworks – checking on aspects of grammar/reading progress</u>	Half term Holiday	Y8 Spring term 2 <u>Travel Writing</u> <u>Grammar Rolling Programme</u>	Assessment: STAR Test Assessment 2 – assessment of prior learning, reading and writing
Y8 Summer term 1 <u>Novel</u> <u>Grammar Rolling Programme</u>	Assessment: <u>Homeworks – checking on aspects of grammar/reading progress</u>	Whit Holiday	Y8 Summer term 2 <u>Novel (continued)</u> <u>Grammar Rolling Programme</u>	Assessment: Spoken Language Task (P, M, D) <u>Homeworks – checking on aspects of grammar/reading progress</u>

KS3 English Reading – A Range of Texts Taught:



Word of the Week - Recall

Ask your
child about
the Word of
the Week!

In a private reading book
you know well, how has
it created an interesting
atmosphere? Give
examples.

Describe the
atmosphere in "the
bright sunshine
warmed the ground
under her feet".

How would you turn
'atmosphere' into an
adjective?
(the _____
painting)

What does
"atmosphere"
mean?

Which word class is
"atmosphere"?

Correct any SPAG
mistakes:
an abandend cassle
would maek an
eeree atmasphere

*Complete as
many recall
questions as
possible.
The higher
you go, the
harder the
question.*

RECIPROCAL READING



For part of the 30 minute block of private reading time, students will sometimes read 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**.

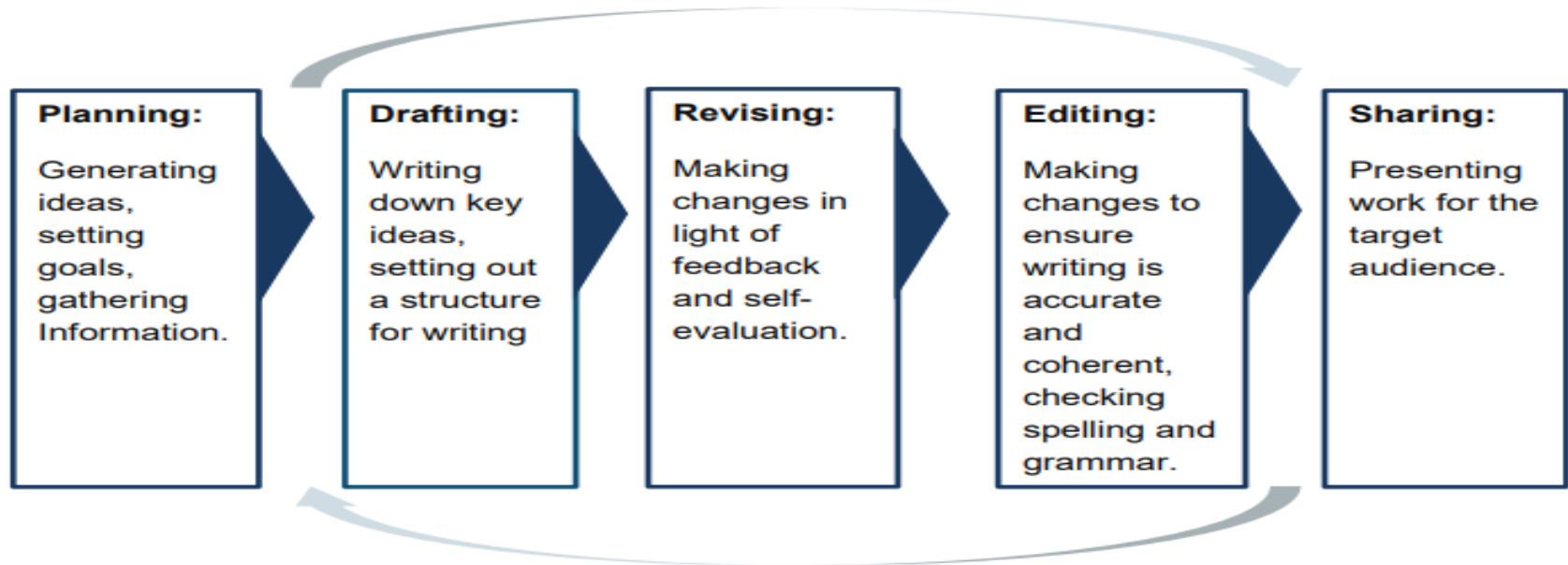
Students take a STAR test twice a year and this generates a **score that students can use to select a book** from the library that is the **appropriate level of challenge** for them. After students complete a book, they can then **take a quiz on the book** they have read. If students score 70% or more, 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).

WRITING – UNDERSTANDING THE PROCESS (EEF GUIDANCE)



Figure 3: An illustration of the phases of the writing process



Teaching approaches that allow a slow release of responsibility from the teacher to the pupil have been shown to be effective. Useful approaches include:

- Modelled writing (I do)
- Shared writing (we do)
- Independent writing (you do)
- Guided writing

HOMEWORK IN ENGLISH (KS3)



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

Autumn Term 2:	Task:
Week 1	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	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	Create a poster that explores the main theme of your novel.
Week 4	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	Draw and explain 6 items your protagonist would carry with them.
Week 6	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	Create a mind map for 2 characters in your novel. You must include: <ul style="list-style-type: none">• What they are like• Important moments• Quotes (use your exercise book to help with this)
Week 8	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)



- Make sure your parent account is logged into Satchel One so that you can fully support your child with their home learning.
- 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 and summarise it in their own words, 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.
- Ask them about the Word of the Week and book recommendations which are shared during form times!
- Remind your child about the grammar they have learnt at Primary school! (e.g. noun, pronoun, verb, adverb, adjective, sentence types)
- Check their presentation of work – handwriting, organisation of ideas, underlining, accuracy (spellings, punctuation, sentences)

HOW YOU CAN SUPPORT YOUR CHILD AT HOME



- The best way you can support your child is by reading with them every week. Your support in this is vital!
- Check the private reading book your child brings to school. How much progress are they making? Is it the right level of challenge?
- 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.
- Encourage your child to write – maybe by keeping a journal or a diary. Handwriting practice is important!

WHAT CAN YOU DO?



- Create a quiet space for your child to read.
- Routine – research tells us that KS3 students should be reading independently for at least 20 minutes (ideally 30) every day.
- Talk to your child about what they're reading and ask them questions about what is happening in the story.
- Read with your child – take turns reading aloud to each other a page at a time.
- Praise your child when they make progress with their reading.
- [What happened when teens tried out tech-free bedrooms? - BBC News](#)



KS3 RECOMMENDED READING



We would recommend books by the same authors as they are reading in their English lessons, as well as other texts which are in line with their ZPD/reading age.

e.g.

Mary Shelley

Bram Stoker

RL Stevenson

Charles Dickens

JRR Tolkien

Philip Pullman

Patrick Ness

Susan Hill

Malorie Blackman

Suzanne Collins

Marcus Zusak

Benjamin Zephaniah

JK Rowling

Annabel Pitcher

Mark Haddon

Tom Palmer

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.englishlicious.org/>

Help with spelling and aspects of grammar

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



Whole School Literacy Lead:

Ms S Krzebietka

skrzebietka@notredame-high.co.uk

Head of Department:

Mrs C Scriven

cscriven@notredame-high.co.uk