

Introduction

Underpinning principles

These units have been built as a model of how Reading, Writing and Oracy can be balanced and how learning in year 7, 8 and 9 can build on what students will have already learnt in Key Stage 2. The key principles that underpin CUSP (Curriculum with Unity Schools Partnership) have been used to inform the design and execution of this model unit. These include:

Principle	Evidence base
Consideration has been given to reducing the split attention effect in lesson and sequence design	Cognitive Load Theory (Sweller)
Learning will be connected and coherent	Building persistent schemas (Oates)
Ambitious vocabulary and language acquisition strategies will be explicitly instructed	Multi-faceted vocabulary instruction (Cain & Oakhill, Law et al)
Reading fluency will be instructed so that all students can access challenging texts	Explicit prosodic reading instruction (Shanahan & Rasinski)
Modelling, scaffolding and questioning will be precise and will be complemented by deliberate independent practice	Principles of instruction (Rosenshine, Dunlosky)
Lesson routines will be consistent so that students can focus on learning new concepts	Embedded routines (McCrea)

The aim is to provide a model for how learning can build cumulatively across a unit, while ensuring that previous learning is consolidated and embedded. The unit represents ambitious structures for learning and content – we know from our work in other areas that students rise to the challenge when presented with challenging content that is coherently planned.

Taught concepts The concepts that form the basis of the sequence are derived from the Programme of Study. These consider the consolidation of prior knowledge as well as teaching, in depth, new concepts. The coverage of the Programme of Study is outlined later in the guidance. Concepts will be introduced, revisited and consolidated throughout the unit, giving students multiple opportunities to secure and embed learning.

Structure of a lesson

The structure of a lesson is designed to be routine and consistent so that students understand how to approach lessons and can focus on the learning at the heart of each lesson. The lesson structure is as follows:

- Connect – quick activity to activate prior knowledge

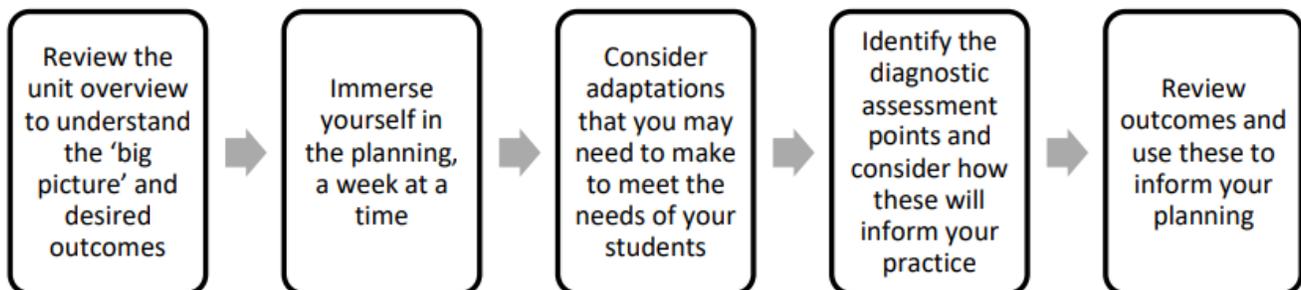
- Vocabulary – explicit instruction of vocabulary
- Fluency – explicit instruction of reading fluency
- Explain – modelled practice

- Attempt – guided practice
- Apply – independent practice
- Challenge – application to a task

Key pedagogical approaches

- **Writing frameworks:** Throughout the Key Stage 3 offer we have included a small range of strategies for analysing and writing about texts. These strategies are modelled and balanced across the offer to give pupils a toolkit of approaches for writing about what they have read and understood. Teachers will find examples such as What, How, Why and Point, Example, Explain, Develop as possible frameworks that can be used to help structure written outcomes. While we have made suggestions about how these can be balanced within and across units, teachers should use their professional judgement to decide which frameworks are most appropriate for their cohorts in each unit of study.
- **Explicit vocabulary instruction:** Teaching of vocabulary will move beyond definition. Students will be taught to decode, define, analyse, connect and use vocabulary.
- **Reading fluency instruction:** Students will be explicitly taught to read fluently using strategies such as echo reading, expert reading, paired reading, text marking and performance reading.
- **Modelled instruction:** All lessons follow the Explain, Attempt, Apply, Task structure, providing opportunities for modelled instruction, guided practice and independent practice.
- **Activation of prior learning:** All lessons will be prefaced with a Connect task that will draw on what students should already know. This could be from previous lessons or previously taught concepts. How to use the learning sequence: Review the unit overview to understand the ‘big picture’ and desired outcomes Immerse yourself in the planning, a week at a time Consider adaptations that you may need to make to meet the needs of your students Identify the diagnostic assessment points and consider how these will inform your practice.

How to use the learning sequence:



Diagnostic assessment opportunities: In order to ensure that teachers have opportunities to review students' progress throughout the unit and to reshape the planning accordingly, we have built in the following diagnostic assessment opportunities: Reading: Week 1 – approaches to comprehension questioning (vocabulary, retrieval, inference) Writing: Week 1 – argument text; Week 2 – setting



description; Week 4 – character description; Week 6 – plot development narrative Oracy: Week 1 – structured discussion and formal presentation; Week 4 – formal presentation; Week 5 – structured discussion and formal presentation

Through our Key Stage 3 English Curriculum, we intend to promote a love of the English language and literary heritage from across the world. By encouraging a passion for reading, writing and speaking, we aim to broaden students' minds; to enable them to fulfil their right to become culturally, emotionally, socially and spiritually intelligent members of society.

Content and sequencing

Each centre determines its Key Stage 3 content and sequencing according to the needs of its students. In the case of the Traded team, this could mean teachers are led by a student's mainstream provider to focus on those aspects of the National Curriculum identified by them as being of the most benefit to the student.

Assessment and outcomes

English at Key Stage 3 aims to provide all students with a varied, yet flexible programme of learning opportunities to enable them to attain their highest possible level of literacy and oracy. English will be assessed at Key Stage 3 once per term, with a centre-designed task to reflect the objectives that have been covered that term. This will be used by teachers to identify areas for development in each student's skills in that area.

We expect that our students will make excellent progress in each of the fundamental areas of study depending on the needs and abilities of each student. This is not the sole aim of our curriculum, however; we are committed to extending students beyond the classroom in English to enhance and develop creativity, exploration of the imaginary world, develop their oracy skills and, most importantly, increase self-awareness and confidence.

Assessment and outcomes

We assess pupils for three key reasons:

- a. To find out what they do and do not know so that we can plan next steps in their learning journey.
- b. To understand their patterns of progress.
- c. To make judgements about their progress towards key markers in their education.

Ultimately, good assessment will add value to pupil outcomes by helping teachers and leaders to understand what is having good impact and what needs to be refined or addressed for individual pupils.

We use this information to capture what the students know within each strand and most importantly any gaps in their knowledge. We use this information to inform future planning to ensure students make progress within each strand.

Students that have large gaps in learning are supported through a differentiated curriculum that includes small group teaching with the use of Numicom to aid low level understanding of number.

English and the wider curriculum

In English, students are supported, encouraged and shown that they can - and are expected to - succeed. Ideas about fairness and equality will be discussed through the majority of the literature texts, inspiring students to think about their own rights, responsibilities and values as members of society.

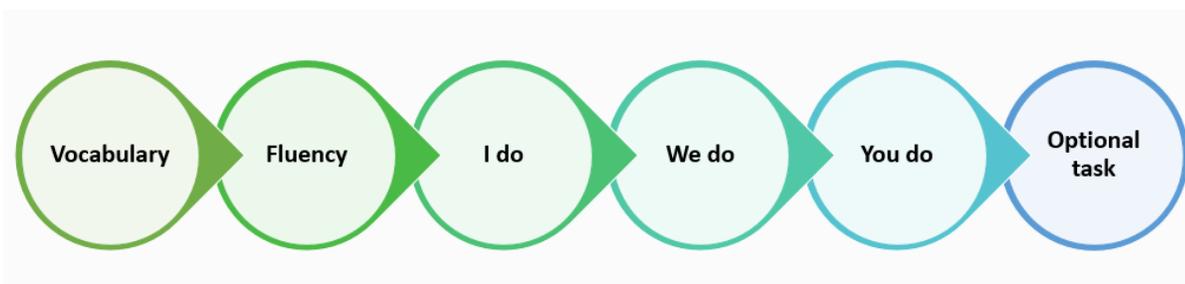
The overarching vision for English across the trust at Key Stage 3 is to promote high standards of language and literacy by equipping pupils with effective reading skills to assist in all aspects of their lives, including, eventually, further education, training and employment. We also intend students to finish Key Stage 3 with a strong command of the spoken and written language, so they become effective communicators in the wider world and are fully prepared to access the KS4 curriculum, not just in English but in all their subjects.

Readers for life:

The fundamental areas in the Readers for Life curriculum are;

- Explicit vocabulary instruction
- Fluency to develop prosody
- Comprehension

The structure of a lesson is as follows:



Thematic literature Spine (KS2 – KS4)

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Key Stage 3 English Policy Traded- CUSP



	Block 1 (2 wks)	Block 2 (2 wks)	Block 3 (2 wks)	Block 4 (2 wks)	Block 5 (2 wks)	Block 6 (2 wks)	Block 7 (2 wks)	Block 8 (2 wks)	Block 9, 10, 11 (6 wks)	Block 12, 13, 14 (6 wks)	Block 15, 16 (4 wks)
KS2	Rise Up Amanda (Anthology of biographical narratives) <i>Extraordinary stories</i>	The Last Thing Shaun Tan (Picture book) <i>Humour</i> Additional study - poems: Emotional Menagerie	Greek Myths Marcia Williams (Cartoon style narratives) <i>Essential cultural capital</i>	The Wolves of Curampan William Grill (Picture book) <i>Beautiful and captivating</i>	Climate rebel Ben Lervill (Anthology of biographies) <i>Environmental responsibility</i>	The great foodbank heir Onjali Q Rauf <i>Poverty, use of food banks</i>	The Journey Francesca Sanna (Picture book) <i>Refugees and loss</i> Additional study - poems: Emotional Menagerie	Break the mould Sinead Burke (Guide to life) <i>Inclusion and difference</i>	The boy who met a whale Nizrana Farook <i>Environmental responsibility, inclusion, gentle thriller</i>	Girl Savage Katherine Rundell <i>Living on the edge of society, conforming</i> Additional study - poems: Emotional Menagerie	A Kind of Spark Elle McNicoll <i>Autistic perspective, Manningtree witches story</i>
KS3	Orphans in Na Man's Land Elizabeth Laird (Short narrative) <i>Modern conflict</i>	Can you lose me? Libby Scott (Narrative - first person) <i>Autistic perspective</i>	Earth Heroes Lily Dyu (Anthology of biographies) <i>Environmental responsibility</i>	Young, Gifted and Black Jamia Wilson (Anthology of biographies) <i>Race and inclusion</i>	The Boy Who Made Everyone Laugh Helen Rutter <i>Inclusion and acceptance, aspiration</i>	Make More Noise Various (Anthology of narratives) <i>Suffragettes, female voice</i>	Stories of WW1 Various (Anthology of narratives) <i>Historical conflict</i>	Rhythm and Poetry Karl Nova (Poetry collection) <i>The thinking behind poems</i>	The Windrust Child Benjamin Zephaniah <i>Inclusion, social issues, historical issues</i>	The Light Jar Lisa Thomson <i>Joyful narrative - friendship, trust</i>	Goldfish boy Lisa Thomson <i>OCED SEMI bullying, bereavement</i>
KS4	Silence is not an option Stuart Lawrence (Guide to life) <i>Inspiration, hate crime, racism</i>	Hurricane Child Kacen Calender <i>LGBT+, abandonment, natural disaster</i>	The List of Things that will not change (Narrative) <i>LGBT+, divorce, change, families, relationships</i>	Quest: Stories of journeys from around Europe (Anthology of narratives) <i>Broadening horizons</i>	What is Race? Claire Heuchan & Nikesh Shukla (Non-fiction) <i>Factual perspective about race and racism</i>	Gold from the Stone Lernm Sissay (Poetry collection) <i>Powerful poetry</i>	A Change is Gonna Come Various (Anthology of narratives) <i>New voices, black representation</i>	Once Morris Gleitzman <i>Historical conflict, persecution, Holocaust</i>	Where the River Runs Gold Sita Brahmachari <i>Climate change, environmental responsibility, bereavement</i>	Things the Eye Cannot See Penny Joelson <i>Blind female protagonist, mystery, organised crime, gentle thriller</i>	When the Sky Falls Philip Earle <i>Historical narrative - evacuees, escape, bullying, animals</i>

Key: Inspirational figures; Celebrating diversity; Environmental responsibility; Historical issues; Joyful literary experience; Poetry; Female representation; Current issues

Formative assessment will be completed on an ongoing basis to inform practice and to identify any further fluency and comprehension difficulties that may otherwise have not been identified via the RT induction.