

# English at Haydon School



**Ms K Sajjad**

**English KS3 Co-ordinator**

# English Lessons:



- All English lessons begin with 10 minutes of independent reading.
- KS3 classes receive 3 lessons of English a week.
- One library lesson every fortnight: 30 minutes of independent reading.
- Weekly homework set by class teacher.

# Curriculum



<u>Unit</u>	'A Monster Calls' Patrick Ness	Intro to Shakespeare	Intro to Poetry	Creative Writing	'Coraline' Neil Gaiman	Dragon's Den
<u>Link to KS4</u>	Literature Paper 1: Section B.	Literature Paper 1: Section A.	Literature Paper 2: Section C.	Language Paper 1: Section B, Q5.	Literature Paper 1: Section B.	S&L Language Paper 2: Section B.

**Pupils will complete a mixture of Reading, Writing and Speaking & Listening assessments throughout the course of year.**

# Haydon Pathways



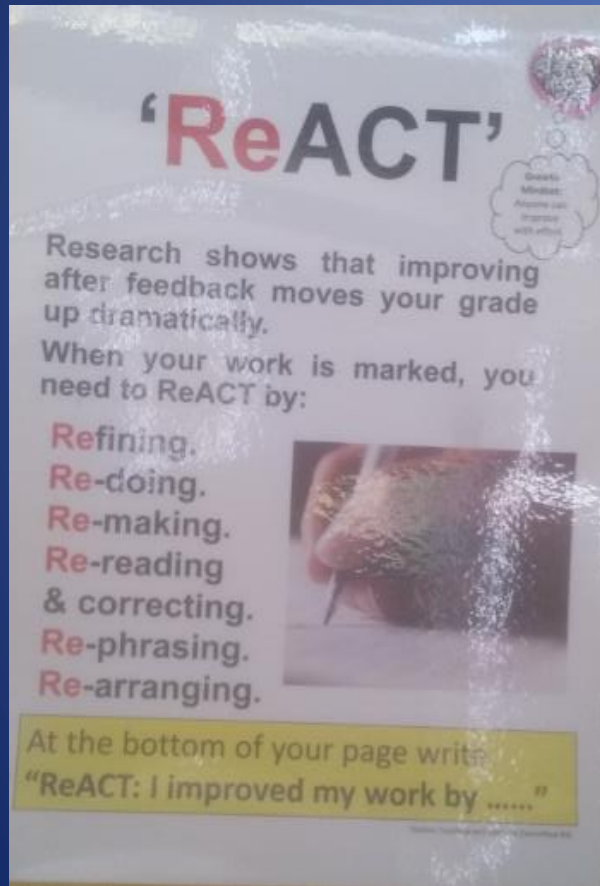
ASSESSMENT  
OBJECTIVES IN KS4

PERSONALISED LANGUAGE TO ENCOURAGE  
REGULAR SELF-ASSESSING

## YEAR 7 READING

	Understanding and interpreting (AO1)	Language and structure (AO2)	Writer's purpose and effect (AO2)	Context (AO3)
Excellence	<input type="checkbox"/> I can make confident inferences about a text.	<input type="checkbox"/> I can make confident comments on the effect of the writer's choices of language and/or structure.	<input type="checkbox"/> I have a clear understanding of the writer's purpose(s) or viewpoint.	<input type="checkbox"/> I am beginning to explain the links between writer's purpose and the context.
High: 8-11	<input type="checkbox"/> I can support my interpretations with well-chosen quotations.	<input type="checkbox"/> I can consider how the writer's method helps to achieve a specific purpose.	<input type="checkbox"/> I can support my understanding with quotations from the text.	
Mid: 5-7	<input type="checkbox"/> I can zoom in on words and consider their different connotations.	<input type="checkbox"/> I am able to use literary terminology accurately and make comments about their effect.	<input type="checkbox"/> I am able to clearly justify the overall effect on the reader.	
Low: 1-4		<input type="checkbox"/> I make sure my analysis is detailed.		

# Assessment:



Frequency:

- ☐ Two teacher pieces: before the assessment and their final assessment usually at the end of every half term after the completion of unit of work.
- ☐ Two self assessed pieces
- ☐ Two peer assessed pieces

‘ReACT’ in green pen to ensure they work on their targets.

# Reading:



**Every student is expected to complete a weekly reading log and writing task that should be signed by a parent/guardian and then their English teacher.**

***This helps to ensure:***

- ☐ Pupils are implementing a regular routine of reading,
- ☐ They are picking appropriate texts to read,
- ☐ Pupils are learning and applying the vocabulary they are exposed to,
- ☐ Keeping an open communication between parents and teachers.



# Reading Logs



HOMEWORK READING LOG						
WEEK BEGINNING	TITLE OF BOOK	PAGES READ	NEW, INTERESTING, AMBITIOUS VOCABULARY FROM YOUR BOOK	DEFINITION	PARENT SIGNATURE	TEACHER SIGNATURE
10 Sep 18	Kissing booth	25	Scrutinizing	It means you have to really look at something		
17 Sep 18	Rissing booth	38	thrusting	violent.		
24 Sep 18	Kissing booth	30	merely	adverb.		
1 Oct 18	" "	45	triumphantly	Proud about something		
7 Oct 18						
15 Oct 18						
22 Oct 18						
29 Oct 18						

# Reading Logs



- Read an extract.
- Identify 5 ambitious words and look up their definitions.
- Use these words in interesting sentences.
- Find 5 synonyms and antonyms for each word.

## WEEK ONE EXTRACT FROM TRANSCRIPTION BY KATE ATKINSON

Her rather lacklustre dinner companion was an architect who said he was 'rebuilding post-war London.' All on your own? she had asked, rather unkindly. She allowed him a – brief – kiss as he handed her into a taxi at the end of the night. From politeness rather than desire. He had paid for the dinner after all and she had been unnecessarily mean to him although he hadn't seemed to notice. The whole evening had left her feeling rather sour. I am a disappointment to myself, she thought as Broadcasting House hove into view.

Juliet was a producer in Schools and as she approached Portland Place she found her spirits drooping at the prospect of the rather tedious day ahead – a departmental meeting with Prendergast, followed by a recording of Past Lives, a series she was looking after for Joan Timpson who was having an operation ('Just a small one, dear').

Schools had recently had to move from the basement of Film House in Wardour Street and Juliet missed the dilapidated raffishness of Soho. The BBC didn't have room for them in Broadcasting House so they had been parked across the road in No 1 and gazed, not without envy, at their mother-ship, the great, many-decked ocean liner of Broadcasting House, scrubbed clean now of its wartime camouflage and thrusting its prow into a new decade and an unknown future.

Find 5 ambitious or interesting words and complete the table below

Vocabulary	Definition
architect	Person who designs buildings and in many cases.
lacklustre	Lacking in vitality, force or conviction.
Prospect	The possibility or likelihood of some future event.
thrusting	aggressively ambitious
Prendergast	The surname may be connect to one or more

\*remember  
you  
capital  
letters.

Use the 5 words from above and put them into a sentence of your own to demonstrate that you understand them and can use them

Places in  
britain.

Vocabulary	Sentence
architect	The architect built that wonderful house.
lacklustre	The man was lacking some type of lacklustre.
Prospect	the prospects everything she thinks about.





# Bedrock Vocabulary



## What is Bedrock Vocabulary?

- Bedrock Vocabulary is an online programme which teaches vocabulary explicitly, whilst encouraging reading.
- Each lesson takes approximately 20 minutes to complete. Each block takes one academic year.

3/5 words  
in each lesson

5+ lessons  
in each topic

13 topics  
in each block

# How does Bedrock develop learners' critical thinking skills and cultural capital?



## BLOCK 10 Example topics

Revolution!

The Leakeys and the Rift Valley

Conscientious Objectors

Bodies

A History of Rap

Mahatma Gandhi

The Space Race

Reporting on War

Marilyn Monroe

Colonialism

Whaling

The Enlightenment

Vocabulary is deliberately interwoven into a wide variety of aspirational, high quality and challenging fiction and non-fiction texts.

This **builds students' cultural capital**, and expands their concept of the world at large, laying foundations for critical thinking and cultural awareness.

# How can you get involved?



- ✓ **Step 1:** Sit through one Bedrock lesson with your child.  
You'll get a clear idea of how long it should take them and the level they should be working at.
- ✓ **Step 2:** If you have not done so already, create your Bedrock parent account. Visit this page if you need help:  
[www.bedrocklearning.org/createaparentaccount](http://www.bedrocklearning.org/createaparentaccount)
- ✓ **Step 3:** Visit  
<https://www.bedrocklearning.org/supportmychild>

# Homework:



- ✓ **1 hour of reading per week documented in their reading log with a parental signature.**
- ✓ **45 minutes of writing for their weekly extract task.**
- ✓ **2 activities from the Bedrock Vocabulary online learning resource.**



# How can you help us support your child?



- ✓ **Monitoring their activities on Bedrock Vocabulary.**
- ✓ **Signing your child's reading log on a weekly basis and checking their writing task has been completed.**
- ✓ **Keeping an eye on Show My Homework to see if any other homework has been set.**





# Contact:

- Class teacher
- Ms Sajjad: KS3 Co-ordinator
  - [Ksajjad1.312@lgflmail.org](mailto:Ksajjad1.312@lgflmail.org)
- Ms Giddens: Head of English
  - [Mgiddens2.312@lgflmail.org](mailto:Mgiddens2.312@lgflmail.org)