



Key Stage Three English - Unit Overview

Year 7 – Autumn – ‘Storytelling’

Enrichment – Old and Middle English

- Resourcing – available in J: Drive – Updated July 22



<p>Unit rationale</p>	<p>1. The unit is designed to complement the core writing and reading skills outlined in the main unit.</p> <p>i. Extending and consolidating the following writing skills:</p> <ul style="list-style-type: none"> - Punctuating a variety of sentence structures accurately - Spelling high frequency words correctly - Adapting and crafting writing for specific effects – focus on characterisation <p>ii. Extending and consolidating core reading strategies: questioning, predicting, clarifying and summarising. Modelling skimming and scanning to develop further reading independence</p> <p>2. Exploring characterisation is to be at the centre of the unit. Approaches to inferring (a key skill gap to address) to be approached through rich character study – focus on character prologues. Inference a core focus for Spring unit of work (<i>Frankenstein</i>)</p> <p>3. Exploration of stories to help students acknowledge the moral nature of storytelling</p> <p>4. Cultural capital – the rich history of storytelling – study some tales</p>	
<p>Assessment</p> <p>Peer- assessed</p>	<p><u>Unit outcome:</u></p> <p><u>Warm task-</u> Creative writing response.</p> <p>Aim: To allow students to display the key knowledge and skills they have focused on throughout the unit.</p> <p>Students are to write a letter from a pilgrim expressing their point of view on the Miller's Tale.</p>	<p>Informal assessment and low-stakes testing:</p> <ul style="list-style-type: none"> • Students are to be encouraged to self and peer assess their writing throughout the unit on a regular basis. Success criteria to be made available by teachers. Students must engage with this, redrafting their work on a regular basis in line with school procedures • Students are to use their knowledge organisers for the unit

		to develop core knowledge retention and learn the unit's key vocabulary in order for it to be applied independently.
Core knowledge	<p>1. 'Writing knowledge':</p> <p>i). Sentence construction:</p> <ul style="list-style-type: none"> • Main clauses • Subordinate clauses • Adverbials • Noun phrases • Varying sentence openers <p>ii). Punctuation:</p> <ul style="list-style-type: none"> • Marking main clauses correctly • Using a range of punctuation accurately and for effect <p>iii). Tenses</p> <p>iv). Paragraphing (TIPTOP)</p> <p>v). Spellings – high frequency words (TBC)</p> <p>vi). Methods of characterisation (PAIRS) and 'show not tell':</p> <ul style="list-style-type: none"> • Physical description • Actions • Inner thoughts • Reactions • Speech <p>2. Unit vocabulary (see below)</p> <p>3. Context of storytelling for <i>Beowulf</i> and <i>The Canterbury Tales</i></p>	
Core skills	<p>1. Application of 'writing knowledge' independently</p> <p>2. Application of core reading strategies independently: questioning, predicting, clarifying, summarising, skimming and scanning</p> <p>3. Explicit modelling of inference</p> <p>4. Articulating points of view in structured discussion (use of reading strategy sentence stems to structure discussion and develop verbal responses)</p>	
Translation extracts to explore (teachers are free to select their own)	<ul style="list-style-type: none"> • <i>Beowulf</i> • <i>CT</i> - General Prologue • <i>CT</i> - The Knight • <i>CT</i> - The Miller • <i>CT</i> - The Pardoner 	
Key questions for the unit	<ul style="list-style-type: none"> • Why do we tell stories? • When were the periods 'Old English' and 'Middle English'? • What was <i>Beowulf</i>? • What was <i>The Canterbury Tales</i>? 	

	<ul style="list-style-type: none"> • What is a hero? • What is a pilgrimage? Why would a person go on a pilgrimage? • What is the moral of the story? • To what extent is the character stereotypical? • How are effective characters created? • How do I write an informal letter? 	
Key vocabulary	1. Unit vocabulary – tier 2 vocabulary: <ol style="list-style-type: none"> 1. Honourable 2. Villainous 3. Chivalrous 4. Stereotypical 5. Corrupt 6. Hierarchy 7. Pilgrim 8. Devotion 9. Sacrifice 10. Portrayal 	2. Unit terminology – tier 3 vocabulary <ol style="list-style-type: none"> 1. Moral 2. Stereotype 3. Prologue 4. Epic 5. Simile 6. Personification 7. Metaphor 8. Adjective 9. Verb 10. Adverb
Homework opportunities	<ul style="list-style-type: none"> • Bedrock online learning to develop vocabulary and grammar individualised for students learning needs. • Knowledge organisers to prepare for in class quizzes and to consolidate their understanding of core reading and writing skills/strategies 	
Wider English curriculum links	1. Reading <ul style="list-style-type: none"> • Consolidating and encouraging independence with these strategies will establish the core skills needed across the curriculum, developing 'good readers'. Skill demand increasing. • Morality tales considered • Focus on character construction central to exploration of literary texts • Unit consideration of courtly love, comedy and hubris will introduce these ideas in preparation for future study of Shakespeare in later KS3 units. 2. Writing <ul style="list-style-type: none"> • Consolidating and refining written accuracy will allow students to craft their writing to a greater extent as they move through KS3 • Students to consider viewpoint as they begin to gain knowledge, and demonstrate their understanding of point of view writing. 	