

Key Stage Three English - Unit Overview

Year 7 - Autumn - 'Storytelling'

Enrichment – Old and Middle English

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



Unit rationale

- 1. The unit is designed to complement the core writing and reading skills outlined in the main unit.
 - i. Extending and consolidating the following writing skills:
 - Punctuating a variety of sentence structures accurately
 - Spelling high frequency words correctly
 - Adapting and crafting writing for specific effects focus on characterisation
 - ii. Extending and consolidating core reading strategies: questioning, predicting, clarifying and summarising. Modelling skimming and scanning to develop further reading independence
- 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 (Frankenstein)
- 3. Exploration of stories to help students acknowledge the **moral nature of storytelling**
- 4. Cultural capital the rich history of storytelling study some tales

Assessment

Unit outcome:

Peer- assessed

Warm task- Creative writing response.

Aim: To allow students to display the key knowledge and skills they have focused on throughout the unit.

Students are to write a letter from a pilgrim expressing their point of view on the Miller's Tale.

Informal assessment and low-stakes testing:

- 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

Core knowledge 1. Writing knowledge': i). Sentence construction: • Main clauses • Subordinate clauses • Adverbials • Noun phrases • Varying sentence openers ii). Punctuation: • Marking main clauses correctly • Using a range of punctuation accurately and for effect iii). Tenses iv). Paragraphing (TIPTOP) v). Spellings - high frequency words (TBC) vi). Methods of characterisation (PAIRS) and 'show not tell': • Physical description • Actions • Inner thoughts • Reactions • Speech 2. Unit vocabulary (see below) 3. Context of storytelling for Beowulf and The Canterbury Tales Core skills 1. Application of core reading strategies independently: questioning, predicting, clarifying, summarising, skimming and scanning 3. Explict modelling of inference 4. Articulating points of view in structured discussion (use of reading strategy sentence stems to structure discussion and develop verbal responses) Translation extracts to explore (feachers are free to select their own) • Beowulf • CT - The Rnight • CT - The Rnight • CT - The Rright • CT - The Pardoner Key questions for the unit What was Beowulf? • What was Beowulf? • What was Beowulf?		to develop core knowledge		
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	the unit	When were the periods 'Old English' and 'Middle English'?		
What was The Canterbury Tales?		What was Beowulf?		
		What was The Canterbury Tales?		

	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:	2. Unit terminology – tier 3 vocabulary	
,,	1. Honourable	1. Moral	
	2. Villainous	2. Stereotype	
	3. Chivalrous	3. Prologue	
	4. Stereotypical	4. Epic	
	5. Corrupt	5. Simile	
	6. Hierarchy	6. Personification	
	7. Pilgrim	7. Metaphor	
	8. Devotion	8. Adjective	
	9. Sacrifice	9. Verb	
	10. Portrayal	10. Adverb	
	To. Tomayar	10.7(0.015)	
Homework opportunities	 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 or core reading and writing skills/strategies 		
Wider English curriculum links	 1. Reading 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. 		
	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.		