

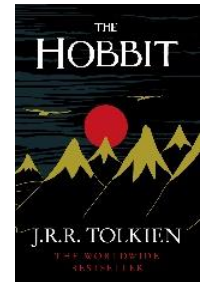


Key Stage Three English - Unit Overview

Year 7 – Autumn – ‘Storytelling’

Main – *The Hobbit*

- Resourcing – RD’s resources from last year available in J drive. EY is updating resources to target specific writing skills.



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| <p>Unit rationale</p> | <p>1. The text can be used to address the identified transition priorities, creating a smoother transition between KS2 and KS3:</p> <ul style="list-style-type: none"> i. Extending and consolidating the following writing skills: <ul style="list-style-type: none"> - Punctuating a variety of sentence structures accurately - Spelling high frequency words correctly - Adapting and crafting writing for greater effects, using Tolkien as a style to emulate ii. Providing pupils with extended reading opportunities, with pupils tracking how a character and narrative develops iii. Extending and consolidating core reading strategies: questioning, predicting, clarifying and summarising. Modelling skimming and scanning to develop further reading independence <p>2. An engaging novel that provides challenge and rich vocabulary</p> | |
| <p>Assessment (this unit’s outcome IS formally assessed)</p> | <p>Unit outcome:</p> <p><u>Cold Task</u> - Creative writing response to <i>The Hobbit</i></p> <p>Aim: for pupils to display the writing knowledge and skills focused upon throughout the unit</p> <p>Either: Describe the first encounter with Smaug from Bilbo’s point of view.</p> <p>Or: Create your own description of a hero meeting the antagonist of an adventure story. It could be a dragon or a creature of your own invention</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. Staff to encourage ‘slow writing’ • 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 |

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| | <p><u>Cold task:</u></p> <p>Reading assessment in response to the hobbit.</p> <p><u>Aim:</u> For pupils to display their knowledge and understanding of writer's methods, inference and deduction explored throughout the unit.</p> | <p>applied independently</p> |
| <p>Core knowledge</p> | <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):</p> <ul style="list-style-type: none"> • Physical description • Actions • Inner thoughts • Reactions • Speech <p>vii). Narrative structure:</p> <ul style="list-style-type: none"> • Exposition • Rising action • Climax • Falling action • Resolution <p>2. Unit vocabulary (see below)</p> | |
| <p>Core skills</p> | <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. Articulating points of view in structured discussion (use of reading strategy)</p> | |

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| | sentence stems to structure discussion and develop verbal responses) | |
| Key questions for the unit | <ul style="list-style-type: none"> • What is the fantasy genre? • How do writers create interesting characters? • How do writers create interesting settings? • How do writers structure a successful piece of writing? • How can I use different types of sentences in my writing? • How can I use vocabulary effectively? • How can I redraft my work? • What is the best reading strategy to use for this task? | |
| Key vocabulary | 1. Unit vocabulary – tier 2 vocabulary <ol style="list-style-type: none"> 1. Curious 2. Apprehensive 3. Meticulous 4. Intimidating 5. Infuriate 6. Vulnerable 7. Ominous 8. Deceptive 9. Obsessive 10. Destructive | 2. Unit terminology: <ol style="list-style-type: none"> 1. Protagonist 2. Antagonist 3. Exposition 4. Resolution 5. Main clause 6. Subordinate clause 7. Noun 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 or core reading and writing skills/strategies | |
| Wider English curriculum links | <ul style="list-style-type: none"> • Reading – consolidating and encouraging independence with these strategies will establish the core skills needed across the curriculum, developing 'good readers' • Writing – consolidating and refining written accuracy will allow students to craft their writing to a greater extent as they move through KS3 | |