

A UNIFIED ENGLISH AND ENGLISH LITERATURE COURSE AT KEY STAGE 3.

INTRODUCTION

' In English, during key Stage 3 pupils develop confidence in speaking and writing for public and formal purposes. They also develop their ability to evaluate the way language is used. They read classic and contemporary text and explore social and moral issues.'

(English, The National Curriculum for England. DFEE. QCA 1999)

Concern is often expressed that there is a loss of momentum in pupils' progress between the end of Key Stage 2 and the beginning of Key Stage 3. We must recognise the achievements made in the primary schools and take account of the progress that pupils have made. We must build on achievements at Key Stage 2 and be aware of the programme of study at Key Stage 2.

CONTINUITY FROM KEY STAGE 2 TO KEY STAGE 3

It is vitally important that we match work appropriately to the needs and abilities of incoming pupils.

~Assessment information can be used by English teachers of Year 7 to ensure work is appropriately challenging to all pupils

~Adjust schemes of work and lesson plans to take account of pupils previous achievements

~Read agreement within the department and the standard and quality of work expected from pupils with different abilities entering the school

~Make specific arrangements for individual pupils, for example able pupils, those with special educational needs.

~Review the purpose and value of additional assessment or testing of pupils in Year 7

DEVELOPING PROFESSIONAL LINKS TO SUPPORT CONTINUITY IN PUPILS EDUCATIONAL PROGRESS

' Promoting continuity between Key Stage 2 and Key Stage 3' SCAA 1996 encouraged the development of professional links to support continuity in pupils' educational progress.

With reference to English, the Headteacher or the English co-ordinator in our feeder primary schools telephone or meet with the HOD at the beginning of July to discuss the needs of particular pupils transferring to St Monica's in September. Additionally in September / October 2000 a joint initiative has been introduced between St Philips RC Primary School and St Monica's. A professional touring drama group works in the Primary Schools and then with Year 9 pupils on Shakespeare exam preparation.

' The Passport'

To promote further continuity, pupils in Year 7 will continue their work on the passport. They bring the passport with them from Primary School and continue work on it in their initial English lessons at High School. The Year 7 scheme of work enables this to be developed as pupils explore fully the genre of Travel Writing in the Autumn First Half Term according to the Medium Term Planning. Feedback and discussion of the effectiveness of the idea will be discussed in a meeting in September between the Second in Department and representatives from Primary Schools.

PROGRAMME OF STUDY : KEY STAGES 3 AND 4

The programme of study at Key Stage 3 and Key 4 sets out two sorts of requirement.

1. Knowledge, skills and understanding - what has to be taught
2. Breadth of study - the contexts, activities, areas of study and a range of experiences through which the knowledge, skills and understanding should be taught.

I refer all teachers of English to 'English. The National Curriculum DFEE QCA 1999' and the Key Stage 3 National Strategy document 'Framework for teaching English: Years 7, 8 and 9, 2001.'

These documents form the basis for our medium term planning for Years 7, 8 and 9.

Teachers should ensure that work in speaking and listening , reading and writing is integrated.

EN1 SPEAKING AND LISTENING

Knowledge , skills and understanding

Speaking

1. To speak fluently and appropriately in different contexts, adapting their talk for a range of purposes and audiences, including the more formal, pupils should be taught to :
 - a) structure their talk clearly, using markers so that their listeners can follow the line of thought
 - b) use illustrations, evidence and anecdote to enrich and explain their ideas
 - c) use gesture, tone , pace and rhetorical devices for emphasis
 - d) use visual aids and images to enhance communication
 - e) vary word choices, including technical vocabulary, and sentences structure for different audiences
 - f) use spoken Standard English fluently in different contexts
 - g) evaluate the effectiveness of their speech and consider how to adapt it to a range of situations

Listening

2. To listen, understand and respond critically to others, pupils should be taught to:
 - a) concentrate on and recall the main features of a talk, reading, radio or television programme
 - b) identify the major elements of what is being said both explicitly and implicitly
 - c) distinguish features of presentation where a speaker aims to explain, persuade , amuse or argues a case
 - d) distinguish tone, undertone, implications and other signs of a speaker's intentions
 - e) recognise when a speaker is being ambiguous or deliberately vague, glosses over points, uses and abuses evidence and makes unsubstantiated comments
 - f) ask questions and give relevant and helpful comments

Group discussion and interaction

3. To participate effectively as members of different groups pupils should be taught to:
 - a) make different types of contributions to groups, adapting their speech to their listeners and the activity
 - b) take different views into account and modify their own vies in the light of what others say
 - c) sift, summarise and use the most important points

- d) take different roles in the organisation, planning and sustaining of groups
- e) help the group to complete its tasks by varying contributions appropriately, clarifying and synthesising other's ideas, taking them forward and building on them to reach conclusions, negotiating consensus or agreeing to differ.

Drama

4. To participate in a range of drama activities and to evaluate their own and others' contributions , pupils should be taught to;
 - a) use a variety of dramatic techniques to explore ideas , issues , texts and meanings
 - b) use different ways to convey action , character , atmosphere and tension when they are scripting and performing in plays (for example , through dialogue , pace and action)
 - c) appreciate how the structure and organisation of scenes and plays contribute to dramatic effect
 - d) evaluate critically performances of dramas that they have watched or in which they have taken part.

Standard English

5. Pupils should be taught to use the vocabulary, structures and grammar of spoken Standard English fluently and accurately in informal and formal situations.

Language Variation

6. Pupils should be taught about how language carries, including:
 - a) the importance of Standard English as the language of public communication nationally and often internationally
 - b) Current influences on spoke and written language
 - c) attitudes to language use
 - d) the differences between speech and writing
 - e) the vocabulary and grammar of standard English and dialectal variation
 - f) the development of English, including changes over time, borrowings from other languages, origins of words and the impact of electronic communication on written language.

Breadth of study

7. During the key stage, pupils should be taught the knowledge, skills and understanding through the following range of activities, contexts and purposes.

Speaking

7. The range of purposes should include:
 - a) describing, narrating , explaining , arguing , persuading ,entertaining and pupils should be given opportunities to make;
 - b) extended contributions to talk in different contexts and groups
 - c) presentations to different audiences.

Listening

8. The range should include listening to:
 - a) live talks and presentation
 - b) recordings (for example radio, television , film)
 - c) discussions in which pupils respond straight away.

Group discussion and interaction

9. The range of purposes should include:
 - a) exploring, hypothesising , debating , analysing and pupils should be given opportunities to;
 - b) take different roles in groups (for example, roles in organising or leading discussion , supporting others, enabling focused talk.)

Drama activities

10. The range should include:
 - a) Improvisation and working in role
 - b) devising, scripting and performing in plays
 - c) discussing and reviewing their own and others' performances.

EN2 READING

Knowledge , skills and understanding

Understanding texts

1. To develop understanding and appreciation of texts , pupils should be taught:
 - a) to extract meaning beyond the literal, explaining how the choice of language and style affects implied and explicit meanings
 - b) to analyse and discuss alternative interpretations, ambiguity and allusion
 - c) how ideas, values and emotions are explored and portrayed
 - d) to identify the perspectives offered on individuals, community and society

- e) to consider how meanings are changed when texts are adapted to different media
- f) to read and appreciate the scope and richness of complete novels, plays and poems .

Understanding the author's craft

- g) how language is used in imaginative , original and diverse ways
- h) to reflect on the writer's presentation of ideas and issues , the motivation and behaviour of characters, the development of plot and the overall impact of the text
- i) to distinguish between the attitudes and assumptions of characters and those of the author
- j) how techniques, structure , forms an styles vary
- k) to compare texts, looking at style, theme language, identifying connections and contrasts.

English literary heritage

2.Pupils should be taught;

- a) How and why texts have been influential and significant (for example, the influence of Greek myths, the Authorised Version of the Bible, the Arthurian legends)
- b) The characteristics of texts that are considered to be of high quality
- c) The appeal and importance of these texts over time

Texts from different cultures and traditions

3. Pupils should be taught:

- l) To understand the values and assumptions in the texts
- m) The significance of the subject matter and the language
- n) The distinctive qualities of literature from different traditions
- o) How familiar themes are explored in different cultural contexts (for example, how childhood is portrayed, references to oral or folk traditions)
- p) To make connections and comparisons between texts from different cultures.

Printed and ICT-based information texts

4. To develop their reading of print and ICT-based information texts, pupils should be taught to:

- a. select, compare and synthesise information from different texts
- b. evaluate how information is presented

- c. sift the relevant from the irrelevant, and distinguish between fact and opinion, bias and objectivity
- d. identify the characteristic features , at word, sentence and text level, of different types of texts.

Media and moving image texts

- 5. Pupils should be taught to
 - a) how meaning is conveyed in texts that include print, images and sometimes sounds
 - b) how choice of form, layout and presentation contribute to effect (for example, font , caption , illustration in printed text, sequencing , framing , soundtrack in moving image text)
 - c) how the nature and purpose of media products influence content and meaning (for example, selection of stories for a front page or news broadcast)
 - d) how audiences and readers choose and respond to media

Language structure and variation

- 6. Pupils should be taught to draw on their knowledge of grammar and language variation to develop their understanding of language works.

Breadth of study

- 7. during the key stage, pupils should be taught the Knowledge, skills and understanding through the following ranges of literature and non-fiction and non-literary texts.

Literature

- 8. The range should include:
 - a) plays, novels, short stories and poetry from the English Literary heritage, including;
 - b) two plays by Shakespeare, one of which should be studied in Key stage 3
 - c) drama by major playwrights
 - d) works of fiction by major writers published after 1914
 - e) poetry by four poets published before 1914 selected from the list on page 36
 - f) poetry by four major poets published after 1914
 - g) recent and contemporary drama ,fiction and poetry written for young people and adults
 - h) drama, fiction and poetry by major writers from different cultures and traditions.

Non-fiction and non-literary texts

The range should include:

- a) literary non-fiction
- b) print and ICT-based information and reference texts
- c) media and moving image texts (for example, newspapers, magazines, advertisements , televisions , films and videos)

EN3 WRITING

Knowledge, skills and understanding

Composition

1. Pupils should be taught to draw on their reading and understanding of linguistic and literary forms when composing their writing. Pupils should be taught to :

Writing to imagine , explore, entertain

- a) draw on their experience of good fiction, of different poetic forms and of reading and performing in plays
- b) use imaginative vocabulary and varied linguistic and literary techniques
- c) exploit choice of language and structure in achieving particular effects and appeal to the reader
- d) use a range of techniques and different ways of organising and structuring material to convey ideas, themes and characters

Writing to inform, explain , describe

- e) form sentences and paragraphs that express connection between information and ideas precisely (for example, cause and effect, comparison)
- f) use formal and impersonal language and concise expression
- g) consider what the reader needs to know and include the relevant details
- h) present materials clearly, using appropriate layout, illustrations and organisation

Writing to persuade , argue , advise

- i) develop logical arguments and cite evidence
- j) use persuasive techniques and rhetorical devices
- k) anticipate reader reaction , counter opposing views and use language to gain attention and sustain interest

Writing to analyse, review , comment

- l) reflect on the nature and significance of the subject matter
- m) form their own view, taking into account a range of evidence and opinions

- n) organise their ideas and information, distinguishing between analysis and comment
- o) take account of how well the reader knows the topic

Planning and drafting

- 2. to improve and sustain their writing, pupils should be taught to:
 - a) plan, draft, redraft and proof read their work on paper and on screen
 - b) judge the extent to which any or all of these processes are needed in specific pieces of writing
 - c) analyse critically their own and others' writing

Punctuation

- 3. Pupils should be taught to use the full range of punctuation marks correctly to signal sentence structure, and to help the reader.

Spelling

- 4. Pupil should be taught to:
 - a) increase their knowledge of regular patterns of spelling, word families, roots of words and derivations, including stem, prefix, suffix, inflection
 - b) apply their knowledge of word formation
 - c) spell increasingly complex polysyllabic words that do not conform to regular patterns
 - d) check their spelling for errors and use a dictionary when necessary
 - e) use different kinds of dictionary, thesaurus and spellchecker.

Handwriting and presentation

- 5. Pupils should be taught to write with fluency and, when required, speed. In presenting final polished work, pupils should be taught to:
 - a) ensure that work is neat and clear
 - b) write legibly, if their work is handwritten
 - c) make full use of different presentational devices where appropriate

Standard English

- 6. Pupils should be taught about the variations in written standard English and how they differ from spoken language, and to distinguish varying degrees of formality, selecting appropriately for a task.

Language Structure

- 7. Pupils should be taught the principles of sentence grammar and whole text cohesion and use this knowledge in their writing. They should be taught;

- a) word classes or parts of speech and their grammatical functions
- b) the structure of phrases and clauses and how they can be combined to make complex sentences (for example, co-ordination and subordination)
- c) paragraph structure and how to form different types of paragraph
- d) the structure of whole texts, including cohesion, openings and conclusions in different types of writing (for example, through the use of verb tenses, reference chains)
- e) the use of appropriate grammatical terminology to reflect on the meaning and clarity of individual sentences (for example, nouns, verbs , adjectives , prepositions , conjunctions, articles)

Breadth of study

8. During the key stage, pupils should be taught the knowledge, skills and understanding through addressing the following range of purposes, readers and forms of writing.

9. The range of purpose for writing should include;

- a) to imagine, explore and entertain, focusing on creative, aesthetic and literary uses of language. The forms for such writing should be drawn from different kinds of stories, poems, playscripts, autobiographies, screenplays, diaries
- b) to inform, explain and describe, focusing on conveying information and ideas clearly. The forms for such writing should be drawn from memos, minutes, accounts, information leaflets, prospectuses, plans, records, summaries
- c) to persuade, argues and advise, focusing on presenting a case and influencing the reader. The forms for such writing should be drawn from brochures, advertisements, editorials, articles and letters conveying opinions, campaign literature, polemical essays.
- d) To analyse, review and comment, focusing on considered and evaluative views of ideas, texts and issues. The forms for such writing should be drawn from reviews, commentaries, articles, essays, reports.

10. Pupils should be taught to use writing for thinking and learning (for example, for hypothesising, paraphrasing, summarising, noting)
11. The range of readers for writing should include specific, known readers, a large unknown readership and the pupils themselves.

Using the Scheme of work

We have a wealth of English, Poetry, Prose and Drama texts. I recommend the use of the Framework Skills in English Text Books, these address literary and non - literary texts, poetry, media and drama and offer opportunities for reading, writing and speaking and listening. The Teacher's File provides specific lesson objectives and starter activities that link closely to the scheme of work. The Framework series has been designed for mixed ability classes and offers accessible ways into the programmes of study. Support material for less able children is helpful, as are the extension worksheets for the more gifted children. Pupils are also offered many different purposes and audiences for their own writing.

The scheme of work provides medium term planning for teachers of English. It is linked closely to The Framework for Teaching English: Years 7 , 8 and 9. The numbers alongside the scheme of work correspond with the attainment targets set out in the document. See pages 30 - 32.

The scheme of work is challenging and stretches pupils of all abilities. It covers a wide range of language and literature texts and sets out to provide pupils with the widest of opportunities for reading , writing and speaking. Pupils will study a range of pre-twentieth century and contemporary poetry and prose and drama, and also a wide variety of non-fiction texts over the three years.

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