

# Welcome to English at Sackville School

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# Our intent

In the English faculty at Sackville School, we aim to provide a rich literary and linguistic journey that provides students with fulfilling experiences of reading, writing, speaking and listening.

The contextual and grammatical knowledge we cover will allow students to enjoy, analyse and evaluate texts and be creative as a result of engaging with a range of fiction and non-fiction forms.

In this way, they will embark on their post-Sackville lives with appropriate knowledge and skills, cultural capital and confidence in their use of the English language.



# Lessons

All Key Stage 3 English classes are mixed ability.

Students have three lessons of English every week in Key Stage 3.

These may be split across two teachers, depending on timetabling constraints.

Each lesson starts with ten minutes of independent reading – students must have a reading book with them every day.

Once a fortnight, they will have a library lesson, where they will work on the **Accelerated Reader** programme.

Lessons cover a range of topics in order to provide a rich and varied curriculum.



# Year 7 Curriculum 2021-22

**Autumn Term 1** - Autobiography

**Autumn Term 2** – Novel about another culture

**Spring Term 1** – Non-fiction discursive writing

**Spring Term 2** – War poetry

**Summer Term 1** – *A Midsummer Night's Dream*

**Summer Term 2** – Creative writing



# Year 8 Curriculum 2021-22

**Autumn Term 1** – Non-fiction reading and writing

**Autumn Term 2** – *Oliver Twist*

**Spring Term 1** – Gothic literature

**Spring Term 2** – *The Tempest*

**Summer Term 1** – Narrative writing

**Summer Term 2** – Anthology of short stories and poetry by culturally diverse writers



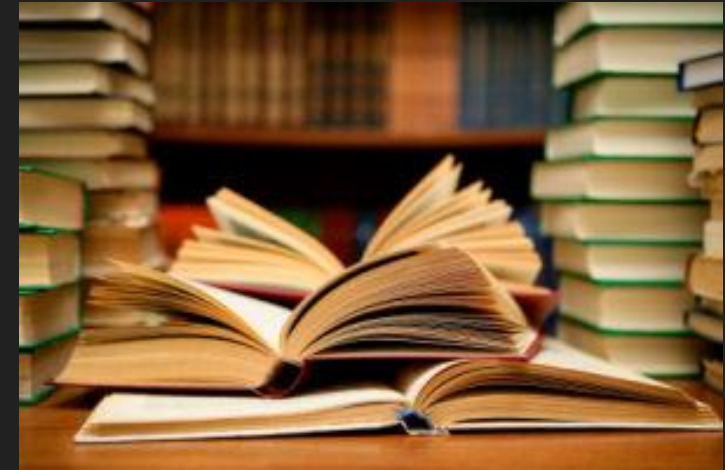
# Reading

Reading underpins absolutely everything we do. Its importance cannot be overstated.

It is vital to your child's progress in English as well as their overall literacy, which affects all areas of the curriculum.

Reluctant readers may need to have good reading habits modelled for them by other family members.

Establish a daily reading routine so it becomes part of everyday life – reading before bed works well for many students.



# Accelerated Reader

Each child's reading level is assessed at the beginning of the term with a computer-adaptive **STAR test**.

Library books are labelled according to their level of reading difficulty.

Students read books at the level that is right for them; the programme is differentiated so that it meets your child's exact level of ability.

After reading each book, students take a quiz to check their understanding.

Students' progress is checked regularly and students are rewarded for reading a certain number of books.



# Accelerated Reader

Research conducted by Accelerated Reader demonstrates that students make the most rapid progress when they are reading for **25 minutes per day**.

Some of this is done in school, but in order to reach 25 minutes per day, some reading must be done at home too.

The other vital factor is that students are reading books at an appropriate level of challenge.

<http://www.arbookfind.co.uk/> can be used by anyone to check the reading level of a book.





# Homework

Students should receive weekly English homework and this will be recorded on Satchel One/Show My Homework.

Homework should take around thirty minutes each week.

Students can visit the LRC to complete homework if they would rather work at school.

Homework should be an opportunity for students to feel engaged and inspired outside the classroom, and promote a lifelong love of learning.



# Assessment

Sackville School has developed a system of 'K Steps' which indicate the level at which students are working.

These are intended to be a 'flight path' to GCSE grades – for example, if a student is on a K5 at the end of KS3, they are on a 'flight path' towards achieving a Grade 5 at GCSE.

Students will be given formative targets when their work is assessed, and they will be expected to make progress towards those targets.

Students will be set Minimum Expected Grades (MEGs) based on prior attainment data, and these will be used to measure their progress at Sackville and help us to identify where more support and intervention is needed.



# Support and intervention

All lessons are differentiated to provide support and challenge to students where needed.

Students who need more support may work in a smaller group where they can receive more attention and assistance, working with our Higher Level Teaching Assistant Mrs Boyd.

Some students may also work in separate literacy groups in The LINK if this has been identified as an area of need.

Students' progress is regularly monitored and target students are identified for intervention to work on specific skills with our team of Intervention teachers.



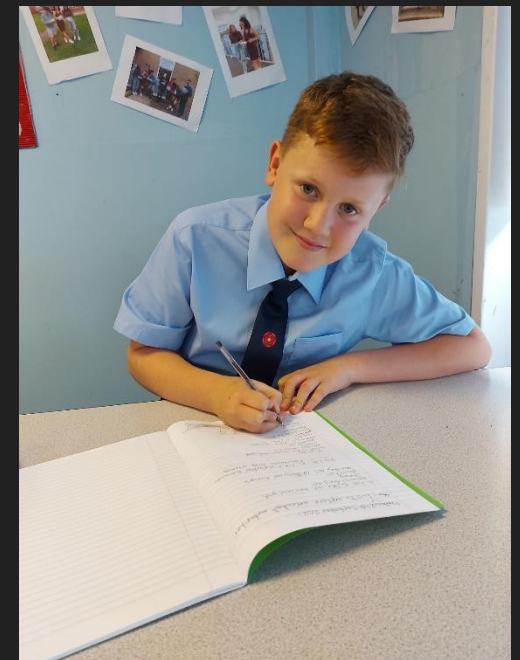
# The impact of COVID-19

We are very aware that the pandemic has had an impact not just on students' education but on their emotional and mental well-being, and our aim is to provide a nurturing learning environment where they can thrive.

In the event of individual students needing to self-isolate, work will be provided on Google Classroom (for those well enough to complete it).

Please do not worry about any gaps in your child's learning or things they need to catch up on – the most important thing now is that they are in the classroom as much as possible from this point on.

Specific skills which students need to work on will be quickly identified by teachers and addressed in lessons and through other intervention if necessary.



# Diversity in the curriculum

The study of English gives students the opportunity to develop culturally, emotionally and socially. It provides an invaluable way for students to discover things about their own identity and consider the identities of people around them.

It is important that all students see themselves represented in the texts that we teach, and that students have the opportunity to learn about lives and experiences that are different to their own.

We are developing the curriculum to be more inclusive of a range of cultural backgrounds, in addition to improving LGBTQ+ inclusivity, reflecting the diversity of students' lives and experiences.

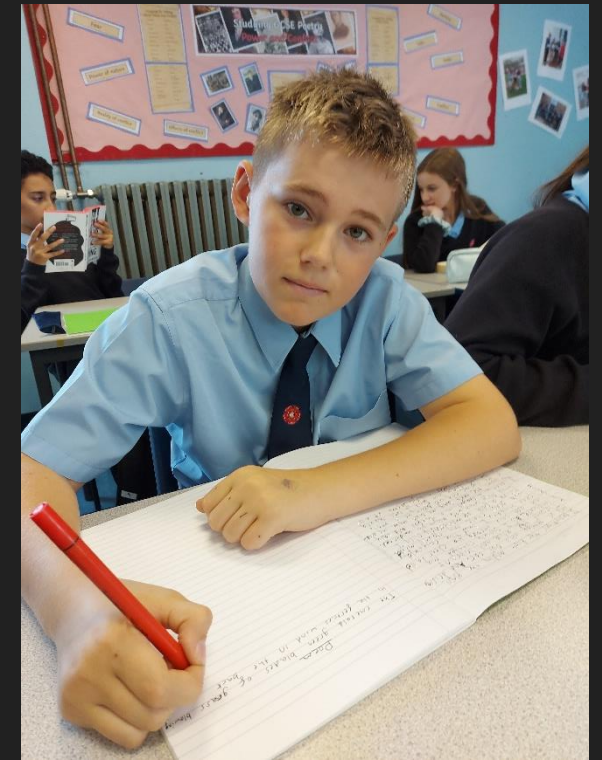


# Extra-curricular opportunities

Students have the opportunity to participate in the Creative Writing Club and Book Club.

Students can attend lunchtime readings and take part in a range of competitions and activities arranged by the LRC.

We run an annual Reading Week with lots of different opportunities for students to get involved.



# Beyond Key Stage 3

In Key Stage 4, all students undertake GCSEs in English Language and English Literature. The exam board we currently use is AQA.

If students wish to continue their studies in Key Stage 5, they can choose to study English Language or English Literature A Level.

English is a popular subject and many students go on to study it at university.



# What can you do?

The most important thing you can do is support, encourage and praise your child.

Ensuring that your child reads at home each day will improve all aspects of their English ability and literacy. Providing a range of reading materials at home will help them to achieve this.

Remember that we all have the same aim, which is for your child to be successful – whatever success may look like for each individual.

