

Remote Learning Contingency Plan 2020-21 - ENGLISH

Term: 2 Year: 7 Subject: English				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>A 10 week unit (going into Term 2) focusing on a range of reading and writing skills linked to the theme of Identity and Difference:</p> <ul style="list-style-type: none"> To understand the expectations for all English lessons To explore, comment on, analyse and compare a range of texts on the theme of identity and difference; To introduce and apply VIPERS active reading strategies and develop a passion for reading using AR to support To use a range of language and structural methods in our own writing appropriate to genre, audience and purpose. <p>Texts covered: Core text – Wonder; Extracts from Frankenstein and Wild Boy</p> <p>Students then move onto the second unit of work on the themes of Love and Belonging. Core text= The Breadwinner</p>	<ul style="list-style-type: none"> Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). Remote access to Accelerated Reader-monitored by class teacher. Use of other platforms to support English where appropriate (eg. Seneca) Remote learning booklet linked to Term 1 Curriculum content shared via CC and TEAMS 	<ul style="list-style-type: none"> Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). Remote access to Accelerated Reader-monitored by class teacher. Use of other platforms to support English where appropriate (eg. Seneca) Remote learning booklet linked to Term 1 Curriculum content shared via CC and TEAMS 	<ul style="list-style-type: none"> 48 hour emergency subject task to be sent home as soon as an individual finds themselves at home and able to work. This will be triggered by a PL or FL alert as per the 'individual self-isolating process' Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources. Weekly Live TEAMS KS3 clinic slot. Remote access to Accelerated Reader-monitored by class teacher. Use of other platforms to support English where appropriate (eg. Seneca) 	<p>Knowledge Assessment:</p> <ul style="list-style-type: none"> Knowledge/recall for the second unit. When in lockdown more frequent recall quizzes will be set to check understanding. <p>Depth Assessment:</p> <ul style="list-style-type: none"> Fiction writing (writing the opening of a story) <p>Skills being assessed - WRITING:</p> <ul style="list-style-type: none"> Using a range of ambitious vocabulary Varying sentence structures for effect Using language and structural devices to suit audience and purpose Producing a well-structured response with effective paragraphing Using accurate SPaG and a variety of punctuation

Remote Learning Contingency Plan 2020-21 - ENGLISH

Term: 2 Year: 8 Subject: English				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>A 10 week unit (going into Term 2) focusing on a range of reading and writing skills linked to the theme of Identity and Difference:</p> <ul style="list-style-type: none"> To understand the expectations for all English lessons To explore, comment on, analyse and compare a range of texts on the theme of identity and difference; To introduce and apply VIPERS active reading strategies and develop a passion for reading (supported by fortnightly library lessons) To use a range of language and structural methods in our own writing appropriate to genre, audience and purpose. <p>Texts covered: Core text – Of Mice and Men; Extracts from I have a Dream; Poetry covered- I Ain't Got No Home, Dreams and Sympathy.</p> <p>Students then move onto the second unit of work on the themes of Love and Belonging. Core text= Instructions for a Second-Hand Heart</p>	<ul style="list-style-type: none"> Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). Use of other platforms to support English where appropriate (eg. Seneca) Remote learning booklet linked to Term 1 Curriculum content shared via CC and TEAMS 	<ul style="list-style-type: none"> Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). Use of other platforms to support English where appropriate (eg. Seneca) Remote learning booklet linked to Term 1 Curriculum content shared via CC and TEAMS 	<ul style="list-style-type: none"> 48 hour emergency subject task to be sent home as soon as an individual finds themselves at home and able to work. This will be triggered by a PL or FL alert as per the 'individual self-isolating process' Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources. Weekly Live TEAMS KS3 clinic slot. Use of other platforms to support English where appropriate (eg. Seneca) 	<p>Knowledge Assessment:</p> <ul style="list-style-type: none"> Knowledge/recall for the second unit. When in lockdown more frequent recall quizzes will be set to check understanding. <p>Depth Assessment: Spoken language assessment (presentation of a key character of theme)- completed in week 10. If required students can deliver this on TEAMS or submit a written version to Class Charts/ TEAMS.</p> <p>Skills being assessed - SPEAKING:</p> <ul style="list-style-type: none"> Speaking audibly Using spoken standard English confidently Expressing challenging ideas/information/feelings Producing a presentation that is organised and structured effectively Listening to questions carefully and responding in detail

Remote Learning Contingency Plan 2020-21 - ENGLISH

Term: 2 Year: 9 Subject: English				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>A 10 week unit (going into Term 2) focusing on a range of reading and writing skills linked to the theme of Identity and Difference:</p> <ul style="list-style-type: none"> To understand the expectations for all English lessons To explore, comment on, analyse and compare a range of texts on the theme of identity and difference; To introduce and apply VIPERS active reading strategies and develop a passion for reading To use a range of language and structural methods in our own writing appropriate to genre, audience and purpose. <p>Texts covered: Core text – Things a Bright Girl Can Do; Extracts from ‘He for She’ and ‘Becoming’; Poetry covered- ‘War Girls’ and ‘Anthem for Doomed Youth’</p> <p>Students then move onto the second unit of work on the themes of Love and Belonging. Core text= The Merchant of Venice</p>	<ul style="list-style-type: none"> Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). Use of other platforms to support English where appropriate (eg. Seneca) Remote learning booklet linked to Term 1 Curriculum content shared via CC and TEAMS 	<ul style="list-style-type: none"> Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). Use of other platforms to support English where appropriate (eg. Seneca) Remote learning booklet linked to Term 1 Curriculum content shared via CC and TEAMS 	<ul style="list-style-type: none"> 48 hour emergency subject task to be sent home as soon as an individual finds themselves at home and able to work. This will be triggered by a PL or FL alert as per the ‘individual self-isolating process’ Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources. Weekly Live TEAMS KS3 clinic slot. Use of other platforms to support English where appropriate (eg. Seneca) 	<p>Knowledge Assessment:</p> <ul style="list-style-type: none"> Knowledge/recall for the second unit. When in lockdown more frequent recall quizzes will be set to check understanding. <p>Depth Assessment: Non-fiction writing-completed in week 10.</p> <p>Skills being assessed - WRITING:</p> <ul style="list-style-type: none"> Using a range of ambitious vocabulary Varying sentence structures for effect Using language and structural devices to suit audience and purpose Producing a well-structured response with effective paragraphing Using accurate SPaG and a variety of punctuation

Remote Learning Contingency Plan 2020-21 - ENGLISH

Term: 2 Year: 10 Subject: English				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>To study A Christmas Carol in preparation for GCSE English Literature Paper 1.</p> <ul style="list-style-type: none"> To explore, comment on and analyse a range of key extracts To be able to identify terminology To apply VIPERS active reading strategies To explain the social and historical context and make connections between context and text To write academically and critically using PETAZL as a writing framework 	<ul style="list-style-type: none"> Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). Use of other platforms to support English where appropriate (eg. Seneca) Remote learning booklet linked to Term 1 Curriculum content shared via CC and TEAMS 	<ul style="list-style-type: none"> Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). Use of other platforms to support English where appropriate (eg. Seneca) Remote learning booklet linked to Term 1 Curriculum content shared via CC and TEAMS 	<ul style="list-style-type: none"> 48 hour emergency subject task to be sent home as soon as an individual finds themselves at home and able to work. This will be triggered by a PL or FL alert as per the 'individual self-isolating process' Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources. Weekly Live TEAMS K4 clinic slot. Use of other platforms to support English where appropriate (eg. Seneca) 	<p>Knowledge Assessment:</p> <ul style="list-style-type: none"> A Christmas Carol mid-topic recall test When in lockdown more frequent recall quizzes will be set to check understanding. <p>Depth Assessment:</p> <ul style="list-style-type: none"> A Christmas Carol exam question- 30 marks <p>Skills being assessed – READING</p> <ul style="list-style-type: none"> Offering alternative interpretations Detailed, and at word-level, analysis of the writer's methods (language, form and structure) Using a range of well-selected quotations which are integrated into the answer Thoughtfully explores the effect on the reader/s and makes links to context Using a range of accurate subject terminology

Term:2 Year: 11 Subject: English				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>To study Macbeth in preparation for GCSE English Literature Paper 2 (paper ordered changed for 2021 only).</p> <ul style="list-style-type: none"> To explore, comment on and analyse a range of key extracts To be able to identify terminology To apply VIPERS active reading strategies To explain the social and historical context and make connections between context and text To write academically and critically using PETAZL as a writing framework 	<ul style="list-style-type: none"> Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). Use of other platforms to support English where appropriate (eg. Seneca) Remote learning booklet linked to Term 1 Curriculum content shared via CC and TEAMS 	<ul style="list-style-type: none"> Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). Use of other platforms to support English where appropriate (eg. Seneca) Remote learning booklet linked to Term 1 Curriculum content shared via CC and TEAMS 	<ul style="list-style-type: none"> 48 hour emergency subject task to be sent home as soon as an individual finds themselves at home and able to work. This will be triggered by a PL or FL alert as per the 'individual self-isolating process' Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources. Weekly Live TEAMS K4 clinic slot. Use of other platforms to support English where appropriate (eg. Seneca) 	<p>Knowledge Assessment:</p> <ul style="list-style-type: none"> Macbeth mid-topic recall test When in lockdown more frequent recall quizzes will be set to check understanding. <p>Depth Assessment:</p> <ul style="list-style-type: none"> Macbeth exam question- 30 marks + 4 marks for SPaG <p>Skills being assessed – READING</p> <ul style="list-style-type: none"> Offering alternative interpretations Detailed, and at word-level, analysis of the writer's methods (language, form and structure) Using a range of well-selected quotations which are integrated into the answer Thoughtfully explores the effect on the reader/s and makes links to context Using a range of accurate subject terminology