

Presentation Evening

Key Stage 3: Years 7 and 8

READING/ LITERATURE UNITS:

- ❖ **Shakespeare:** Romeo and Juliet and Key Opening Scenes
- ❖ **Contemporary prose:** Boy in the Striped Pyjamas; Of Mice and Men
- ❖ **Poetry:** 'Character and Voice; Other Cultures; Unseen
- ❖ **C19th text:** Great Expectations; Frankenstein
- ❖ **21st century and 19th century non-fiction:** 'Survival' unit; 'Writer's viewpoints and perspectives' unit

WRITING UNITS:

- ❖ **Different types of writing:**
to describe, persuade, argue, advise, inform, review
- ❖ **Different genres:**
Letters, leaflets, reviews, reports, articles
- ❖ **Different audiences**

Key Stage 4: Years 9 – 11

GCSE English Language and GCSE English Literature

- ❑ 100% examinations
- ❑ One tier of entry – ALL students sit the same examination papers
- ❑ **9-1** grading
- ❑ Eduqas examination board
- ❑ 4 exams in total across both subjects
(equating to 8 hours and 15 minutes!)

Key Stage 4: Years 9 – 11

GCSE English Language

Component 1: 1 hour and 45 minutes examination

Section A: respond to a Literature reading and Creative prose text through structured questions – **20%**

Section B: Prose writing: descriptive, imaginative writing task – **20%**

Component 2: 2 hour examination

Section A: 19th and 21st century Non-Fiction reading texts respond to structured questions **30%**

Section B: 30% Transactional, persuasive, discursive writing, 2 tasks – **30%**

Component 3: Spoken Language unit

Presentation/speech including responses to questions and feedback:

Fail/Pass/Merit/Distinction grades.

Key Stage 4: Years 9 – 11

GCSE English Literature

Component 1: 2 hours

Section A: 'Macbeth' 2 essay questions 20%

Section B: Anthology Poetry (18 poems) 2 essay questions 20%

Component 2: 2 hours and 30 minutes

Section A: 'An Inspector Calls' 1 essay 20%

Section B: 'A Christmas Carol' 1 essay 20%

Section C: Unseen Poems 2 essays 20%

***** ALL EXAMS ARE CLOSED BOOK *****

Being a strong reader underpins success at GCSE and beyond

- ALL Year 7 students and with the middle and support sets in Year 8 will take part in the Accelerated Reading programme.

Students have 1 lesson per fortnight to complete a quiz and change their book. Students complete 15 quizzes per academic year and therefore read at least 15 books in 9 months!

- Year 8 Higher ability classes also have a reading lesson once a fortnight but with 3 set novels over the year: *The Book Thief*, *Noughts and Crosses* and *Jekyll and Hyde*. Students are required to complete an independent reading project on each of the texts.

Importance of reading at all Key Stages:

Research proves the need for students to read regularly and build good habits for a host of different reasons:

- ❖ Reading builds knowledge
- ❖ Reading improves achievement
- ❖ Reading increases motivation
- ❖ Reading increases vocabulary
- ❖ Reading improves writing
- ❖ Reading build background knowledge
- ❖ Reading improves understanding of text structures
- ❖ Reading develops empathy

The Accelerated Reader Programme:

- The promotion of reading for pleasure is seen as a high priority in school
- Regular reading practise – students read a book every 2 weeks.
- Book choices guided by student's personal reading range based on their Star Test (hundreds of titles to choose from)
- Opportunity to spend time in the LRC choosing books within timetabled time
- Emphasis on reading by yourself – encourages confidence in reading, concentration skills.
- Opportunity to read aloud to a teacher who can advise on how to improve reading skills.
- Quizzes ensure that the books read have been understood as they test inference and recall, vocabulary and context.
- Reading ages massively improve

In 2016, Year 7: 80% increased their reading ages; Year 8: 75% increased their reading ages.

Reading Strategies in ALL lessons across the curriculum

READING STRATEGIES

PREDICT

Determine what you think will happen in the text. Use the title, text, and illustrations to help you.

VISUALIZE

Create mental images of the settings, characters, and events in the text.

QUESTION

Stop and ask yourself questions to see if the text makes sense. Reread the text if you need more information.

CONNECT

Think about what you already know about the text. Find ways to relate the text to yourself, other texts, and the world around you.

IDENTIFY

Determine the author's purpose. Find the important details, the main idea, and the themes of the text.

INFER

Use clues in the text and your own knowledge to fill in the gaps and draw conclusions.

EVALUATE

Think about the text as a whole and form opinions about what you read.

kids WHO
READ



succeed