

# Subject Curriculum Information Pack



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# Curriculum Intent



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## **Core Skills, Implementation and Impact statement**

### **The Intent of Core Skills**

Literacy Skills are embedded in all areas of school life. Reading, Writing and Oracy is taught throughout the curriculum and is a fundamental part of student success. Core Skills is designed to provide additional support to students to refine these skills, building confident and resilient learners.

Core skills enables learners to practise all areas of literacy, students are encouraged to engage in a wide range of reading material to develop their fluency and confidence. To encourage a broader range of materials, we have developed key themes throughout the year, aligned with topical events in the wider world. These include world wide celebrations, work in the community and charitable organisations to name a few.

Studying a range of topics enables us to provide a broad and balanced approach to developing literacy skills whilst keeping the core aspects of reading, writing and oracy at the centre of our studies.

### **The Implementation of the Core Skills**

Core skills is designed as a 2 Year Programme for Year 7 and Year 8, enabling students to build on their prior learning to further develop all areas of literacy expertise. Students will access a range of materials including extracts of non-fiction texts to ensure students have access to a broad range of literature. This will include extracts from magazines, internet sources and advertisements.

- Activities to encourage communication and presentation skills, particularly building confidence in whole class speaking and listening presentations.
- Developing a range of sentence structures to encourage greater fluency in written assessments.
- Practising key spellings and experimenting with higher level vocabulary. Students are encouraged to use a thesaurus to develop their understanding of more challenging language.
- Reading is encouraged for all students. Core skills gives students the opportunity to read a whole class text, using key areas of the text to discuss, imagine and explore character interpretation.
- Independent reading opportunities are built in to the lesson to encourage a greater love and confidence in reading aloud or to a trusted adult.
- Students are encouraged to write for a range of purposes to include; letters, diary entries, advertisements and radio scripts. By looking at examples, students are able to learn how their writing style can be adapted to suit the needs of the reader.

The core skills curriculum has been designed with the learner in mind. We study a range of topics that enable students to access a wide range of literature.

In Year 7, this includes part of their transition process from Year 6 into Year 7, their expectations for life at Secondary School and the chance to explore new beginnings. In the Spring Term, students explore a range of topics, linked to the Year 7 PSHE framework. Topics to be included: Bullying, Friendship, Healthy Lifestyles. Students will focus on the emotional well-being aspects of such topics and how these can promote a positive image

In the Summer Term we focus on a whole class reading text, allowing students to appreciate both the written and film format of a set-text. We also develop more opportunities to develop Oracy skills; designing a radio script to hot seat key characters. Students will focus on the emotional well-being aspects of such topics and how these can promote a positive image

In Year 8, Students continue to develop their literacy skills as they explore more the PSHE topics related to their age range. The class text is chosen to reflect current affairs and student interests, written by contemporary authors such as 'Benjamin Zephanaire'. This provides students with the opportunity to access 'real world' news influencing their lives today.

In the Summer Term, we begin exploring career related topics, introducing the concept of the world of work, responsibilities, time keeping and working as a team. Where possible, we combine this with external visitors to the school and the opportunity for guest speakers.

### **The Impact of the Core Skills**

- Core Skills enables students to access additional literacy support.
- Widening students' knowledge of the world around them and the topics studied as part of the PSHE framework
- Increased confidence for students to prepare and present their written work in a range of formats
- Increased reading for pleasure by experimenting with a range of genres suited to their age range and interests.
- Confident writers, demonstrating the ability to write extended pieces of work which will enable them to access the whole school curriculum with confidence.

# Year 7 Curriculum Assessment Map



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Year 7	Term 1 Transitions and new beginnings (reading and writing)		Term 2 The world around us (reading and writing)		Term 3 Whole class text (reading and writing) – Holes/Small Steps	
<b>Building Skills</b>	Developing reading skills, phonics, high frequency words, spellings, punctuation and grammar.		Developing reading skills, phonics, high frequency words, spellings, punctuation and grammar.		Developing reading skills, phonics, high frequency words, spellings, punctuation and grammar.	
<b>Key Learning</b>	<p><b>Reading</b> – A range of literature designed to address topical issues within society to prompt discussions. Magazine articles, Web print outs and newspaper reports related to chosen speaking &amp; Listening assessment topic.</p> <p><b>Writing</b> –Evaluate articles Writing can be recorded in various formats including; notes, diary accounts, interviews and letters</p> <p><b>Oracy</b> – Students are encouraged to develop oracy skills by sharing individual presentations based on their own interests. Students also participate in whole class discussions on a mutually agreed subject.</p>		<p><b>Reading</b> – Developing reading and inference skills designed to help students to understand ‘skimming and ‘scanning’ techniques.</p> <p>Learners will be encouraged to read for pleasure outside the curriculum, evaluating texts to demonstrate their understanding of the wider world.</p> <p><b>Writing</b> - production of texts in response to reading, including writing to analyse as well as writing to promote a point of view.</p> <p><b>Oracy</b> – Class discussions around key themes, perspective and Media bias. Students will also explore different ways of reporting speech – eg: radio script format.</p>		<p><b>Reading</b> – Students will be encouraged to read a range of fiction and non-fiction texts to develop their understanding of different genres.</p> <p>Students will be encouraged to read independently and as a group.</p> <p><b>Writing</b> – Students will be required to produce straightforward texts such as narratives, instructions, explanations and reports of varying lengths. Students will be required to produce straightforward and complex texts such as articles, narratives, explanations and reports of varying lengths.</p> <p><b>Oracy</b> – speaking and listening tasks throughout the term, linked to key extracts within the text.</p>	
<b>Formal (Summative) Assessment</b>	SPAG – Assessment Reading Intervention data		SPAG – Assessment Reading Intervention data		SPAG – Assessment Reading Intervention data	
<b>End Points (Non-negotiable Skills)</b>	Communication with peers	<ul style="list-style-type: none"> <li>Adapt tone and register to suit the needs of the audience</li> <li>A range of broad and diverse vocabulary, including subject specific terminology.</li> <li>Ability to inform group discussion and engage with turn taking within peer setting.</li> </ul>	Developing independent reading skills	<ul style="list-style-type: none"> <li>Understanding of SEMH issues and how to discuss key issues with peers and adults.</li> <li>Identifying key information within the text, synthesising information appropriately.</li> </ul>	Identifying key issues within the text	<ul style="list-style-type: none"> <li>Use of formal and informal language</li> <li>Ability to decipher key vocabulary successfully</li> <li>Use different language and register (eg persuasive techniques, supporting evidence, specialist words), suited to audience and purpose</li> </ul>
<b>Cross-curricular Links</b>	PSHE, sociology	Cross – curricular topics form the PSHE framework to include (eg): crime, punishment, popular TV culture and Social Media	PSHE, English Language KS3 skills (AQA), RE (class/race/stereotypes)	Extract based non-fiction; articles from popular culture	PSHE, English Language GCSE (KS3 skills),	History – American justice system and juvenile detention system, morals and ethics of law.

# Year 8 Curriculum Assessment Map



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Year 8	Term 1 Health and well-being (reading and writing)		Term 2 Whole class reading – “Terror Kid” (reading and writing)		Term 3 Life skills/Careers pathway (reading and writing)	
<b>Building Skills</b>	Developing reading skills, phonics, high frequency words, spellings, punctuation and grammar.		Developing reading skills, phonics, high frequency words, spellings, punctuation and grammar.		Developing reading skills, phonics, high frequency words, spellings, punctuation and grammar.	
<b>Key Learning</b>	<p><b>Reading</b> – A range of literature designed to address topical issues within society to prompt discussions. Magazine articles, Web print outs and newspaper reports related to chosen speaking &amp; Listening assessment topic.</p> <p><b>Writing</b> –Evaluate articles Writing can be recorded in various formats including; notes, diary accounts, interviews and letters</p> <p><b>Oracy</b> – Students are encouraged to develop oracy skills by sharing individual presentations based on their own interests. Students also participate in whole class discussions on a mutually agreed subject.</p>		<p><b>Reading</b> – Developing reading and inference skills designed to help students to understand ‘skimming and ‘scanning’ techniques.</p> <p>Students will be encouraged to read for pleasure outside the curriculum, evaluating texts to demonstrate their understanding of the wider world.</p> <p><b>Writing</b> - production of texts in response to reading, including writing to analyse as well as writing to promote a point of view.</p> <p><b>Oracy</b> – Class discussions around key themes, perspective and Media bias. Students will also explore different ways of reporting speech – eg: radio script format.</p>		<p><b>Reading</b> – Students will be encouraged to read career-based literature, investigating a range of careers. Students will be encouraged to read independently and as a group.</p> <p><b>Writing</b> – Students will be required to produce straightforward texts such as instructions, information leaflets and posters based upon the career options they have explored. Students will be expected to write about key life skills (including; safety, healthy relationships, dangers)</p> <p><b>Oracy</b> – speaking and listening tasks throughout the term, linked to career/life skill presentations.</p>	
<b>Formal (Summative) Assessment</b>	SPAG – Assessment Reading Intervention data		SPAG – Assessment Reading Intervention data		SPAG – Assessment Reading Intervention data	
<b>End Points (Non-negotiable Skills)</b>	Communication with peers	<ul style="list-style-type: none"> <li>Adapt tone and register to suit the needs of the audience</li> <li>A range of broad and diverse vocabulary, including subject specific terminology.</li> <li>Ability to inform group discussion and engage with turn taking within peer setting.</li> </ul>	Developing independent reading skills	<ul style="list-style-type: none"> <li>Understanding of topical news issues addressing SEMH issues linked to the text (crime/gangs/peer pressure)</li> <li>Identifying key information within the text, synthesising information appropriately.</li> </ul>	Identifying key issues within the text	<ul style="list-style-type: none"> <li>Use of formal and informal language</li> <li>Ability to decipher key vocabulary successfully</li> <li>Use different language and register (eg persuasive techniques, supporting evidence, specialist words), suited to audience and purpose</li> </ul>
<b>Cross-curricular Links</b>	PSHE, sociology, citizenship, English	Cross – curricular topics form the PSHE framework to include (eg): body image, crime, relationships	PSHE, English Language KS3 skills (AQA), RE (class/race/stereotypes)	Extract based non-fiction; articles from popular culture and whole class text	PSHE, English Language GCSE (KS3 skills), sociology	Citizenship – discovering the world around and us and the society values





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