

# Central Hub Brighton – Curriculum Topic Information Sheet

Subject	Year	Term
English	KS3	Half term 1 Sept – October
Topic/s		
Narrative writing: Diaries/Biographies		
Content (Intent)		
Prior Learning (Topic/s):		
Beginning of 12 Week Programme – Half Term 1 (No Prior Learning available)		
Future Learning (Topic/s):		
<ul style="list-style-type: none"> <li>• Informative texts: Media and advertising</li> <li>• Reporting/summarising: Articles</li> <li>• Formal/informal language: Letters</li> <li>• Speeches/scripts: Presentations/plays</li> <li>• Descriptive language: Poetry and Stories</li> </ul>		
What Knowledge or Skills will be Taught? (Implementation)	How will your Understanding be Assessed and Recorded (Impact)	
Knowledge	On Going Assessment	
<ul style="list-style-type: none"> <li>• What are the conventions around diaries and biography writing?</li> <li>• How to adapt writing and creativity to develop ideas.</li> <li>• Develop understanding through texts and ideas from different time periods and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes Measures focused Skills-based Curriculum</li> <li>• Portfolio based evidencing of skills acquisition through Termly Topic Modules</li> </ul>	
Skills	Formal Assessment	
<ul style="list-style-type: none"> <li>• Identify and discuss the language and organisational features of biography and information texts.</li> <li>• Identify and discuss elements of narrative storytelling, chronology and values when they are encountered through facts, opinions or anecdotes.</li> </ul>	<ul style="list-style-type: none"> <li>• Hodder (Reading age assessment to be completed at entry and exit)</li> <li>• Dyslexia Portfolio (Processing, Comprehension, Memory – to be completed at entry and exit)</li> </ul>	
SEMH Curriculum Knowledge & Skills	Assessment of SEMH Development	
<ul style="list-style-type: none"> <li>• Active participation</li> <li>• Calm disposition</li> <li>• Attentive listening</li> <li>• Appropriate social register</li> <li>• Self-restraint</li> <li>• Turn taking</li> <li>• Following adult-led direction</li> <li>• Multi-contribution exchanges</li> <li>• Reciprocity</li> </ul>	<ul style="list-style-type: none"> <li>• Reach to Teach Electronic Assessment</li> <li>• SALT Social Communication evidencing</li> <li>• Art Therapy Exit Profile Evidence</li> <li>• Key Work Exit Profile Evidence</li> <li>• SIMs Achievement/Behaviour log</li> </ul>	

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## How Can Families Help at Home?

- Reciprocal weekly dialogue with Form Tutor pertaining to efforts and achievements
- Parent/Carer *buy in*, with regards to the rules and expectations of the school
- Free flow of information between Parents/Carers

## Helpful Further Reading/Discussion (including Reading and Vocabulary Lists)

Reading	Vocabulary Lists