

Central Hub Brighton – Curriculum Topic Information Sheet

Subject	Year	Term
English	KS3	Half term 4 February - April
Topic/s		
Formal/informal language: Letters		
Content (Intent)		
Prior Learning (Topic/s):		
<ul style="list-style-type: none"> • Narrative writing: Diaries/Biographies • Informative texts: Media and advertising • Reporting/summarising: Articles 		
Future Learning (Topic/s):		
<ul style="list-style-type: none"> • Speeches/scripts: Presentations/plays • Descriptive language: Poetry and Stories 		
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"> • What are the structures and persuasive/ non-persuasive devices specific to speeches and letters? • To analyse a variety of texts to gain, inform and demonstrate understanding formal and informal letters and speeches. 	<ul style="list-style-type: none"> • Outcomes Measures focused skills-based Curriculum • Portfolio based evidencing of skills acquisition through Termly Topic Modules 	
Skills	Formal Assessment	
<ul style="list-style-type: none"> • Pupils will gain awareness and demonstrable skills around a formal letter structure. • Pupils will comparatively analyse two persuasive texts and demonstrate their understanding. • Develop redrafting ability by producing a high-quality letter. 	<ul style="list-style-type: none"> • Hodder (Reading age assessment to be completed at entry and exit) • Dyslexia Portfolio (Processing, Comprehension, Memory – to be completed at entry and exit) 	
SEMH Curriculum Knowledge & Skills	Assessment of SEMH Development	
<ul style="list-style-type: none"> • Active participation • Calm disposition • Attentive listening • Appropriate social register • Self-restraint • Turn taking • Following adult-led direction • Multi-contribution exchanges 	<ul style="list-style-type: none"> • Reach to Teach Electronic Assessment • SALT Social Communication evidencing • Art Therapy Exit Profile Evidence • Key Work Exit Profile Evidence • SIMs Achievement/Behaviour log 	

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<ul style="list-style-type: none">• Reciprocity	
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How Can Families Help at Home?

<ul style="list-style-type: none">• Reciprocal weekly dialogue with Form Tutor pertaining to efforts and achievements• Parent/Carer <i>buy in</i>, 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

Central Hub Brighton – Curriculum Topic Information Sheet

Subject	Year	Term
English	KS3	Half term 5 April - May
Topic/s		
Speeches/scripts: Presentations/plays		
Content (Intent)		
Prior Learning (Topic/s):		
<ul style="list-style-type: none"> • Narrative writing: Diaries/Biographies • Informative texts: Media and advertising • Reporting/summarising: Articles • Formal/informal language: Letters 		
Future Learning (Topic/s):		
<ul style="list-style-type: none"> • Descriptive language: Poetry and Stories 		
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"> • What is a script? • What is a plot? • What is a super-objective? • What is status and blocking? • Can I apply learned features to performance of a script? • Can I write a brief script and perform this to an audience? 	<ul style="list-style-type: none"> • Outcomes Measures focused Skills-based Curriculum • Portfolio based evidencing of skills acquisition through Termly Topic Modules 	
Skills	Formal Assessment	
<ul style="list-style-type: none"> • Be able to understand the script and write own simple script for performance. • Be able to apply the skills to the scripted performance and write a script with clear character and plot. • Work confidently and constructively on own or as part of a group. • Development of physical control. 	<ul style="list-style-type: none"> • Hodder (Reading age assessment to be completed at entry and exit) • Dyslexia Portfolio (Processing, Comprehension, Memory – to be completed at entry and exit) 	
SEMH Curriculum Knowledge & Skills	Assessment of SEMH Development	
<ul style="list-style-type: none"> • Active participation • Calm disposition • Attentive listening • Appropriate social register • Self-restraint • Turn taking 	<ul style="list-style-type: none"> • Reach to Teach Electronic Assessment • SALT Social Communication evidencing • Art Therapy Exit Profile Evidence • Key Work Exit Profile Evidence • SIMs Achievement/Behaviour log 	

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| <ul style="list-style-type: none">• Following adult-led direction• Multi-contribution exchanges• Reciprocity | |
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How Can Families Help at Home?

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| <ul style="list-style-type: none">• Reciprocal weekly dialogue with Form Tutor pertaining to efforts and achievements• Parent/Carer <i>buy in</i>, with regards to the rules and expectations of the school• Free flow of information between Parents/Carers |
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Helpful Further Reading/Discussion (including Reading and Vocabulary Lists)

Reading	Vocabulary Lists

Central Hub Brighton – Curriculum Topic Information Sheet



Subject	Year	Term
English	KS3	Half term 6 May - July
Topic/s		
Descriptive language: Poetry and Stories		
Content (Intent)		
Prior Learning (Topic/s):		
<ul style="list-style-type: none"> • Narrative writing: Diaries/Biographies • Informative texts: Media and advertising • Reporting/summarising: Articles • Formal/informal language: Letters • Speeches/scripts: Presentations/plays 		
Future Learning (Topic/s):		
End of annual curriculum cycle – (No Future Learning Available)		
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"> • Can I structure a story with an arresting opening, a developing plot, a complication, a crisis and a satisfying resolution? • Can I describe an object, person or setting in a way that includes relevant details and is accurate and evocative? • Can I recognise how a poet’s language choices can enhance meaning e.g. repetition, emotive vocabulary, varied sentence structure or line length, sound effects etc. and apply this to my own poetry? 	<ul style="list-style-type: none"> • Outcomes Measures focused skills-based Curriculum • Portfolio based evidencing of skills acquisition through Termly Topic Modules 	
Skills	Formal Assessment	

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<ul style="list-style-type: none"> • Can plan, draft, edit, revise, proofread and present a text with readers and purpose in mind. • Can portray character, directly through description, dialogue and action. • Can recount a story, anecdote or experience and consider how this differs from written narrative. • Can vary the structure of sentences and stanzas within paragraphs to lend pace, variety and emphasis in my poetry whilst applying learned concepts 	<ul style="list-style-type: none"> • Hodder (Reading age assessment to be completed at entry and exit) • Dyslexia Portfolio (Processing, Comprehension, Memory – to be completed at entry and exit)
SEMH Curriculum Knowledge & Skills	Assessment of SEMH Development
<ul style="list-style-type: none"> • Active participation • Calm disposition • Attentive listening • Appropriate social register • Self-restraint • Turn taking • Following adult-led direction • Multi-contribution exchanges • Reciprocity 	<ul style="list-style-type: none"> • Reach to Teach Electronic Assessment • SALT Social Communication evidencing • Art Therapy Exit Profile Evidence • Key Work Exit Profile Evidence • SIMs Achievement/Behaviour log
How Can Families Help at Home?	
<ul style="list-style-type: none"> • Reciprocal weekly dialogue with Form Tutor pertaining to efforts and achievements • Parent/Carer <i>buy in</i>, 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