

# Central Hub Brighton – Curriculum Topic Information Sheet

Subject	Year	Term
English	KS3	Half term 3 January - February
Topic/s		
Reporting/summarising: Articles		
Content (Intent)		
Prior Learning (Topic/s):		
<ul style="list-style-type: none"> <li>• Narrative writing: Diaries/Biographies</li> <li>• Informative texts: Media and advertising</li> </ul>		
Future Learning (Topic/s):		
<ul style="list-style-type: none"> <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>• To understand the terms and characteristics around articles broadsheets and tabloids.</li> <li>• Why do some sentence structures and other features particularly pertain to article writing?</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>• To be able to identify one of the common sentence structures used in reports and recounts.</li> <li>• To write articles based upon the paragraph and sentence conventions learned</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> </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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<ul style="list-style-type: none"><li>• Reciprocity</li></ul>	
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## How Can Families Help at Home?

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

Reading	Vocabulary Lists