

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 • Following adult-led direction 	<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">• Multi-contribution exchanges• 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
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Helpful Further Reading/Discussion (including Reading and Vocabulary Lists)

Reading	Vocabulary Lists

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