

Curriculum Recovery: English

Year	Curriculum adaptations - lessons	Home Study
7	<ul style="list-style-type: none"> • We have incorporated a new transition unit on ancient tales from across the globe, which will span the first term. This will refamiliarize students with core reading skills from Key Stage 2 while engaging them in the study of stories and literary traditions. • Following the study of ancient tales, all Year 7 students will complete a writing transition unit, during which they will revisit core grammatical skills from the Key Stage 2 curriculum, including covering grammatical concepts they may have missed during primary school closures. Later in the year, students will then be streamed into a writing programme best suited to the level at which they are writing, in order to best support their needs and enable them to master key writing skills, providing a secure foundation for later study. • Year 7 will also study <i>Oliver Twist</i> within the first term. This is the typical start to Year 7 at OMA, and this will run alongside the new ancient tales unit to ensure students do not fall behind compared to the usual Key Stage 3 English curriculum. • Through the Accelerated Reader programme at Key Stage 3, Year 7 students sit a baseline test at the start of the academic year and are then directed to read books in the library suited to their reading age. Over the year, students then read increasingly challenging texts in order to improve their reading ability and make up for any loss of reading practice towards the end of Year 6. Students will then be re-tested every half-term to ensure progress is being made and identify students who may still be reading below their expected level and require intervention. Progress in reading will be celebrated and rewards will be given to students in order to foster a love of reading, which may have been lost while students were not in school during Year 6. 	<ul style="list-style-type: none"> • To strengthen students' development in literacy, they are expected to read their library book for a minimum of 60 minutes per week, in addition to their weekly library lesson. Research suggests that this amount of time spent reading provides children with the requisite amount of reading time to make strong progress in their reading ability. This therefore allows our students to address any regression in reading ability which may have arisen due to the effects of the lockdown period. • Students are also given the option to revise at home using online flashcards and games which facilitate the retention of key vocabulary covered in English lessons.
8	<ul style="list-style-type: none"> • Year 8 students missed the study of poetry and metaphors at the end of Year 7 due to lockdown. Home learning materials during this period focused on these areas, but to ensure that no student falls behind, a new poetry booster unit has been created for the first term of Year 8. This unit ensures that students still understand how to explore metaphors, a key skill that will be relevant throughout their study of English at secondary school, while also allowing them to engage with poetry. • There will also be a diagnostic assessment of students in this year group to identify any key knowledge from Year 7 that has been lost, which can then be incorporated into 	<ul style="list-style-type: none"> • As with Year 7, Year 8 home study focuses on reading in order to ensure students make up any lost ground in terms of reading ability. Students must read their library book for a minimum of 60 minutes per week at home, in addition to the hour they spend in the library each week.

	<p>learning during Year 8 through starter activities, home study and other teaching strategies.</p> <ul style="list-style-type: none"> As with Year 7, Year 8 students follow the Accelerated Reader programme. The testing at the start of the academic year identifies what levels students are reading at, so they can then be directed to the most appropriate books to improve their reading ability. Regular book quizzing (which comes with rewards) and half-termly testing will be used to track students' progress and plan for intervention where required. 	<ul style="list-style-type: none"> Students are also given the option to revise at home using online flashcards and games which facilitate the retention of key vocabulary covered in English lessons. The Year 8 flashcards also cover key vocabulary from Year 7, so these words remain in students' working memories.
9	<ul style="list-style-type: none"> Students in Year 9 missed the study of George Orwell's <i>Animal Farm</i> at the end of Year 8 due to the lockdown. The study of this text introduces students to key concepts, knowledge, skills and vocabulary that will be useful when studying other texts throughout their time at OMA. As this study explores challenging ideas, such as viewing the text as an historical allegory, the decision was made not to deliver this unit through remote learning during the lockdown and instead place it at the beginning of Year 9 to ensure students develop a full appreciation and understanding of the text, along with the skills and knowledge related to it. 	<ul style="list-style-type: none"> To improve literacy and reading skills, reading is again the focus of home study in Year 9. Students can select a text from a variety offered by the academy, or choose their own book, and are expected to read this for at least 50 minutes per week. They also complete written tasks based on the book they are reading to demonstrate their comprehension and understanding of new vocabulary they have learnt. As with Years 7 and 8, students are also given the option to revise at home using online flashcards and games which facilitate the retention of key vocabulary covered in English lessons. The Year 9 flashcards also cover key vocabulary from Years 7 and 8, so these words remain in students' working memories.
10	<ul style="list-style-type: none"> Students in Year 10 will begin their preparation for GCSE English Language and Literature exams as planned, but strategies will be put in place to ensure knowledge and skills from Key Stage 3 – particularly Year 9 – are revisited and not forgotten. This will include 'Do Now' starter activities every lesson which will include questions on topics from previous years. A new unit on how to analyse writers' methods has been introduced in Year 10 to ensure that students are comfortable with the fundamental skills involved in analysis, 	<ul style="list-style-type: none"> Year 10 home study is set through assignments on GCSE Pod. This is available online. Students are directed to 'pods' (educational videos) which match the topics they are studying and have previously covered in class, to ensure learning is

	<p>which is crucial to the study of English at GCSE. These skills were initially introduced and developed throughout Key Stage 3, but this unit will ensure that students are refamiliarised with them following the lockdown period, before further developing and honing them to give a strong foundation to their studies at Key Stage 4.</p>	<p>consolidated and retained.</p> <ul style="list-style-type: none"> • Year 10 students will also complete a fortnightly writing task as part of their home study. This will support with the retention of key writing skills. • Additionally, Year 10 students are directed to flashcards and related games and activities linked to them, to support with the retention of key knowledge and vocabulary related to the topics they cover in class.
<p>11</p>	<ul style="list-style-type: none"> • The opening half-term will focus on lost learning from Year 10 as a result of the lockdown. Students will revisit the topics covered in Year 10, and initial assessments will take place in September to enable teachers to identify gaps and lost learning from this period. Time has subsequently been planned into the curriculum to allow teachers the opportunity to address these gaps before mock exams, and further intervention time has been included later in the year following the mocks. Teachers will analyse assessment results to decide what areas still need work. • Due to the lockdown, Year 11 missed the study of their GCSE English Literature Shakespeare text, <i>Romeo and Juliet</i>, at the end of Year 10. This has now been incorporated into the Year 11 curriculum. To ensure that learning time is not significantly reduced as a result of this, we have switched exam board for English Literature from AQA to Pearson Edexcel, as the revised exams for 2021 with the latter better suit the texts our students have already covered, and will allow more time to revisit these rather than also including a unit on poetry in Year 11 as would be necessary with AQA. (Year 11 would typically cover a unit on poetry, which as a curriculum team we do passionately view as an important part of the study of English Literature. However, we believe the correct decision to maximise our students' chances in their exams, and protect their mental health considering the additional revision expected due to lost learning time in 2020, is to not study poetry for this year. Students have still previously studied poetry at Key Stage 3 so have not missed the opportunity to engage with it; they will just not be assessed on this as part of their GCSE exams.) 	<ul style="list-style-type: none"> • Year 11 home study is set through assignments on GCSE Pod. This is available online. Students are directed to 'pods' (educational videos) which cover their learning from Year 10, to ensure that key knowledge from before the lockdown is revisited and retained. This will then be interleaved with pods related to their units of study in Year 11 as the year progresses. • As well as this, Year 11 students are directed to flashcards and related games and activities linked to them, to support with the retention of key knowledge and vocabulary related to the topics they cover in class.

	<ul style="list-style-type: none">• Students also missed the study of viewpoint writing in Year 10. The skills in this area are necessary for success in English Language Paper 2. As with <i>Romeo and Juliet</i>, this unit has now been built into Year 11.• To further alleviate time pressures in Year 11, the spoken language presentations required for GCSE English Language will not be recorded – usually, all presentations are done in front of a video camera. This will free up time and potentially make students feel more comfortable with delivering their presentations. This decision has been made in accordance with changes allowed by Ofqual for the 2021 GCSE entries.• English staff will run intervention sessions for Year 11 each Monday after school, as well as some sessions in the school holidays, to give students the best possible chance to catch up on lost learning.• ‘Whole Class Feedback’ sessions, which typically last for one lesson, have now been extended to two lessons for Year 11 in English. This allows English teachers more time to work through key learning with students that may have been lost or require extra practice since Year 10, while also having time to address any issues that appear within the units being studied at the time in Year 11.	
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