

EMC KS3 Curriculum^{plus}

Units of Learning: Medium-Term Plans



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LL1 Writers' Choices

◆ Year 7

◆ 2-3 weeks

KS3 Language Laboratory pages 8-22

Narrative of the unit

This unit encourages pupils to think carefully about the language choices available in the writing process. It does this initially through a close textual analysis of a passage from Alex Wheatle's contemporary YA novel, *Crongton Knights*. Pupils draw on their own ideas, plus those of Wheatle (available to watch on accompanying video material) and of their teacher, to construct a close language analysis. They then compare this to the beginning of *Great Expectations*, which Wheatle's text clearly references. Here they focus on the minutiae of punctuation choices, before moving on to think about sentences. They build on this work to think about the effect that even small choices of vocabulary and grammar can have on a text, before attempting some creative writing of their own that they analyse through the lens of choice.



EMC Curriculum Processes

Personal Processes

- ▶ Adapt speech and writing for different purposes, audiences and forms

Creative Processes

- ▶ Draw on reading to inform creative writing
- ▶ Speak and write in ways that entertain, stimulate and hold attention
- ▶ Play with language imaginatively for effect
- ▶ Use language flexibly in range of contexts for different audiences and purposes

Critical Processes

- ▶ Identify and comment on what is significant and interesting within a text
- ▶ Understand how language and meaning are related to context
- ▶ Reflect critically on own speaking and writing
- ▶ Compare texts

Technical Processes

- ▶ Understand conventions of grammar and punctuation
- ▶ Articulate how conventions of grammar and punctuation are used for particular effect in range of different texts
- ▶ Draw on conventions of grammar and punctuation for particular effect in range of different types of writing
- ▶ Write accurately and coherently, drawing on suitable level of detail
- ▶ Draw on wide vocabulary to communicate effectively and meaningfully; this includes recognising when straightforward, simple vocabulary is more effective than more complex vocabulary
- ▶ Understand how language shapes meaning in a range of texts

Rich Curriculum Content (with reference to the National Curriculum)

This maps out the curriculum ‘headlines’ for this unit. Much of the ‘subject content’ in the KS3 National Curriculum programme of study, is already covered by EMC’s Curriculum Processes. We have used processes for the bulk of the mapping, because they guide teachers and students in how to *do* English beyond simple subject matter.

Reading	<ul style="list-style-type: none"> ▶ High quality contemporary fiction ▶ 19th century fiction ▶ Close focus on language, punctuation and grammar ▶ Read texts for challenge, interest and enjoyment
Writing	<ul style="list-style-type: none"> ▶ Writing in role ▶ Creative and imaginative writing ▶ Writing critically
Grammar & Vocabulary	<ul style="list-style-type: none"> ▶ Precise and confident use of linguistic and literary terminology ▶ Impact of grammatical features ▶ Drawing on vocabulary and grammatical constructions
Speaking & Listening	<ul style="list-style-type: none"> ▶ Participate in structured discussions ▶ Use formal and informal discussion to generate ideas

Suggested Route Through

STAGE 1	<p>ALEX WHEATLE – A CLOSE STUDY Pages 8-13</p> <ul style="list-style-type: none"> ◆ Pupils study an extract from the start of Alex Wheatle’s <i>Crongton Knights</i> in three stages. First, they listen to a reading and record their own thoughts. Next, they take notes based on what the writer says himself. They then listen to the teacher add extra thoughts of their own. They use this to write a list of 10 things that are interesting about the extract, before seeing if they can recognise which out of a series of bits of writing are from Alex Wheatle, based on their understanding of his style. The activity on page 13 allows them to consider choice in Alex Wheatle’s work in more detail. They use this to develop a profile for a YA writer of their own. They conclude this stage by writing part of a story or novel in role as this writer.
STAGE 2	<p>CHARLES DICKENS – A CLOSE STUDY Pages 14-17</p> <ul style="list-style-type: none"> ◆ Pupils move on to look at the start of <i>Great Expectations</i>. First, they explore how writers can have choice even in the punctuation they use. They build on this to think about how Dickens uses sentences, focusing on the length and variation of sentences in the extract.

Suggested Route Through

STAGE 3	COMPARING DICKENS AND WHEATLE Page 18 <ul style="list-style-type: none">◆ Pupils draw on the statement bank to compare how sentences are used in the passages by Wheatle and Dickens. They develop their understanding of how to talk about sentences, but also absorb the different styles used by both writers. They draw on this to write in the style of one of the writers.
STAGE 4	THE EFFECT OF SMALL CHANGES Page 19-20 <ul style="list-style-type: none">◆ Pupils are given two short extracts. One is from Marcus Sedgwick's <i>Revolver</i>, the other a slightly adapted version of the same extract. Pupils do a close stylistics analysis, identifying the different word classes in each and commenting on the small differences. They then choose a passage from some of their own reading and make 10 small changes to it.
5	EXPLORING OWN WRITING Page 21-22 <ul style="list-style-type: none">◆ Pupils write creatively. They start with five nouns which they work into a simple story. They then develop the story's plot and write a short piece of narrative. They reflect on the choices made in their narrative, drawing on the chart on page 21.

ASSESSMENT TASK

Teachers can take a portfolio approach, or highlight a single piece for marking. The work done has primarily involved creative and transformative writing. Examples include:

- ◆ Developing a YA writer profile and writing in the style of that writer (from Stage 1)
- ◆ Writing in the style of Dickens or Wheatle (from Stage 3)
- ◆ Developing a piece of their own narrative writing and commenting on choices made (from Stage 5).

LL2 The Power of Voice

◆ Year 8

◆ 2-3 weeks

KS3 Language Laboratory pages 23-50

Narrative of the Unit

This unit encourages pupils to consider what is meant by literary voice, and what makes a powerful voice. It does this largely through a close study of a Sita Brahmachari short story, 'Amir and George'. It is written in the first person voice of a recent refugee to the UK whose English is still developing. Consequently, pupils are able to reflect on how (and if) a voice can be powerful when it does not have full control of a language.

Alongside a close reading of the story, the unit requires pupils to explore a range of other unusual literary voices and construct a fictional voice of their own. They also have access to video material in which Sita Brahmachari discusses the writing process.



EMC Curriculum Processes

Personal Processes

- ▶ Develop distinctive personal writing style
- ▶ Speak with clarity and confidence in a range of situations
- ▶ Understand how language varies among different groups, and how own language and identity is positioned within these variations

Creative Processes

- ▶ Draw on reading to inform creative writing
- ▶ Generate fresh and interesting ideas for range of speaking + writing tasks

Critical Processes

- ▶ Identify and comment on what is significant and interesting within a text
- ▶ Understand how language and meaning are related to context
- ▶ Situate their reading within its broader literary, social and historical contexts

Technical Processes

- ▶ Understand conventions of grammar and punctuation
- ▶ Articulate how conventions of grammar and punctuation are used for particular effect in range of different texts
- ▶ Maintain consistency and appropriateness of tone in written and spoken communication
- ▶ Make informed choices about when to vary formality and sophistication of communication
- ▶ Understand conventions and significance of Standard English, in school and the wider world, and how and when to use it
- ▶ Understand how language shapes meaning in a range of texts

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Reading	<ul style="list-style-type: none"> ▶ High quality contemporary fiction ▶ Close focus on language, grammar, tone and audience ▶ Read texts for challenge, interest and enjoyment ▶ Read critically
Writing	<ul style="list-style-type: none"> ▶ Writing in role ▶ Writing critically ▶ Creative and imaginative writing ▶ Writing structured non-narrative text
Grammar & Vocabulary	<ul style="list-style-type: none"> ▶ Precise and confident use of linguistic and literary terminology ▶ Impact of grammatical features ▶ Drawing on vocabulary and grammatical constructions
Speaking & Listening	<ul style="list-style-type: none"> ▶ Participate in structured discussions ▶ Use formal and informal discussion to generate ideas ▶ Use improvisation and role play to develop thinking ▶ Presentation and performance

Suggested Route Through

Numbers in the left-hand column refer to stages in the learning process, not to lessons.

STAGE 1	<p>WHAT IS VOICE? Pages 24-27</p> <ul style="list-style-type: none"> ◆ Pupils explore the different definitions of voice, both non-literary and literary. They then explore how writers can represent different voices in fiction by exploring five extracts that feature unusual voices. They feed back to the class their thoughts about one of these voices.
STAGE 2	<p>THINKING ABOUT LANGUAGE RESOURCES Pages 28-29</p> <ul style="list-style-type: none"> ◆ Pupils are introduced to Sita Brahmachari’s short story, ‘Amir and George’, by thinking about the ‘language resources’ that are available to each of them. They build on this to write a personal piece about their own language resources, which they can share with others, or keep to themselves. Alongside this work, pupils watch and listen to Sita Brahmachari talking about her writing. They take notes which they will return to later.