

Subject	English
Term	Cycle 2
Duration (approx.)	12 weeks
Module	OMAM

Skills and concepts to be developed and assessed (linking to identified AOs)

Reading – Awareness of a text’s context. The ability to make inferences and to make analytical comments about a writer’s choice of language. Awareness and appreciation for narrative conventions within a novel.

Writing creatively - using text as a stimulus for ideas. Paying attention to audience and purpose and how this affects our language choices. Technical accuracy.

Spoken language – performance/ presentational skills.

Conceptual focus:

An opportunity for students to study the novel ‘Of Mice and Men’ by John Steinbeck. The novel allows students to explore a whole text and prepare them for the demands of Literature study at GCSE, and beyond. Pupils shall be given the opportunity to explore and analyse Steinbeck’s craft as well as the conventions of novels. They will be expected to question and explore the use of language and to begin to appreciate the writer’s intention.

Factual knowledge to be taught and assessed (including subject specific vocabulary).

Keywords:

Pupils will have access to a ‘Contextual History’ booklet to guide them through some of the social and historical knowledge required. They will also learn terms such as: archetype, metaphorical imagery, symbolism, inequality, segregation and discrimination.

Formative Assessment/key pieces of work prior to end of unit:

Writing: Throughout the unit of work, pupils will be given opportunities to develop their skills in writing to present a point of view or argument.

Reading: Analysing and explaining how language is used by Steinbeck in an extracts from ‘Of Mice and Men.

Summative Assessment

Spoken Language: Group discussions carried out about different elements of the novel and its context.

Writing: Writing to present a point of view on the teaching of ‘Of Mice and Men’ in schools.

Reading Analysing and explaining how characters are presented in ‘Of Mice and Men’.

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

Reading: the analytical skills required at secondary level will be introduced, developed and applied to a challenging yet engaging form. Students will likely have been exposed to reading whole texts at KS2 and so some elements of this will be revisited.

Writing: pupils embed and develop their persuasive writing skills (from KS2) and will be introduced to new learning on structure and crafting., as well as vocabulary and rhetoric.

Spoken language: Building upon the spoken language work in primary, students are given the opportunity to present information to their peers.

Spelling-Punctuation-Grammar

How will you promote high standards within this module?

Expectation of proof reading and self - correcting of written work for technical accuracy.

Expectation of written & spoken work is well suited to purpose and audience and grammatically correct. Adopting standard English at all times.

Accuracy in spelling of key words and learning the definitions of vocabulary provided.

Link forward: where next for the learning?

The three core skills addressed in this unit are revisited regularly throughout Year 7 and beyond to embed and develop learning.