



**Thomas Deacon**  
Academy



# English Terms 1 & 2

## Term 1 - Charles Dickens – author study

- Reading extracts from Dickensian texts.
- Students to research and understand who Dickens was and the times that he wrote in.
- Dickensian words and language to be learnt.

## Term 2 - A Christmas Carol

- Students to study the characters and the plot on a basic level. 19<sup>th</sup> century novel studied.
- Students to watch Muppets Christmas Carol and have **fun with learning Dickensian language**.
- Learning quotations will be a key skill here ready for the Literature exam.
- Students will possibly study 'A Christmas Carol' in year 10.

# English Terms 3 & 4

## Term 3 - Poetry – Growing up/ childhood.

- The poetry will be from a mixture of time periods and from different forms of poetry.
- Students will focus on different forms of poetry and also the different poetic techniques.
- Recapping skills they will have been taught in key stage 3

## Term 4 – Writing styles

- Using what they have learnt in their poetry and remaining with the theme of growing up.
- This term will be a literacy based unit on developing their own writing.
- Different styles of writing – narrative/descriptive/persuasive/ advice
- These fall in line with the writing tasks students will be asked to do in their exams.



# English Terms 5 & 6

## Term 5 - Shakespeare and the 19<sup>th</sup> Century novel

- Introduction to Shakespeare with extracts from Romeo and Juliet.
- Looking closely at the historical context should feature heavily in this term.
- Assessing the basics such as characterisation, plot, setting
- Learning quotations will be a key skill.

## Term 6 –Literature Modern text – Animal Farm

- This term's novel is Animal Farm by George Orwell.
- The Russian Revolution contextual information to be drawn upon and explored.
- To use an exam paper question in the style of the new English Literature GCSE.
- Students will develop their reading skills and analysing texts.

# Who has SMART ENGLISH lessons?

- *Corrective Reading* is typically taught to students whose reading is characterised by:
  - misidentified words
  - confusion of similar words
  - word omissions or insertions
  - lack of attention to punctuation
  - Struggling comprehension.
- Smart English has a high success rate, constant teacher feedback, and built-in opportunities to earn reinforcement throughout each lesson, even students who struggle remain motivated and on task.

# SMART ENGLISH - Books

## Lesson 9

**1** Write 1, 2, or 3 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

3. The catcher tossed the ball to Art, and Art dropped it. ✓  
 2. The coach for the Tigers asked Art to pitch the first inning of the game. ✓  
 1. Art pitched to some big league players before the game. ✓
1. Art pitched to some big league players before the game. ✓  
 2. The Coach for the Tigers asked Art to pitch the first inning of the game. ✓  
 3. The catcher tossed the ball to Art and dropped it. ✓

**2** Write the answers to these questions:

1. A player told Art to throw fast balls. What did he think the batters would do to Art's fast balls?  
 Hit them into the left stands. ✓
2. How far did James Hunt hit the ball? He didn't hit the ball. ✓
3. When Art started to pitch the first inning of the game, he became afraid. What did he start to think about?  
 He was thinking negative things. ✓

**3** The words in the first column have endings. Write the same words without endings in the second column.

tired tire ✓  
 whipped whip ✓  
 jailer jail ✓  
 shaking shake ✓  
 winner win ✓



negative x6 negative  
 negative negative  
 negative neagani  
 negative

## Lesson 9

**1** Write 1, 2, or 3 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

2. The catcher tossed the ball to Art, and Art dropped it.  
 3. The coach for the Tigers asked Art to pitch the first inning of the game.  
 1. Art pitched to some big league players before the game. ✓
1. Art pitched to some big league <sup>players</sup> before the <sup>player</sup> game. ✓  
 2. The catcher tossed the ball to Art, and Art also dropped it. ✓  
 3. The ~~team~~ coach for the ~~to~~ ~~the~~ Tigers ~~X~~ asked Art to pitch the ~~first~~ first inning of the game. ✓

**2** Write the answers to these questions:

1. A player told Art to throw fast balls. What did he think the batters would do to Art's fast balls?  
 Hit them into the left stands. ✓
2. How far did James Hunt hit the ball? He didn't even hit the ball. ✓
3. When Art started to pitch the first inning of the game, he became afraid. What did he start to think about?  
 "Don't throw ball too high!" ✓

**3** The words in the first column have endings. Write the same words without endings in the second column.

tired tire ✓  
 whipped whip ✓  
 jailer jail ✓  
 shaking shake ✓  
 winner win ✓

x6  
 tire = ~~t~~ Tire,  
 Tire, Tire, Tire,  
 Tire, Tire ✓





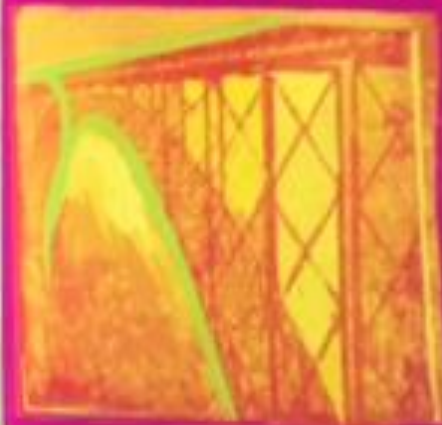
Mantas Bolesas  
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Mrs Tollison

# Skill Application



Siri Ghosh 2008  
Mrs Tollison

# Decoding Strategies



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Name Omali Sidiqulla

Form 11B

Subject Scal. Engin

- At the beginning of the story, where were Bert and the surfer?  
They were in the middle of the sea ✓
- Did the surfer make Bert stop worrying? He did not ✓
- How do you know? Because he felt faint ✓
- What would the sharks have done if Bert made loud noises?  
The sharks would eat him ✓
- Who came to the aid of Bert and the surfer? It was Shirley ✓
- What kind of craft did Shirley have? It was a sailboat ✓

Here are some things that happened after Bert spotted Shirley's craft.  
Number the things 1, 2, 3, and 4 to show the order in which they happened.

- Bert worried about being in the surf. ✓
- Bert failed with a pull. ✓
- Shirley called "Aha!" ✓
- Bert dived over a rail. ✓

- What would the surfer not do? He would not work ✓
- What did Shirley go to sea to do? She wanted to catch fish and sugar ✓
- What did Shirley think would change Bert's mind?  
His life the day of fishing ✓

2 Fill in each blank using a word in the box.

perched	swell	survived
fall	strain	fit

- The baby was hungry and began to wail in a loud voice ✓
- The pigeon perched on top of the building ✓
- Just as the sun set the shark's attack ✓



would have x 6

would have, would have, would have, would have  
would have, would have





# Example of a Lesson Challenge.

- Look at the word attack words. Choose ten words to write sentences about. Remember capital letters and full stops. Eg:
  1. I came third in the race.
  2. I can skim read a text to find the answer.
- Art is going to have to be brave. Write about something you had to be brave for. Or write, in your own words, how Art can be more brave and make himself better.

# It's not just reading skills!

## We Smart Write 😊

Every sixth lesson we stop and write, focusing on applying one skill.

Write and underline the long date.

Write and underline Smart Write.

Write and underline the title Art's big day.

Your job is to write Art's diary. Imagine you are in hospital and you are writing about the events of the past 24 hours. Remember to write in first person: "I can't believe... I was chosen... I pitched".

You could write about these events: Pitching to the professional ball players; talking to the big league people about playing for their teams and being paid lots of money; the car ride with your friends and the accident; waking up in hospital and how you feel.

**SKILL FOCUS:** New paragraph for each change in time or place.



# SMART ENGLISH – Does it work?

- From last two year's data we can see that SMART English really works!
- For example:
  - one Y8 girl last year made six years' progress in one year!
  - Many students made three or four years' progress.
  - The vast majority of students made accelerated progress, which means they made more than the one year's progress expected over a school year.

“Smart English has given me more confidence in my spelling and grammar and made me more confident in my word choices. It’s better being taught in half your class group. The lessons are calmer and it gives you a chance to express yourself, especially if you’re not comfortable talking in large groups.” – George Y9

“I used to hate reading out loud and answering questions but nobody ever laughs if you get it wrong and it’s not scary to have a go. My reading age went up two years in Year 7 and if I do that again, I’ll be at my proper age.” – Adam Y8

## SMART ENGLISH – student voice

“In Smart English we all get to interact and we learn new vocabulary and key words as well improving our reading. I don’t make so many mistakes and I read faster now.” – Molly Y8

“Smart English has helped me read better, write better and spell a lot better. It’s got me more confident about reading aloud without worrying about people taking the mickey out of me.” – Michael Y9

# Language and Linguistics

## What is it?

A course in academic literacy designed to complement and build on the English and Smart English curriculum.

## Who is it for?

Students in Y7, who are in Support, Booster or lower Secondary Ready (SR1) cohorts.

## Why are we doing it?

We need to close further the academic language and literacy gaps for our 50% + EAL, our disadvantaged learners and those who struggle to get ready in KS3 to access and produce GCSE standard academic language and texts.



It's 3 lessons per  
week

Covers subject content  
from:

History, Geography, RE,  
Science, Computer  
Science and PE.

# Language and Linguistics

## IMPORTANT POINTS

The key aspects to develop are:

- Listening skills: *listening with a clear purpose and focus*
- Reading skills: *accessing, navigating, summarising, accurate extraction of detailed meaning*
- Writing skills: *spelling, punctuation, grammar, drafting, proof-reading, structuring*
- Vocabulary development: *word families, learning techniques*
- Spelling knowledge: *patterns, prefixes and suffixes, learning techniques*
- Routines: *consolidation, revision and learning*

# How you can help at home?

## Skills and websites:

<http://www.bbc.co.uk/skillswise/english>

<http://www.bbc.co.uk/education/subjects/z3kw2hv>

<http://www.grammar-monster.com/>

- One really important aspect to your Child's success is attendance and preparation.
- The equipment we want our students to have in lessons includes: Black or blue pens, pencil, ruler, rubber and a reading book.



# KS3 suggested reads

- Jonathan Stroud - **Amulet of Samarkend**
- Sue Townsend - **Secret Diary of Adrian Mole**
- Louis Sachar - **The Boy who Lost his Face**
- Catherine Forde - **Fat Boy Swim**
- Theresa Breslin - **Divided City**
- David McRoberts - **Fergus MacPhail: the Boy, the Legend**
- Darren Shan - **Demonata series**
- J RR Tolkien – **The Lord of the Rings Trilogy**
- Michael Morpurgo – **Private Peaceful**
- Anthony Horowitz - **Stormbreaker**

- Meg Cabot - **All American Girl**
- Dodie Smith - **I Capture the Castle**
- Meera Syal - **Anita and Me**
- Jacqueline Wilson - **Tracy Beaker series**
- Louise Rennison - **Confessions of Georgia Nicolson series**
- Louise Rennison - **The Misadventures of Tallulah Casey series**
- Judy Blume - **Are You there God, it's Me, Margaret**
- Stephanie Mayer – **Twilight Saga**
- Cassandra Clare – **The Mortal Instruments**

# KS3 suggested reads

## BOYS, GIRLS & ADULTS!

- J K Rowling - **Harry Potter series**
- Rick Riordan - **Percy Jackson series**
- Philip Pullman **His Dark Materials (Northern Lights; The Subtle Knife; The Amber Spyglass)**
- Chris Paolini - **Eragon & Eldest**
- Terry Pratchett - **The Carpet People; The Amazing Maurice and his Educated Rodents**
- Neil Gaiman - **The Graveyard Book**
- Lemony Snicket - **A Series of Unfortunate Events**
- Jeff Kinney – **Diary Of A Wimpy Kid series**
- The Boy in the Striped Pyjamas – **John Boyne**

## CLASSICS

- Lucy Maud Montgomery – **Anne of Green Gables series**
- Noel Streatfield - **Ballet Shoes**
- Lewis Carroll - **Alice in Wonder Land**
- Frank L Baum - **The Wonderful Wizard of OZ**
- Louisa M Alcott - **Little Women**
- C S Lewis - **The Lion, the Witch and the Wardrobe-**
- Anne Frank - **The Diary of a Young Girl**
- Charles Dickens - **Oliver Twist**
- R.L. Stevenson - **Treasure Island**
- J. Vance Marshall - **Walkabout**
- Jules Verne - **Journey to the Centre of the Earth**
- HG Wells - **The Time Machine**