

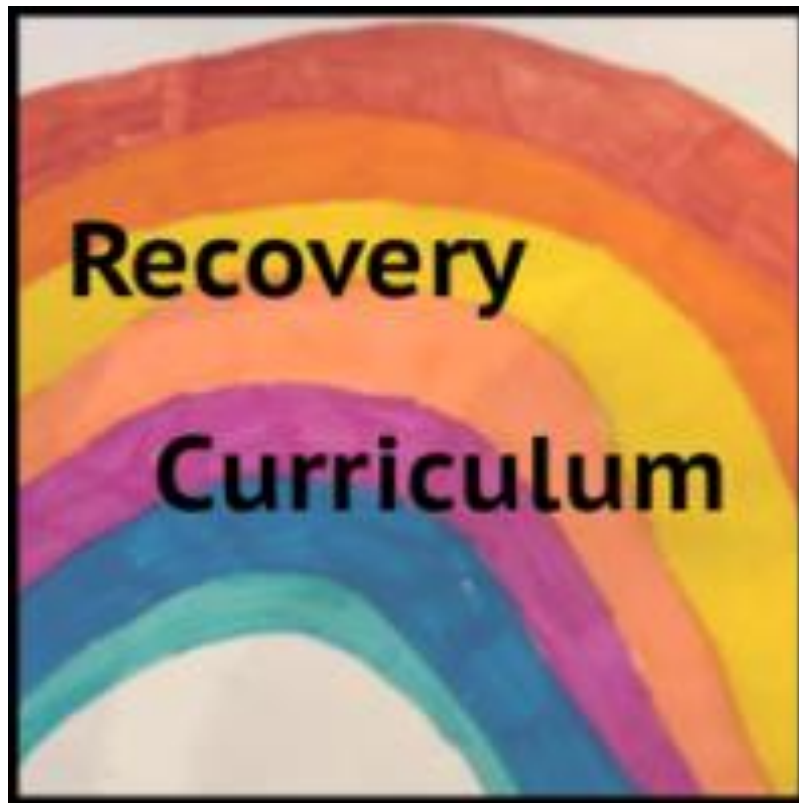
RECOVERY CURRICULUM

Subject: English

Author: FRM

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Updated:



Subject:	English	Teacher:	FRM- All of the English Department
Year:	8	Class:	
Unit title:	Of Mice and Men		
Duration:	3 weeks explicit recovery curriculum <i>within a larger 10 week module</i>		

Intent

Intent Statement – at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society. How are you trying to accomplish this, with this unit/topic?

This topic will focus on student recovery following the pandemic, which has resulted in students experiencing the following possible losses: routine, structure, friendship, opportunity and freedom. It will support students academically, socially and emotionally, in order to transition students back to Academy life and support with the issues resulting from loss.

Aims – what do you want pupils to be able to know and do by the time they finish this unit/topic?

- Speak confidently about the chosen text, extract or topic in English.
- Build memory retention and recall of previous learning by recapping, using the DNA and the three points of learning.
- Write confidently and competently in a variety of forms, including both fiction and non-fiction.
- Read fluently and with accuracy, even in the face of challenging texts
- Speak and listen with confidence and respect, always ensuring a high level of accuracy.
- Be able to utilise a broad and varied vocabulary that can open doors for students in later life.
- Apply BUG to initial assessment style questions and begin to feel confident to try deliberate practice independently.
- Apply learning habits in the classroom with ease and know classroom routines explicitly.

Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?

- We will be brave as staff and tackle the losses that our pupils have faced and encourage them to be brave in the classroom and in our society. Talking will be the first sign of bravery.
- Despite the length of time out of the classroom, we will study texts with an inherent level of challenge – that are either archaic, nonlinear, narrated with complexity, contain complex plots, are resistant to decoding on first glance, or are non-fiction – so that we can raise the level of aspiration for our students but we will support them explicitly with the steps to access these.
- We will ensure all ability ranges are supported in accessing a high level of challenge, rather than oversimplifying or reducing content to a lower level.
- We will create positive learning environments that ensure all students are respected and encouraged to share thoughts, views and opinions in a positive way.
- Kindness above all and patience will be instilled in our practice and in returning to the classroom routines.

Content – what is being covered, ensuring breadth & depth?

This recovery curriculum will expose our students to a challenging fictional text that was previously a text on the legacy GCSE specification so has challenging themes and ideas to deal with. Predominantly for the first three weeks, literature will drive our students' recovery; they will complete oracy-centred activities, and explicit vocabulary instruction. As student confidence grows, creative writing will be built up.

National Curriculum/Exam Specification – how does the content link to the NC or Exam Spec?

Pupils should be taught to: ♣ develop an appreciation and love of reading, and read increasingly challenging material independently through: ♣ reading a wide range of fiction [...] The range will include high-quality works from: • English literature, both pre-1914 and contemporary, including prose, poetry and drama • Shakespeare (two plays) • seminal world literature. Pupils should be taught to: speak confidently and effectively,

	including giving short speeches and presentations, expressing their own ideas and keeping to the point.
Powerful Knowledge – what powerful knowledge is included in this SoW? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds?	
<ul style="list-style-type: none"> - Context of inter-war USA - Cyclical narratives - 'Others' - Hierarchy in society - American Literature - Tier 2 and 3 vocabulary 	
Implementation	
GAPS	
Identification – how are you going to identify the gaps in knowledge/skills?	Triage – how are you going to rank order these gaps in knowledge/skills and 'fill' them, in order of importance?
<ul style="list-style-type: none"> • Five a day DNA to test retention of Year 7 knowledge and skills • Lots of class discussion around the text to assess inference and deduction skills • In the first three weeks, an opportunity for analysis and description in a supportive environment for the class teacher to give whole class light feedback to 	<ul style="list-style-type: none"> • Whole class feedback stickers used to assess priorities and address in subsequent lessons • A weekly meeting with the department to discuss areas of concern-tailor our teaching to address the gaps • Intervention from KEB and JMH with those most affected • Reading frontloaded for the first three weeks to enable comprehension, vocabulary building and inference but more so engagement in reading.
KEY CONCEPTS	
Key Concepts – what are the key concepts being taught?	Progression – how will studying these key concepts support progression to the traditional curriculum that has been planned?
<ul style="list-style-type: none"> • Reciprocal Reading strategies • Decoding language and building vocabulary • Inference, summary, deduction, prediction and analysis 	<p>These skills are imperative to accessing reading texts but also crafting their own descriptive writing. These skills can be applied to the rest of the curriculum with ease and 'Faster Reading Research' shows that front loading with reading will make our students faster and more coherent.</p> <p>Students will begin when confident to look at PEEZL, SEWSEW and zoom description and these fit into our English Skills spiral.</p>
WELLBEING	
Lockdown – how will students share their experiences of lockdown?	Social and Emotional – how will student social and emotional health be supported?

Through creative writing with freedom to share their of companionship and loneliness, linked to the two protagonists George and Lennie. Through discussion about themes in the text such as isolation, ambition, friendship, loss that lend themselves subtly to conversations around the pandemic.	Class discussion and opportunities for talk for writing will enable pupils to feel safe and supported in the classroom and to share their ideas. Regular opportunities to work with others verbally to encourage social interaction such as group work, however safe to do so. Emotional wellbeing- pupils will know that they can use timeout if necessary, from challenging topics. The English department, including new staff, will foster clear communication links with Personal Tutors and Pastoral staff to raise concerns.
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RE-ESTABLISH

Learning Skills – how are you going to re-establish the skills for learning?	Relationships – how are you going to re-establish classroom relationships?
<ul style="list-style-type: none"> - Name the steps from TLAC used explicitly and dual coding to help students remember - Repetitive and clear routines and processes such as classroom entrance, five a day starter, what-why-how embedded from the start more slowly so that these become explicit. - Modelling of good learning habits- Cornell note taking, pride in presentation, use of TLAC icons to prompt students' awareness of the cycle. 	<ul style="list-style-type: none"> - Clear boundaries set by all staff so that students know what is expected of them and what to expect from all staff in the department - Organic opportunities for class discussions and sharing of ideas in a safe environment. - The pace of lessons will allow for the staff and students to reintegrate together at a manageable pace that does not overwhelm. - Praise and achievement points given regularly through Edulink and positive correspondence home.

OPPORTUNITIES

Discussion – what are the discussion based opportunities?	Group – what are the group work-based opportunities (while still ensuring social distancing)?
Predominantly chance to discuss the main themes of the novel and how we apply them to our own lives in modern society and against the backdrop of the pandemic. Also debate and oracy tasks to form critical responses about George's responsibility and allegiances but also society's expectations and prejudices which are presented in the novel.	<ul style="list-style-type: none"> - Balloon debate opportunities to advocate for characters in the novella. - Dual coding session where pairs decide which icons represent the plot and justify their decisions. - Groups pitch their own endings and next steps in action as the cold read happens.

Delivery							
		6) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)	
1	4	Classroom (whole sequence completed)	<input checked="" type="checkbox"/>	Five-a-day DNA around language devices, grammar and poetic techniques- one per lesson from Year 7 studies.	What	Understand how writers use openings.	
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	Understand overall structure and impact of the opening scene. Lang Paper 1 section B.	
			<input type="checkbox"/>		How	Analyse the impact.	
Z	3	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)	Sync hron

		<ul style="list-style-type: none"> Classroom routines including five-a-day and teacher expectations Reciprocal Reading strategies- prediction using front cover of text Robert Burns 'To a Mouse' Story openings Chapter 1 of 'Of Mice and Men' and appropriate vocabulary. 	Targeted questioning about the action and characters. Comprehension questions Pause points in the reading.	Model annotation of setting description Begin to build evidence with the class for each protagonist- to enable a comparison.	Asynchronous (remote)			
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)				
		PEEZL analysis of setting 'How does Steinbeck use language to convey the setting?' Comparison table of George and Lennie	Class- think, pair, share ideas to add to the comparison in green pen. Feedback- whole class about PEEZLs.	5 a day is a daily review of Grammar and terminology Review retention of plot at the start of the lesson. Analysis steps are being reviewed from Year 7.				
First cycle supports Reciprocal Reading, prediction, summary, clarify and question- not much writing and assessment.								
2	4	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
		Classroom (whole sequence completed)	<input checked="" type="checkbox"/>	Five-a-day DNA around language devices, grammar and poetic techniques- one per lesson.	What	Understand the plot and structure of the text.		
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	Appreciate wider structure and significant events.		
					How	Cold Read, timelines, sequencing events.		
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		<ul style="list-style-type: none"> Cold read the text Key vocabulary relevant to 1930s USA 		Verbal checking of comprehension and inference.		RR annotations around key extracts such as Curley's wife- red extract and the American Dream.		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
		Create a dual coding timeline of events Writing an alternative ending or predicted ending.		Use quiz scores to feed back to the class about misconceptions.		Tell the story of task... verbally... Lennie and George's friendship. Review understanding of plot each lesson. Quizzes online to test pupils and produce immediate scores.		
Reading week- cold read and discussion.								
3	4	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		

	Classroom (whole sequence completed)	<input checked="" type="checkbox"/>	Five-a-day DNA around previous reading, comprehension, characters and key vocabulary.	What	Understand Steinbeck's construction of character.	
	Blended (live and remote as independent study)	<input type="checkbox"/>		Why	Understand how language can create characters and what they represent. Apply to our own narratives.	
				How	Comparison of characters, key traits, context-societal attitudes.	
Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)
	Societal expectations in 1930s USA. Context Patriarchy. Zoomorphism		Targeted questioning Class discussion will show understanding.	Model PEEZL analysing the construct of Lennie- animal imagery etc		
	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
	PEEZL or SQILSQIL about the characters if a critical response question feels more apt. Comparison tables of the characters		Sample of books taken and whole class feedback given. Plan for error shared to allow self-correction before staff marking.	Summarise reading so far. 5 a day review of previous reading. Online quizzes- Kahoot 5 a day daily review.		