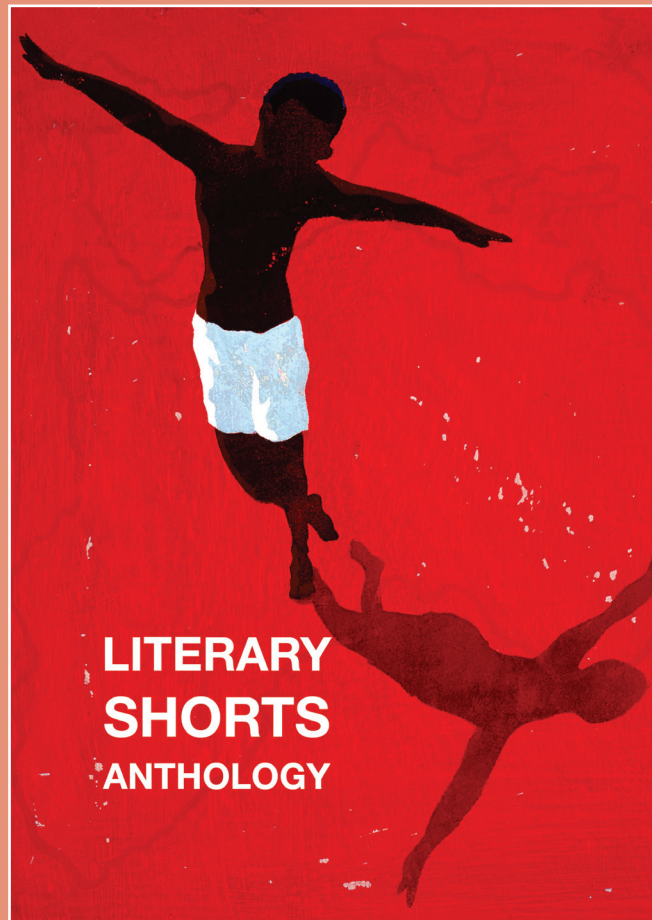


# EMC KS3 Curriculum<sup>plus</sup>

## Units of Learning: Medium-Term Plans



◆	LS1: What Is a Story? (Y7)	2
◆	LS2: Family With a Twist (Y7)	5
◆	LS3: Comparing Stories (Y8)	9
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# LS1 What Is a Story?

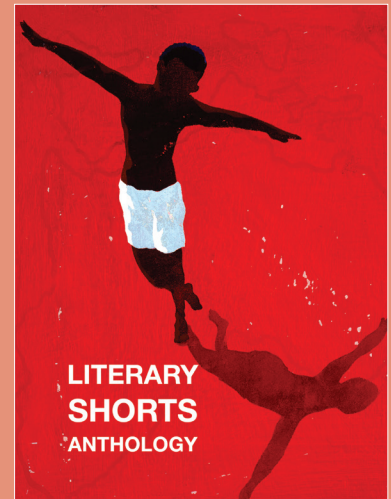
◆ Year 7

◆ 2-3 weeks

*Literary Shorts Anthology* pages 125-128 + 129-133

- ◆ 'The Gulf', by Geraldine McCaughrean + 'The Paradise Carpet', by Jamila Gavin

*Literary Shorts: Creative, Critical and Comparative Approaches at KS3* teacher resource pages 14-19, 32 + 152-162



## Narrative of the Unit

This unit introduces pupils to 'story', first by thinking closely about the word itself and how its different meanings might be applied to studying English. As part of this, pupils evaluate whether or not they consider different texts to be stories, before reading a range of six-word stories and having a go at writing their own. Once this preparation has been done, they read two stories that have a clear plot and structure. The unit also includes a light-touch introduction to some closer textual analysis.

## Analysing Texts and Critical Literacy Cards

- ▶ As with all *Literary Shorts* units, pupils should be given the opportunity to apply the EMC Curriculum<sup>plus</sup> Analysing Texts cards that form part of the EMC KS3 Curriculum<sup>plus</sup> package. They can apply cards of their choice, or cards selected by their teacher, to one or both stories.
- ▶ Pupils can also draw on the EMC Curriculum<sup>plus</sup> Critical Literacy cards, as and when appropriate.
- ▶ The cards are designed to support pupils in working within the broad discipline of English and literary analysis. They offer a focused, straightforward and reflective approach to interleaving some of the key skills of English throughout the curriculum.

## EMC Curriculum Processes

<b>Personal Processes</b>	<b>Creative Processes</b>
<ul style="list-style-type: none"> <li>▶ Discuss and explain own reading choices, including likes and dislikes</li> <li>▶ Read for sustained periods of time with concentration and engagement</li> </ul>	<ul style="list-style-type: none"> <li>▶ Generate fresh and interesting ideas about own reading</li> </ul>
<b>Critical Processes</b>	<b>Technical Processes</b>
<ul style="list-style-type: none"> <li>▶ Identify and comment on what is significant and interesting within a text</li> <li>▶ Express opinions about own reading within broad conventions of literary and linguistic analysis</li> <li>▶ Understand and draw on different ways of interpreting texts</li> <li>▶ Compare texts</li> </ul>	<ul style="list-style-type: none"> <li>▶ Understand how language shapes meaning in a range of texts</li> <li>▶ Understand how texts are constructed for particular effect</li> <li>▶ Talk and write about texts using appropriate subject terminology</li> </ul>

## 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"> <li>▶ Contemporary literary fiction</li> <li>▶ Close focus on figurative language, language, vocabulary choice and text structure</li> <li>▶ Read critically</li> </ul>
Writing	<ul style="list-style-type: none"> <li>▶ Formal expository writing</li> <li>▶ Writing stories</li> </ul>
Grammar & Vocabulary	<ul style="list-style-type: none"> <li>▶ Precise and confident use of linguistic and literary terminology</li> </ul>
Speaking & Listening	<ul style="list-style-type: none"> <li>▶ Participate in structure discussions</li> <li>▶ Use formal and informal discussion to generate ideas</li> </ul>

## Suggested Route Through

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

<b>STAGE 1</b>	<p><b>DEVELOPING UNDERSTANDING OF STORIES</b></p> <p><i>Literary Shorts</i> teacher resource pages 14-19 + 152-162</p> <ul style="list-style-type: none"> <li>◆ Pupils work through the sequence of activities in the <i>Literary Shorts</i> teacher resource to develop their understanding of stories. They begin by exploring the different definitions of 'story' before thinking about what exactly the word might mean when studying English. They then write their own six-word short stories to further their understanding, before thinking about why we tell stories in the first place. This stage provides a clear literary context for what is to follow within this unit.</li> </ul>
<b>STAGE 2</b>	<p><b>FOCUS ON PLOT</b></p> <p><i>Literary Shorts Anthology</i> pages 125-128: 'The Gulf'</p> <p><i>Literary Shorts</i> teacher resource pages 32 + 152-153</p> <ul style="list-style-type: none"> <li>◆ Pupils make predictions based on the first sentence of the story, then read the whole story in small chunks. At each stage they consider what will happen next. They use the story structure diagram on page 32 of the teacher pack to reflect on how the plot is structured and whether this makes the story read well. They conclude by discussing why the man in the story was running. This could include a discussion about what it feels like to read a story in which not all of the information is revealed.</li> </ul>

# Suggested Route Through

STAGE 3

## FOCUS ON LANGUAGE

*Literary Shorts Anthology* pages 125-128: 'The Gulf'

*Literary Shorts* teacher resource pages 32 + 153-155

- ◆ This stage looks closely at particular elements of the language in the story – the use of simile and the description of grass. The focus here is on pupils learning to select small aspects of a text to focus on. First, they think about different similes, moving from expressing preferences about them to commenting on how they are used. Next, they look at short extracts that feature grass, using these to think about how the story develops.

STAGE 4

## BUILDING UNDERSTANDING

*Literary Shorts Anthology* pages 129-133: 'The Paradise Carpet'

*Literary Shorts* teacher resource pages 32 + 157-159

- ◆ This stage explores further how readers develop an understanding of a story as they read. First, pupils do some prediction work about setting, then identify quotations relating to the boys and the man in the story. The focus here is on the use of contrast and the function this has in positioning the reader within the story. Towards the end of the story, they pause to make further predictions before reflecting on the powerful ending. Finally they draw on what they have learned from studying the story closely to write a few critical paragraphs, focusing either on the use of contrast or on the ending.

## ASSESSMENT TASK

Teachers might use a portfolio approach to assessment, combining the following pieces of work:

- ◆ Writing six-word stories (Teacher Resource, page 18)
- ◆ Analysis of how the writer uses similes in 'The Gulf' (Teacher Resource, page 153)
- ◆ Critical writing about 'The Paradise Carpet' (Teacher Resource, page 160).

As a more substantial piece, teachers might suggest pupils complete the following comparative task:

- ◆ **Explain which of the two stories, 'The Gulf' and 'The Paradise Carpet', you like best. You can choose to write just about your preferred story in your answer, or to compare them. In your answer you should think about:**
  - ▶ The storyline
  - ▶ The way the story is written
  - ▶ Anything that strikes you as particularly interesting.

# LS2 Family With a Twist

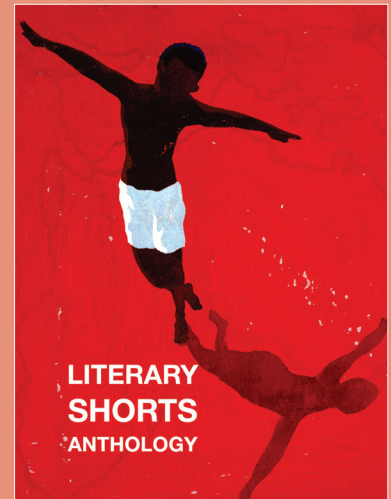
◆ Year 7

◆ 3 weeks

*Literary Shorts Anthology* pages 134-143 + 144-152

◆ 'Resigned', by Meg Rosoff + 'Happily Ever After', by Barbara Bleiman

*Literary Shorts: Creative, Critical and Comparative Approaches at KS3* teacher resource pages 38-41, 47-50 + 163-170



## Narrative of the Unit

This unit draws on two stories that move pupils beyond straightforward children's fiction. 'Resigned' is YA in tone, with an interesting, lively narrative voice and subject matter likely to capture the attention of young readers. The second is more adult. It focuses on a young girl's transition into adulthood, drawing on conventions of genres that young readers will be familiar with. The stories are explored in multiple ways, particularly during reading. There is also a specific focus on narrative voice and genre. Throughout the unit there are lots of opportunities for creative writing, structured in ways that allow pupils to reflect on what they have been reading.

## Analysing Texts and Critical Literacy Cards

- ▶ As with all *Literary Shorts* units, pupils should be given the opportunity to apply the EMC Curriculum<sup>plus</sup> Analysing Texts cards that form part of the EMC KS3 Curriculum<sup>plus</sup> package. They can apply cards of their choice, or cards selected by their teacher, to one or both stories.
- ▶ Pupils can also draw on the EMC Curriculum<sup>plus</sup> Critical Literacy cards, as and when appropriate.
- ▶ The cards are designed to support pupils in working within the broad discipline of English and literary analysis. They offer a focused, straightforward and reflective approach to interleaving some of the key skills of English throughout the curriculum.

## EMC Curriculum Processes

Personal Processes	Creative Processes
<ul style="list-style-type: none"><li>▶ Read for sustained periods of time with concentration and engagement</li></ul>	<ul style="list-style-type: none"><li>▶ Engage with texts creatively, for example writing as a character, changing a text, writing in a different genre, and so on</li><li>▶ Draw on reading to inform creative writing</li></ul>
Critical Processes	Technical Processes
<ul style="list-style-type: none"><li>▶ Identify and comment on what is significant and interesting about a whole text</li><li>▶ Express opinions about reading within broad conventions of literary and linguistic analysis</li><li>▶ Compare texts</li></ul>	<ul style="list-style-type: none"><li>▶ Talk and write about texts using appropriate subject terminology</li></ul>

## 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.

<b>Reading</b>	<ul style="list-style-type: none"><li>▶ Contemporary literary fiction</li><li>▶ Close focus on narrative voice, point of view, character and plot</li><li>▶ Read critically</li><li>▶ Making comparisons across texts</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>▶ Imaginative writing</li><li>▶ Genre writing</li><li>▶ Drawing on reading to inform writing</li></ul>
<b>Grammar &amp; Vocabulary</b>	<ul style="list-style-type: none"><li>▶ Precise and confident use of linguistic and literary terminology</li></ul>
<b>Speaking &amp; Listening</b>	<ul style="list-style-type: none"><li>▶ Use formal and informal discussion to generate ideas</li></ul>