

## Re-engagement Curriculum

Subject:

SL:

QL:

| Year Group | Knowledges and skills which have been missed or only covered by some   | How the remaining teaching for this academic year will be adapted. (Wave 1 interventions)  | Additional interventions that are required over and above normal lesson delivery (Wave 2 interventions) |
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| 7          | <p>Attendance across the year has been sporadic.</p> <p><b><u>Spring 1- Speeches - Reading:</u></b> In reading, they looked in detail at a variety of speeches, used comprehension and summary skills to understand key information and analysed quotations, exploring key techniques include AFOREST, Audience inclusion/personal pronouns, antithesis. They also explored the importance of tone and body language in delivering a speech. They were guided through PEEEL writing technique. Writing: Spring 2- Shakespeare Reading: Pupils have been introduced to key contextual information about Shakespeare, including: his life and career, Elizabethan and Jacobean England, The Globe Theatre and performance, Shakespeare genres, verse and prose (light introduction to iambic pentameter). They have then used summary and comprehension skills to create mind-maps and educational leaflets/posters. They have not yet looked at any Shakespearean text in detail.</p> <p style="text-align: center;"><b>Writing:</b></p> <p><b><u>Spring 2- Shakespeare Reading:</u></b> Pupils have been introduced to key contextual information about Shakespeare, including: his life and career, Elizabethan and Jacobean England, The Globe Theatre and performance, Shakespeare genres, verse and prose (light introduction to iambic pentameter). They have then used summary and</p> | <p><b><u>Spring 2: Shakespeare- Reading:</u></b> Pupils will be returning to continue their unit of work introducing Shakespeare. They will focus on additional contextual information and will be introduced to some extracts from Shakespeare’s plays at the teacher’s choice (e.g. an extract from each genre, or a variety of monologues). Teachers will focus on developing lessons with a focus on creativity and engagement, for example, heightening the use of speaking and listening in the classroom, whilst also focusing on developing key comprehensive and summary skills in reading. In line with the MTP, pupils will work towards a creative project (e.g. leaflet, poster or similar), combining both contextual and linguistic understanding of Shakespeare, offering a solid foundation to build upon for GCSE and allowing staff to see levels of literacy and summary ability.</p> <p style="text-align: center;"><b><u>Writing:</u></b></p> <p><b><u>Summer 1 and 2:</u></b> Pupils will continue to develop key skills across pre-made MTPs (Ballad poetry and Opening Worlds). Teachers will need to assess their class’ current progress and take into account the possible need to spend additional time recapping AFOREST/non-fiction devices and implicit analysis (Strand 2), alongside important literacy expectations (strand 6), as these areas were less easy to rigorously moderate during online learning and may be areas where skill level widely differs from the lockdown period.</p> | <p>Undecided as yet- will await to see ability of classes in relation to targets</p>                    |

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|    | <p>comprehension skills to create mind-maps and educational leaflets/posters. They have not yet looked at any Shakespearean text in detail.</p> <p><b>Writing:</b></p>   |  |                         |
| 8  | <p>Year 8S&amp;T have covered the 'War Horse' MTP and additional lessons on analysing poetry. Assessment on reading (poetry) and writing skills completed/levelled and targets provided. Many students did not hand in work for marking, so it is unclear how many have fully engaged with this learning.</p>  | <p>Continue with the Shakespeare MTP from this year's SOW. This has been already been rewritten to bring year 8 up to date with what they missed in year 7(context/genre/play overviews) and incorporate what they should be learning in year 8 (AMND).</p>  |                         |
| 9  |  |  |                         |
| 10 | <p>Pupils began lockdown without completing An Inspector calls in its entirety.</p> <p>During lockdown they have been completing work on Romeo and Juliet and are 2/3 of the way through. Attendance has been sporadic or non-existent by many pupils, so we will have a mixture of knowledge from those that don't know the play at all, to those that have a working knowledge and some understanding, to those that have worked and attended for the entirety and will be well rehearsed in the plot and PEE style analysis writing about context/ character etc.</p> | <p>Spring 2 (March 8<sup>th</sup>) return: Pupils will be resuming and completing An Inspector Calls to ensure that they complete the text and have updated and full notes, as well as PEE practice in exam style on a range of questions to replicate the exams (i.e character and theme.) They will be given a revision book (produced by BRN)</p> <p>Easter holidays: Pupils will be sent home with a revision booklet for Romeo and Juliet (produced by DRU) to enable them to work through and self-fill gaps in knowledge that they have missed.</p> <p>Summer 1: Return to Romeo and Juliet. Pupils will have the HT to return to/ recap and revise RandJ and move into exam style practice to recover knowledge and build on what already exists. Class teachers will need to assess where their classes are at in terms of focus and difficulty and this could <b>possibly</b> mean resetting if the sets unmanageably disparate in terms of knowledge and understanding.</p> <p>Summer 2: The dept recognise the likelihood that Anthology poetry will be left out of the GCSE for 2022 as it has been for 2021 so this unit will be shelved for the time-being and pupils moved onto GCSE English Language Paper 1 practice in readiness for y11.</p> | <p>Undecided as yet</p> |

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| 11 |  | Pending – dependant on government announcement regarding return to school (March 8 <sup>th</sup> ?) |  |
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