



Communication Faculty 2022/2023

Key Stage 3

Whole School Overview

The Communication faculty consists of the English and computing departments, as well as whole-school literacy provision. Each area has a specialist lead teacher, who oversees the teaching, learning and assessment within each subject. The subject specialists are supported by a key stage two link teacher who is responsible for the implementation in the primary years.

We know that before joining The Observatory School students may have gaps in their skills due to barriers to learning or time missed from education. The Communication Faculty's intent is that all students will be able to close these gaps through individually targeted classroom teaching; systematic, synthetic phonics; embedded ICT learning; participating in whole-school reading and spelling programmes; and specialist interventions, where necessary.

The communication faculty works closely with all of the other faculties in the school. This ensures that data is available about individuals' reading, writing, and speaking and listening levels. The data provided by the communication faculty will inform all teaching and learning, across the school, to ensure the curriculum is accessible to all learners. Additionally, literacy and digital literacy skills are embedded into all subjects, so that students have plenty of opportunities to practice them in context.

While studying English and computing, students will improve their communication skills, such as: being able to express themselves convincingly; reading confidently; being able to navigate the digital world safely; developing the skills to use a computer effectively; and choosing their language to fit the context in speech and writing.

In Year 10 students will be placed into an academic or vocational pathway, which enables them to be working at the right level for their skills and knowledge. All departments within the faculty offer students the opportunity to achieve a range of formal qualifications, at the right level for their abilities and future aspirations.

Qualifications

English	Computing
<p data-bbox="439 517 1041 552">Functional Skills English: Level 1 and Level 2</p> <p data-bbox="539 603 940 635">AQA GCSE English Literature</p> <p data-bbox="533 686 947 718">AQA GCSE English Language</p>	<p data-bbox="1182 517 1834 552">International Computer Driving Licence (ICDL)</p> <p data-bbox="1332 603 1684 635">GCSE Computer Science</p>

Key Stage 3 English Curriculum Map

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Watson Year 7 Sensory	Book study: Gangsta Grandma Developing students' reading and listening skills. Developing writing for different pieces, for example, police report, diary.	Book study: Gangsta Grandma Developing students' reading and listening skills. Developing writing for different pieces, for example, police report, diary.	Roald Dahl Poetry Audiences Structure of poems Poetry features alliteration, onomatopoeia. Investigating Roald Dahl as an author	Book study: The London Eye Mystery Investigate what prediction is by showing examples and talking about this with peers. Writing their own predictions from watching short video clips and	Book study: The London Eye Mystery Investigate what prediction is by showing examples and talking about this with peers. Writing their own predictions from watching short	Persuasive Writing Looking at animal rights. Persuasive language modal verbs/ emotive language/ personal/ hyperboles Letter writing. HR: SPaG and Guided

	<p>Using language features, for example, expanded noun phrases, fronted adverbials, ellipsis to enhance writing</p> <p>HR: SPaG and Guided Reading/Accelerated reader in liaison with RH</p>	<p>Using language features, for example, expanded noun phrases, fronted adverbials, ellipsis to enhance writing</p> <p>HR: SPaG and Guided Reading/Accelerated reader in liaison with RH</p>	<p>HR: SPaG and Guided Reading /Accelerated reader in liaison with RH</p> <p>HR: SPaG and Guided Reading /Accelerated reader in liaison with RH</p>	<p>reading the beginning of a text and predicting what happens</p> <p>Character Description, feelings</p> <p>Setting- 5 senses</p> <p>HR: SPaG and Guided Reading /Accelerated reader in liaison with RH</p>	<p>video clips and reading the beginning of a text and predicting what happens Characters Description, feeling Setting- 5 senses HR: SPaG and Guided Reading /Accelerated reader in liaison with RH</p>	<p>Reading /Accelerated reader in liaison with RH</p>
<p>Adams Year 7 Social</p>	<p>Book study: Michael Morpurgo - friend or foe</p> <p>Developing students' reading and listening skills. Developing writing for different pieces. Using language features, for example, expanded noun phrases, fronted adverbials, ellipsis to enhance writing</p>	<p>Book study: Michael Morpurgo - friend or foe</p> <p>Exploring structure of a story - beginning, middle, end, suspense and plot twist/cliff hanger. Write their own story from POV of evacuee. Development of writing techniques.</p>	<p>Roald Dahl poetry Audiences</p> <p>Structure of poems</p> <p>Poetry features alliteration, onomatopoeia. Similes and metaphors.</p> <p>Investigating Roald Dahl as an author</p> <p>HRye worked on persuasive techniques</p>	<p>Newspaper/ Advertisement</p> <p>Investigate newspaper features headlines, images, factual language, slang.</p> <p>Types of newspapersTabloid / Broadsheet</p> <p>Book study: Charlie and the Chocolate Factory</p> <p>Developing students' reading and listening skills. Developing</p>	<p>Creative writing</p> <p>Development of language use within writing. Creating characters, building suspense, exploring story structure, understanding inference and how the author uses language to develop the reader's understanding.</p> <p>Book study: Charlie and the Chocolate Factory</p> <p>Developing</p>	<p>Persuasive Writing</p> <p>Looking at animal rights.</p> <p>Persuasive language modal verbs/ emotive language/ personal/ hyperboles Letter writing</p> <p>Book study: Charlie and the Chocolate Factory</p> <p>Developing students' reading and listening skills. Developing writing for different pieces.</p>

				writing for different pieces. HRye worked on SPaG	students' reading and listening skills. Developing writing for different pieces.	
Parks Year 8 Sensory	Newspaper Writing Features and language of a newspaper Headlines Using current newspaper articles SPAG - focusing on speech, paragraphs, past tense and sentence structure. Create their own article	Fantasy Writing SPAG - focusing on individual targets, expanded noun phrases Features of a fantasy story. Create characters - heroes and villains Use pobble 365 Images to help with imagination Plan and write a fantasy story - dilemmas and mysterious endings	Book study: How to Train Your Dragon Reading and listening skills Character and setting descriptions Writing from a character's point of view Writing for different purposes, for example, diary entry, instruction writing, letters. SPAG - Capital letters, full stops and imperative verbs to enhance writing. Book Review.	Persuasive Writing Letter writing, adverts and posters. Persuasive language - paragraphs, emotive language and adverbs.	Book study : Holes Prediction Language used in the book Setting and Character descriptions What makes a good hook? Reading and Listening skills Sentence structure and paragraph writing	Book Study: Holes Researching an author Building tension Retelling the story Writing for different purposes - Newspaper report, diary entry, Letter home. Comparison to the book Book review Film review End of year assessment
Newton Year 8 Social	Book study: The Savage Reading and listening skills	Fantasy Writing SPAG - focusing on individual targets,	Newspaper Writing	Persuasive Writing Letter writing, adverts and posters.	Book study : Holes Prediction Language used in the	Book Study: Holes Researching an author

	<p>Character and setting descriptions</p> <p>Writing from a character's point of view</p> <p>Writing for different purposes, for example, diary entry, instruction writing, letters.</p> <p>SPAG - Capital letters, full stops and imperative verbs to enhance writing.</p> <p>Book review</p>	<p>expanded noun phrases</p> <p>Features of a fantasy story</p> <p>Create characters - heroes and villains</p> <p>Use pobble 365</p> <p>Images to help with imagination</p> <p>Plan and write a fantasy story - dilemmas and mysterious endings</p>	<p>Features and language of a newspaper</p> <p>Headlines</p> <p>Using current newspaper articles</p> <p>SPAG - focusing on speech, paragraphs, past tense and sentence structure.</p> <p>Create their own article</p>	<p>Persuasive language - paragraphs, emotive language and adverbs</p>	<p>book Setting and Character descriptions</p> <p>What makes a good hook?</p> <p>Reading and Listening skills</p> <p>Sentence structure and paragraph writing</p>	<p>Building tension</p> <p>Retelling the story</p> <p>Writing for different purposes - Newspaper report, diary entry, Letter home.</p> <p>Comparison to the book</p> <p>Book review</p> <p>Film review</p> <p>End of year assessment</p>
<p>Curie</p> <p>Year 9 Sensory</p>	<p>Travel Writing - Non Fiction</p> <p>Writing for different purposes and audiences eg to entertain, inform, persuade.</p> <p>Exploring past and contemporary texts</p> <p>Finding features within the text that make it effective eg adjectives,</p>	<p>The Garbage King - Book Study</p> <p>Reading and listening skills.</p> <p>Exploring other cultures and making comparisons.</p> <p>Identifying features and structure of a</p>	<p>The Garbage King - Book Study</p> <p>Character and setting descriptions</p> <p>Writing for different purposes and different points of view eg diary, newspaper article</p>	<p>Pop and Poetry</p> <p>Comparing poems and music</p> <p>How poems and songs are structured</p> <p>Exploration of voice, place and identity</p> <p>Writing similes, metaphors,</p>	<p>Kindertransport - Book/Play Study</p> <p>Cross curricular - exploring the context of WW2, The Holocaust and evacuation</p> <p>How plays are written and structured</p> <p>Emotive language</p> <p>Opportunity to</p>	<p>Debates and Balanced Arguments</p> <p>Writing to persuade</p> <p>Encouraging class debate and forming evidenced arguments.</p> <p>SPAG - how to structure an argument eg paragraphs, evidence and using</p>

	<p>extended metaphors</p> <p>Bill Bryson - analysis of short story writing</p> <p>SPAG - paragraphs, descriptive writing, expanding sentences.</p>	<p>good story eg emotive language, cliff hangers.</p>	<p>Develop writing skills, eg used expanded noun phrases, fronted adverbials and punctuation</p> <p>Book review</p>	<p>hyperbole</p> <p>Creating their own poem inspired by a pop song</p>	<p>perform and read out loud</p> <p>Writing for different purposes and from different perspectives eg diary entries</p>	<p>language to persuade</p> <p>Animal testing, should zoos be banned</p>
<p>Castner</p> <p>Year 9 Social</p>	<p>Gothic Literature</p> <p>Communicate information, ideas and opinions clearly, Write the opening of a story giving the appropriate level of detail to meet the needs of purpose and audience. Use format, structure and language appropriate for audience and purpose. Write consistently and accurately in complex sentences, using paragraphs where</p>	<p>Functional Skills - Level 1 English - Reading</p> <p>Developing good reading skills. Enabling pupils to read a range of texts with confidence and understanding. Familiarise pupils with the format of FS exam questions. Develop specific reading skills (skimming, scanning, indepth). Identify and understand the main points, ideas and details in texts. Use</p>	<p>Functional Skills - Level 1 English - Speaking and listening</p> <p>Communicate information, ideas and opinions clearly, coherently and accurately. Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience. Use format, structure and language appropriate for</p>	<p>Functional Skills - Level 1 English - Speaking and Listening</p> <p>Develop the speaking and listening skills learned in Autumn 1. Follow and understand discussions and make contributions relevant to the situation and the subject. Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium. .</p>	<p>Functional Skills - Level 1 English - Reading</p> <p>Compare information, ideas and opinions in different texts. Identify meanings in texts and distinguish between fact and opinion. Recognise that language and other textual features can be varied to suit different audiences and purposes. Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and</p>	<p>Functional Skills - Level 1 English - Writing</p> <p>Developing the skills learned in Spring 1. .Communicate information, ideas and opinions clearly, coherently and accurately. Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience. Use format, structure and language appropriate for audience and purpose. Write</p>

	appropriate.	reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings,	audience and purpose. Write consistently and accurately in complex sentences, using paragraphs where appropriate Covering: articles, letters, emails, reviews; information/advice sheets.	Respect the turntaking rights of others during discussions, using appropriate language for interjection.	persuasive) Read and understand a range of specialist words in context. Use knowledge of punctuation to aid understanding of straightforward texts	consistently and accurately in complex sentences, using paragraphs where appropriate Covering: eyewitness accounts;
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Key Stage 3 Computing Curriculum Map

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.
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Key Stage 3						
Adams (7)	Impact of technology – Collaborating online respectfully	Networks from semaphores to the Internet	Using media – Gaining support for a cause	Programming essentials in Scratch – part I	Programming essentials in Scratch – part II	Modelling data – Spreadsheets
Watson (7)	Impact of technology – Collaborating online respectfully	Networks from semaphores to the Internet	Using media – Gaining support for a cause	Programming essentials in Scratch – part I	Programming essentials in Scratch – part II	Modelling data – Spreadsheets
Banksy (7)	Impact of technology – Collaborating online respectfully	Networks from semaphores to the Internet	Using media – Gaining support for a cause	Programming essentials in Scratch – part I	Programming essentials in Scratch – part II	Modelling data – Spreadsheets
Newton (8)	Media – Vector graphics	Computing systems	Developing for the web	Representations – from clay to silicon	Mobile app development	Introduction to Python programming
Parks (8)	Media – Vector graphics	Computing systems	Developing for the web	Representations – from clay to silicon	Mobile app development	Introduction to Python programming

Castner (9)	Media - Animation	Python programming with sequences of data	Data science	Representations – going audiovisual	Cybersecurity	Physical computing
Curie (9)	Media - Animation	Python programming with sequences of data	Data science	Representations – going audiovisual	Cybersecurity	Physical computing