

# Oasis Media City Subject Curriculum Plan



**Subject:** READ

**Head of Subject:** Miss Kate Emery

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This document is an overview of the learning that students will experience within their subject area. This is a working document that provides teachers, students and parents with a map of key content that will be delivered during lessons in each year group.

Year	Term:	1 (3 Weeks)	1 (12 weeks)	2 (12 weeks)	3 (12 weeks)
7	<i>Topic(s):</i>	<b>Transition – Introduction to R.E.A.D</b>	<b>Magical World of Fiction (Connections to Greek Myths in English)</b>	<b>Leadership Through Time – Non-Fiction (Connections to Shakespeare)</b>	<b>Vulnerable Characters – Fiction and Non-Fiction (Connections to Smith)</b>
	<i>Subject Knowledge:</i>	Etymology, prefixes, suffixes, root words	Greek Mythology (connected to English curriculum), Mythology, Etymology, Fiction, Foreshadowing, Fantasy, Paranormal.	Hierarchy, Patriarchy, Corruption, White Supremacy, Racism, Sexism, Gender Roles, Oppression vs Freedom, Anarchy, Social Class, Democracy, Monarchy, Elections.	Vulnerability, Construction of Gender, Justice System, Poverty, Social Hierarchy, Literacy and Illiteracy, Inequality, Prejudice, Oppression, Liberation, Subjugation.
	<i>Grammar:</i>	How to break down a word – spelling focus with prefixes and suffixes	Prefix focus – Pre, Con/com, Anti, Trans, Re, Sub (All delivered twice)	Abstract Nouns: Suffix focus – archy, tion, dom, ship, ism, acy (All delivered twice)	Transforming nouns into adjectives
	<i>Vocabulary:</i>	<b>Prefix, Suffix, Root</b>	<b>Predetermine, Conclude, Translate, Anticlimax, Review, Subtract, Present, Compare, Transform, Redetermine</b>	<b>Patriarchy, Anarchy, Corruption, Administration, Kingdom, Freedom, Leadership, Ownership, Activism, Traditionalism, Legacy, Democracy</b>	<b>Identity, Protected Characteristics, Gender, Transgender, Disability, Age, Partnership, Minority, Sexual Orientation, Religion, Race, Maternity, Paternity.</b>
	<i>Link to Context / Character / Careers</i>	Links to Latin and Greek evolution of language	Roots of supernatural history, myths and legends, evolution of fantasy, connections between magic and real life.	<b>Gender construction, systemic oppression, liberation.</b> Presidential leadership through time: Lincoln, Obama, Ardern. Prime Minister leadership: Thatcher, Blair. Leaders of Spirit: Ghandi (India), Mustafa Kemal Ataturk (Turkey), Nelson Mandela (South Africa) Links to current government parties and the power of modern day politics.	Evolution of protected characteristics and how these relate to the local area – look at the strategies of local councils and compare. Secondary curriculum and ‘British Values’ – look at how these are applied in school contexts.
	<i>Assessment Type:</i>	Formative reading tests – OCL assessment resources (Sept)	Vocabulary and Active Reading Quizzes	Formative reading tests – GL Assessments (February)	Vocabulary and Active Reading Quizzes

Year	Term:	1 (15 weeks)	2 (12 weeks)	3 (12 weeks)
8	<i>Topic(s):</i>	<b>Complexity of Relationships – Non-Fiction and Fiction (Links to Romeo and Juliet)</b>	<b>Challenging Social Injustices – Non-Fiction (Connections to Oliver Twist)</b>	<b>Grimms’ Fairy-tales (Links to Gothic Genre)</b>
	<i>Subject Knowledge:</i>	Objectify, value, ideas of respect, social hierarchy, imbalance of power, stereotypes and constructions, use of propaganda or ‘ideals’.	Justice System, Poverty, Social Hierarchy, Literacy and Illiteracy, Inequality, Revolution, Activism, Patriarchy, Racism, Systemic Racism, Oppression, Liberation.	Gothic genre, Supernatural, heroines in patriarchy, macabre (ghouls), stereotypes, religious perspectives, natural vs unnatural, ideology

# Oasis Media City Subject Curriculum Plan



	<i>Grammar:</i> <i>(for use in plenaries also)</i>	Common roots in language: bio, auto, multi, post, logy, magn	Common roots in language: inter, sub, script, form, cide, cert <i>(repeated twice in the term)</i>	Adjectives and Synonyms	
	<i>Vocabulary:</i>	<b>Biographical, biological, autobiographical, autonomy, Multiple, Multifaceted, Postpone, Posterior, anthropology, biology, magnify, magnitude</b>	<b>Interject, Intercede, Subvert, Subjugate, Manuscript, Transcript, Conform, Reform, Certified, Uncertified, Homicide, Parricide.</b>	<b>Monstrous, hubristic, vulnerable, domineering, enigmatic, alluring, altruistic, vivacious</b>	
	<i>Link to context/Character:</i>	Conflict; love and relationships, patriarchal, Social Hierarchy, manipulation and control, unhealthy attachments Links to how to seek healthy relationships and identify unhealthy relationships	Civil Rights Movement, Suffragette Movement, Cycles of poverty, social mobility, modern equivalents of the class systems, Black Lives Matter, Me Too movement, Free Palestine movement, government funding – how to make an informed/educated vote.	Links to modern society and stereotypes. Themes of morality vs immorality. Contextual links to femininity/masculinity and gender fluidity. Representation/lack of representation.	
	<i>Assessment Type:</i>	Formative reading tests – GL assessment reading age (Sept)	Vocabulary and Active Reading Quizzes GL Assessment reading age test (Feb)	Vocabulary Quiz	<b>EOY EXAM</b>

<b>9</b>	<i>Topic(s):</i>	<b>The Theories and Experiments of Humanity: Non-Fiction</b> <i>(Links to Hamlet)</i>	<b>Dreams: Fiction and Non-Fiction</b> <i>(Links to 'Of Mice and Men' and Poetry from different voices)</i>	<b>The Adult and Professional World: Non-Fiction</b> <i>(All linked to careers)</i>	
	<i>Subject Knowledge:</i>	Conformity, social behaviour, hamartia, fate, racism, prejudice, power, corruption, hierarchy, nurture, deferred gratification, memory, appreciation of beauty.	Identity; conflict; violence; faith; loss; belonging; cultural experiences; responsibility; power; ideals; The Great Depression; realism vs romanticism; conscious vs subconscious. The American Dream.	Structural hierarchy, discrimination, protected characteristics, email literacy, job satisfaction, employability, professional dynamics, economy, agriculture, business, finance, hospitality, creative arts, retail, engineering, technology.	
	<i>Grammar</i>	Academic word list - Sub list 1	Academic phrases (Academic word list)	Academic phrases (Academic word list)	
	<i>Vocabulary:</i>	<b>Principle, Variables, Method, Data, Estimate, Assume, Concept, Procedure, Formula, Analysis, Response, Theory.</b>	<b>Available, Financial, Individual, Specific, Constitutional, Environment, Source, Derived, Factors, Legislation, Labour, Approach.</b>	<b>Sector, Process, Research, Contract, Export, Source, Assessment, Policy, Identified, Benefit, Establish, Authority.</b>	
	<i>Link to context/Character /careers:</i>	Stanford Prison Experiment, A Class Divided: Jane Elliott experiment, Asch Conformity Study, Car Crash Experiment, Little Albert Experiment, Surrogate Mother Experiment,	'The American Dream'. British Values. Accessibility and social mobility. Self-motivation vs External Motivation.	Linked-In – how to create 'linkable' profiles, job advertisements – how to read and interpret, email literacy, links to the industries of Salford – where to find employers, professional etiquette, cultures	

## Oasis Media City Subject Curriculum Plan



		The Marshmallow Test, The Monster Study, Violinist at the Metro Experiment, Visual Cliff Experiment.		of industry – how to adapt to the culture/ethos of your profession.	
	<i>Assessment Type:</i>	Formative reading tests – GL assessment reading age (Sept)	Vocabulary and Active Reading Quizzes GL Assessment reading age test (Feb)	Students will create a 'cover letter' for a job application and upload to a fake 'linked in' profile.	<b>EOY EXAM</b>

### Key Questions:

#### 1. What is the overarching intent for your curriculum?

The READ curriculum focuses on the improvement of reading, alongside robust vocabulary instruction, which aims to improve the literacy skills of students at key stage 3 level, whilst also exposing them to a variety of different attitudes, views and beliefs.

By modelling active reading in a class setting, teachers of this curriculum will provide a live example for how students should read independently in order to improve their reading skill and their wider knowledge of the world. To accompany their understanding, students will focus on one aspect of vocabulary in each lesson. The vocabulary chosen is to support a broader understanding of the world and to facilitate students with the language to articulate this understanding.

A central aspect of vocabulary instruction will focus on the etymology and development of language which should help students to decode language independently.

#### 2. How does this curriculum build on student's knowledge of the world around them both locally and nationally?

The narrative of the READ curriculum follows a central theme of 'the world around us'. Students will be exposed to both historical and modern global and local issues such as: social injustice, racism, oppression, corruption, propaganda etc. In addition to this, the curriculum will focus on movements of activism and change that have happened in the most recent of times. For example, students in Year 8 will study the 'Me Too Movement' and the 'Black Lives Matter' movement, from the perspective of both a local (Ordsall, Salford and Greater Manchester) and global context.

## Oasis Media City Subject Curriculum Plan



### **3. How is this curriculum designed to engage students and develop a passion for the subject?**

This curriculum is designed to teach students the variety of knowledge they can acquire about the world through the avenue of reading. For that reason, every text has been chosen with a foundation to facilitate debate and conversation. Each text has been chosen with a connection to human life or the human condition. Therefore, the texts should all hold a relatability factor for students and teach them something about themselves, as well as the people/characters that they are reading about. As a result of this wide range of learning, the hope is that students will continue the practice of reading after Key Stage 3, as they will have an understanding of the knowledge and comfort that it can provide.

### **4. How does this curriculum cater for the needs of our students?**

The planning of this curriculum is all based on rigorous reading development research and is designed to support the advancement of reading. This curriculum provides all students with a range of tools and methods to support their learning, and therefore scaffolds a steady reading progression. All texts have been chosen carefully to match the reading level/age of the classes they are delivered to.

### **5. How is assessment used to improve learning?**

Students will complete two reading age assessments in the year. They will complete a formative reading test in half-term one, where we can assess their current reading ability. This will allow us to effectively set students into the correct classes and build on the specific skills that they need to improve on. A second test in February will assess the progress of reading and should identify where the improvement is most evident. Students will also complete a variety of low-stakes vocabulary and reading tests to keep engagement, as well as informing us of knowledge which is retaining verses knowledge which is not.

### **6. What skills will students develop that can be used in other subject areas and beyond their school life?**

The skill of active reading should actively support all other aspects of the school's whole curriculum, as well as the lives of students once they leave the academy. Through the design of this curriculum, all students should be able to access any reading text with techniques, confidence and skill. In addition to this, the acquisition of vocabulary should result in our students becoming more articulate speakers and writers in all contexts. This improvement of reading, listening, speaking and writing ability will be essential skills that will support them with professional and personal circumstances beyond their school lives.

# Oasis Media City Subject Curriculum Plan



The Year 9 curriculum is based on the Academic Word List (AWL) and teaches students the words in sub-list one. This list of vocabulary is the most commonly used across all academic reading. Therefore, students should be given a foundation to be able to access all academic literature before they graduate to Key Stage 4.

## Language and Literacy

- Reading comprehension and inference as a main focus every lesson
- Teaching of language development and etymology
- Phonics instruction for lower ability readers
- Explicit instruction of vocabulary in every lesson
- Exposure to a wide variety of academic texts and language to improve tier 2/tier 3 vocabulary
- Teaching underpinned through 'concepts' to improve understanding of the literacy across the curriculum
- Direct instruction of careers literacy – language to use in an email, how to interpret a contract etc.
- Oracy tasks used frequently – listening focus whilst these are completed

## British Values

### Respect Civil / Criminal Law

- Discussion of the laws in place and the negative affects that an abandonment of morality can have

### Accept Responsibility

- Bringing awareness to areas where responsibility has been rejected and the negative outcomes of this
- Showing examples of where activists have made local/global equality their responsibility and displayed positive examples of initiative

### Respect and appreciation of all cultures

- Exposing students to a wide variety of voices: through the different writers of the text we read to the lives of the characters we read about
- Giving students positive examples of respect and tolerance through the texts we read

### Democracy

- An in-depth look into what democracy is and how it has evolved over time

## Oasis Media City Subject Curriculum Plan



- A clear example of what a lack of democracy looks like and the impact of this

### Respect – Protected characteristics in the Equality Act 2010

- A whole module is based on the need for the 'protected characteristics' and how to ensure people do not become vulnerable in society