



English
Mastery

Sample lesson
resources from the
English Mastery
KS3 programme

Sample Resource Pack

Literary Heritage

Mastery Writing

Reading for Pleasure



Ark**Curriculum+**



The English Mastery programme

English Mastery is already having an impact in hundreds of secondary schools across the UK, improving English skills and teaching.

The programme includes everything that you'll need to deliver a mastery curriculum in the English classroom.

Now available in three flexible tiers, priced from **just £2,000***, English Mastery includes:

- **a carefully planned and knowledge-rich Key Stage 3 English curriculum** – ensuring students build key skills
- **integrated training and professional development** – helping to ensure all staff (including trainees and new English teachers) develop confidence in their mastery teaching
- **a full suite of classroom planning, delivery, assessment and intervention resources** – available on MyMastery in bite-sized units, for easy implementation.

* Additional savings available for small schools.





Proven impact

English Mastery has been shown by The Brilliant Club to give students on average **four months' additional progress** when compared to those not studying the programme.

Teachers in our partner schools repeatedly tell us what a difference our programme is making.

Our approach

The English Mastery programme has been informed, delivered and refined by expert English teachers from across the country.

Their experience has contributed to the development of the programme as a practical, powerful driver of student attainment.

In addition to teacher consultation, four pedagogical pillars combine to drive student progress. Each pillar is rooted in the latest cognitive and educational research.

“The English Mastery programme has enabled our teachers and leaders to put subject knowledge and passion back at the heart of what they do, allowing them to spend more time on teacher craft, differentiation and how best to deliver content to meet each child’s needs.’

**Alison Enyon,
Oasis Community
Learning**

Our four pedagogical pillars

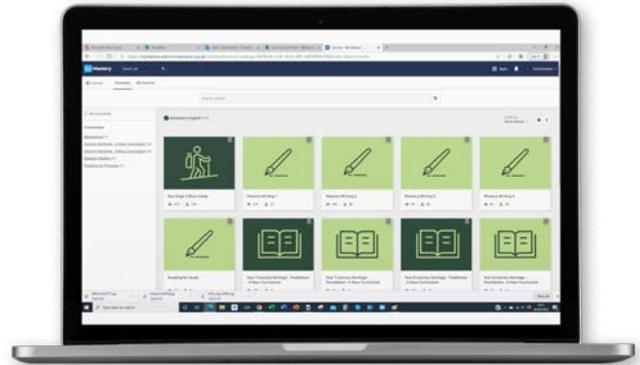
- 1.** A cumulative, knowledge-rich curriculum develops students’ ability in English.
- 2.** Discrete grammar teaching improves precision and accuracy in students’ writing.
- 3.** Systematic instruction of tier 2 vocabulary closes the word and attainment gap.
- 4.** Using standardised norm-referenced student work improves accuracy in assessment.

Read more about the English Mastery programme on our website:
www.arkcurriculumplus.org.uk/our-programmes/secondary/english-mastery



MyMastery

Our new MyMastery learning platform is at the heart of the programme – offering easy ‘anytime, anywhere’ access to the full suite of English Mastery content.



The resources on MyMastery are split into easily accessible chunks of learning – these are called **staging posts**.

Each staging post covers approximately 8-12 hours of learning, with all the resources and comprehensive professional development needed to support the teaching of that stage and the units within it.

Your sampler includes a taster of the programme content for one week.

Our curriculum is divided into strands covering **Literary Heritage, Mastery Writing** and **Reading for Pleasure** – so sample resources are provided for each area, including:

Curriculum map

An overview of the units of work and how they combine to build knowledge and understanding.

KS3 English Curriculum Map		English Mastery				
	Autumn Term: Victorian Literature	Spring Term: Shakespeare	Summer 1: Modern Literature	Summer 2: Voices and Choices		
Year 7	Literary Heritage	Oliver Twist	A Midsummer Night's Dream	Poetry Anthology	Ancient Tales	
	Key knowledge	Life in Victorian London; Victorian crime; the form of a novel; Bill Sikes, Fagin, the Artful Dodger, Oliver;	Life in Elizabethan England; life in ancient Athens; Shakespeare's life; the four lovers; the love potion; Elizabethan family relationships; the form of a play	Structure and use of metaphor; poetic forms; poets studied include William Blake and Alfred Lord Tennyson, Phoebe Hesketh, Langston Hughes, Richard Kell, Carl Sandburg	What Ancient Tales are; the oral story tradition; what the morals of stories are; 'The Cheetah's Whisker'; 'Hansel and Gretel'; 'Two Dinners'; 'The Giant's Causeway'; 'The Wicked King'; '1001 Nights'	
	Vocabulary	villains and victims; vulnerable; corrupt; naive; orphan; moral	soliloquy, severe, conflict, unrequited love, to mock, chaos	metaphor, literal language, metaphorical language, tenor, vehicle, ground	Quest, enunciation, ingenuity, out-wit, reliable, comeuppance, repentant	
	Mastery Writing	Grammar content includes: writing in complete and full sentences; identifying the action and verb; subject-verb agreement for 'to-be', regular and irregular past simple verbs, avoiding fragments; avoiding fused sentences; using capital sentences accurately; using pronouns, sentence structure; paragraphing; speech punctuation. Writing content includes: telling what happened; opening a story, writing about up to four images, writing with no images, structuring a story.				
Reading for Pleasure	Reading for Pleasure Three texts chosen for in-class group reading. Teacher recommendations list includes: <i>Coram Boy</i> by Jamila Gavin, <i>The Children of Walsden Lane</i> by Mona Golabek, <i>The London Eye Mystery</i> by Siobhan Dowd, <i>Refugee Boy</i> by Benjamin Zephaniah					
Year 8	Literary Heritage	The Adventures of Sherlock Holmes	The Tempest	Animal Farm	Descriptive Writing and Poetry	
	Key knowledge	Scientific developments in the Victorian era; class and society in Victorian England; the detective genre; duality; periodicals	The Elizabethan age of exploration; colonialism; nature / nurture; the form of a comedy; subplots; soliloquy and monologue; Italian city-states	Allegory; Orwell's life and times; the Russian Revolution; recurring imagery; irony and corruption	Making a description emotive, using imagery, sequencing a piece of descriptive writing, Poetry: Emily Dickinson, Ted Hughes, Grace Nichols, Seamus Heaney	
	Vocabulary	to enlighten, deduction, scandal, periodical, introspective, dual nature, observation	colonialism, to usurp, tempest, treason, callous, pathos, nurture, tragic-comedy	allegory, tyrant, rebellion, harvest, propaganda, cult of personality, treacherous; authorial intent	Extended metaphor, personification, sacrifice, narrative poem, allegory, characteristics, characterisation.	
	Mastery Writing	Grammar content includes: clauses; subordinate clauses; sentence demarcation; speech; apostrophes; possessive pronouns. Writing content includes: problem solved stories; love stories; action stories; fantast quest; horror stories; poetic justice, Chekov's gun; avoiding <i>deus ex-machina</i> .				
Reading for Pleasure	Reading for Pleasure Three texts chosen for in-class group reading. Teacher recommendations list, includes: <i>Children of Blood and Bone</i> by Tomi Adeyemi, <i>Northern Lights</i> by Phillip Pullman, <i>Sowbones</i> by Catherine Johnson, <i>In the sea there are crocodiles</i> by Fabio Geda and Enaiatollah Akbari					
Year 9	Literary Heritage	Jane Eyre	Romeo and Juliet	Poetry	Reading for Study	
	Key knowledge	Victorian attitudes to children and childhood; rural isolation; Christianity; Victorian sickness; juxtaposition in <i>Jane Eyre</i>	The Prologue; foreshadowing in <i>Romeo and Juliet</i> ; the form of a tragedy; AC Bradley's lectures on Shakespearean character; the sonnet form	Extended metaphors; 'Paradise Lost', 'The Road Not Taken', 'Night Mall', 'The Canterbury Tales' poets studied include John Milton, Geoffrey Chaucer, W.H. Auden, Grace Nichols, Wallace Willis	Reading nineteenth, twentieth and twenty-first century non-fiction; writing a letter, article, speech, essay; purpose, audience, formality, style.	
	Vocabulary	dependent, to oppress, juxtaposition, thesis, to humiliate, hypocrite, comeuppance	tragic, prologue, sonnet, feud, status quo, obstacle, hyperbole, tragic flaw, exile, foreshadow, catastrophe	extended metaphor, epic poetry, procrastinate	Holistic, bleak, corset, liberation, seize, capture, atrocious, humane, inhumane, traumatic, exonerate, advocate.	
	Mastery Writing	Grammar content includes: subordinate clauses; quantifiers; defining and non-defining relative clauses; appositives; past perfect tenses; future perfect tenses; using conditionals. Writing content includes: argumentative writing; introducing examples; writing a thesis; writing an introduction; 'because, but, so' counter-arguing; writing a complete non-fiction argument.				
Reading for Pleasure	Reading for Pleasure Three texts chosen for in-class group reading. Teacher recommendations list, includes: <i>I am Thunder</i> by Muhammed Khan, <i>Orangeboy</i> by Patrice Lawrence, <i>Roll of Thunder, Hear me Cry</i> by Mildred D. Taylor, <i>Noughts and Crosses</i> by Malorie Blackman					



Co-planning guidance

These weekly, hour-long professional development sessions are a time for teachers to collaborate and share knowledge, ideas, challenges and expertise. They set the scene for planning through engagement with pedagogy and subject knowledge.

The co-planning sessions:

- outline the main concepts to be taught and place each unit within the context of what students already know
- help teachers adapt our lessons to best fit their students' needs and the school's context.



English Mastery **Oliver Twist Co-planning: 'Keep Quiet' T19/F20**
Subject knowledge development

Mastery Content for 'Keep Quiet' lesson

Traditional

- Bill is a known criminal.
- Bill is capable of hurting those he loves most.
- Bill is capable of extreme violence.

Foundation

- Oliver is very happy in his new life with Mr Brownlow.
- Bill is violent towards his dog.
- He cannot control his temper.
- Oliver is in danger.

Start at the end. Briefly look through the lesson materials for this lesson in your pathway, focusing in particular on the final task before the MCQ: what will be the format of this task with your class? Please note: this task is designed to help set students up for their final assessment task.

How will you manage feedback of this task?

Reading the 'Keep Quiet' original extract

Task 1: what type of relationship does Bill have with his dog? What does that reveal about Bill's character?

Task 2: Read through the extract again. Annotate it: where will you need to dwell when reading this with your class?

Traditional. Look at the three quotations below. Which of these will it be most important to dwell on and why? What will you encourage students to notice here?

"No experienced agent of the police would have hesitated to recognise as Mr. William Sikes" (group 1)

"'You would, would you?' said Sikes, seizing the poker in one hand, and deliberately opening with the other a large clasp-knife, which he drew from his pocket!" (group 4)

"The man thrust and swore, and struck and blasphemed" (group 5)

Foundation. Look at the answers for this comprehension task. Read the extract again. Which of these answers will be most challenging for students? How will you support students understand it?

Dickens describes Bill Sikes's appearance and the appearance of Bill's dog. (Lines 1 – 13)
Bill shouts at the dog to be quiet. (Lines 14 – 21)
Bill kicks the dog and swears at him. (Lines 21 – 23)
The dog bites Bill, and Bill throws a beer jug at him. (Lines 24 – 32)
Bill takes a poker and a knife and threatens the dog. (Lines 33 – 37)
The dog snarls at Bill, and they get in a fight. (Lines 38 – 53)
Fagin enters. (Lines 54 – 59)

What are the main things students need to understand in the 'Keep Quiet' extract?

What are the possible misconceptions?

Connections (earlier/later in Oliver Twist; Dickens/Victorian context; additional domain knowledge):

Planning for your classroom

Final task before MCQ: _____
Write an ambitious model for your students. Once finished, check your model against the model in the lesson

In your classroom

Lesson guide	Timing	Questions to ask here	How to take feedback	Students to target
Traditional: Do Now and chapter 14 group (slides 2-4)				
Foundation: Do Now and reading chapter 13 (slides 5-7)				
Traditional: read original extract (slide 8-11)				
Foundation: read original extract (slide 8-11)				
Traditional: group annotations (slide 12-17)				
Foundation: analytical paragraph set up (slides 18-19)				
Traditional: writing analytical paragraph (slides 20-24)				
Foundation: writing analytical paragraph (slides 25-29)				

Accuracy

What inaccurate comments might students make about Bill's relationship with his dog?

What is a challenging accurate comment students should make about Bill and his dog?

Precision

What is an imprecise comment students might make about Bill's relationship with his dog?

What is a challenging precise comment students should make about Bill and his dog?

Connections

What is an incorrect connection students might make about Bill's relationship with his dog?

What is a challenging connection students should aim to make about Bill and his dog?

Next Steps: What else do you need to do to get ready for teaching this lesson?

1. _____

2. _____



Lesson slides

PowerPoint slides are provided for each lesson – fully editable to meet your students’ needs. Notes and guidance are also provided, to support delivery of the lesson.

Tuesday, 01 December 2020

Do Now



Fagin

In the last chapter we read, Fagin found out that Nancy had betrayed him.

- Why is Fagin so angry that Nancy has betrayed him?
- What is he afraid of and what does he have to lose?

Extensio

Do

Fagin

What does this scene imply about Fagin?

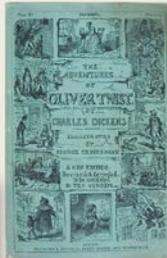
Indeed they were. Mortification at the overthrow of his notable scheme; **hatred of the girl who had dared to palter with strangers**; an utter distrust of the sincerity of her refusal to **yield him up**; bitter disappointment at the loss of his revenge on Sikes; **the fear of detection, and ruin, and death**; and a **fierce and deadly rage** kindled by all; these were the passionate considerations which, following close upon each other with rapid and ceaseless whirl, shot through the brain of Fagin, as **every evil thought and blackest purpose lay working at his heart**.

- Fagin hates Nancy because she has been disloyal.
- Fagin is ashamed of his criminal behaviour.
- Fagin is scared that he will be caught by the police.
- Fagin wants revenge.

Reading

Fagin's Revenge

Let's switch back to the original text. Fagin has just received the news about Nancy's betrayal.



In the original, Noah Claypole runs away from the Sowerberries to join Fagin's gang. He is the one who follows Nancy, not Monks.

Read up to '...blackest purpose lay working at his heart'.

Student workbooks

These are provided to support students who may need to self isolate or learn from home, helping them to maintain progress and study the content being taught in class.

Lesson 2

DEFINITION: The subject of a sentence is who or what is doing the main action.

Do Now: Underline the subject in each of these sentences.

- The fat policeman talked to his friend.
- He spoke on his phone.
- That policeman had a long chat with his friend.
- He put down his phone.
- The fat policeman left his seat.
- Sara and Taha spoke to the policeman.

Extension: Write two sentences with the following subjects - "the cleaner" and "he".

Exercise 1

NOTE: When you put actions in the past simple, you say what happened, not what was happening.

Put the following sentences on the next page into the past simple. Cross out the relevant word(s) and replace them with a word from the box below:

closed started turned motioned wanted happened

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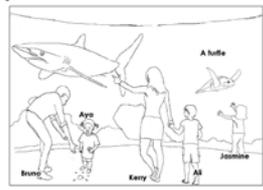
Exercise 2

Fill in the blanks in the sentences below with he, she or it:

- The lady decided to wash her car. _____ found a bucket and a sponge. _____ spent all afternoon making her car sparkle.
- Jamil went to the shopping centre. _____ bought two pairs of trainers. _____ took one pair back the next day.
- The bicycle was in the garage for many years. _____ became rusty. _____ was covered in dust and spider webs.

Extension: Describe why the lady washed her car.

Writing



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English Mastery: Shared Assessment
Year 7 Autumn Term
Oliver Twist by Charles Dickens

Contents:

- Preamble: task, conditions marking
- Conditions of assessment: Tier 1, Tier 2
- Guide to grades in English Mastery
- Appendix 1: Assessment task (Tier 1)
- Appendix 2: Students' Notes page (Tier 1)
- Appendix 3: Sample Original Extract booklet (Traditional)
- Appendix 4: Sample Original Extract booklet (Traditional)
- Appendix 5: Entry Level Assessment (Tier 2)

Appendix 1: Assessment task

Year 7 Autumn 2 Assessment

You have 1 hour 15 minutes

Read this extract from chapter 13 of 'Oliver Twist'.

This scene takes place at Fagin's house. Fagin has just learnt that Oliver has been caught by the police for stealing a handkerchief. Bill Sikes, who is sitting in the next room, begins to shout ('growl') at his dog. It is the first time the reader meets Bill Sikes.



- 1 The man who growled out these words, was a blatly.
- 2 bully fellow of about five-and-thirty, in a black
- 3 volunteer coat, very soiled with greasy, lace-up
- 4 half boots, and grey cotton stockings which enclosed a
- 5 bulky pair of legs, with large swelling calves; the kind of
- 6 legs, which in such costume, always look in an
- 7 unfinished and incomplete state without a set of fatigues.
- 8 to gamish them. He had a brown hat on his head, and
- 9 a dirty belcher handkerchief round his neck; with the
- 10 long trayed ends of which he smeared the beer from his
- 11 face as he spoke. He disclosed, when he had done so,
- 12 a broad heavy countenance with a beard of three
- 13 days' growth, and two scowling eyes; one of which
- 14 displayed various parti-coloured symptoms of having
- 15 been recently damaged by a blow.

- 'strong
- 'thick fabric 'trousers
- 'chains
- 'decorate
- 'revealed
- 'face

Here is your assessment question:

What type of character is Bill Sikes?

You **must** refer to this extract, and other key events in the story that have influenced your opinion of the character Bill Sikes.

When you've finished, check your writing.

- Check 1: Have you written about the extract that has been provided?
 - Check 2: Have you written about parts of the story that involve Bill Sikes?
 - Check 3: Are there any run-on sentences?
 - Check 4: Have you used proper nouns clearly and accurately?
- English Mastery Shared Assessment Guide: *Oliver Twist*

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Standardised assessments

These are provided for each Literary Heritage unit, including a wide-ranging assessment guide and standardisation booklet.

Fortnightly quizzes

Fortnightly multiple choice quizzes allow teachers to identify where gaps lie, with reteach tasks provided.

Reading for Pleasure Name: _____ Date: _____

1

Vocabulary Quiz

Numbers in brackets show the number of correct answers for each question.

- 1) Which of the following sentences uses the word **implement** correctly? (1)
 - a) That wooden spoon is very implement.
 - b) It's implement for cooking.
 - c) What is the implement of this?
 - d) She found a particularly useful implement for opening cans.
 - e) She suddenly had a great implement of how to open the car.
- 2) Which of the following sentences uses the word **component** correctly? (1)
 - a) She is very component in maths.
 - b) She did well in every component of the Maths exam.
 - c) She did well in the component of her Maths exam.
 - d) She showed her component in Maths.
 - e) She performed componently in her exams.
- 3) Which of the following sentences uses the word **pioneer** correctly? (1)
 - a) He's very pioneer.
 - b) She showed a lot of pioneer in the school talent contest.
 - c) He felt very pioneer as he stepped onto the mountain for the first time.
 - d) She is the leading pioneer in her industry.
 - e) He shows so much pioneer in Science.
- 4) Which of the following sentences uses the word **colleague** correctly? (1)
 - a) I intend to go to colleague in the future.
 - b) The people I work with are colleague.
 - c) I colleague everyone in our group so that we got on well.
 - d) She is such a colleague team player.
 - e) My colleagues were great to work with on this project.
- 5) Which of the following sentences uses the word **route** correctly? (1)
 - a) The route to success is challenging but rewarding.
 - b) I routed them towards the bank.
 - c) The tree has many routes.
 - d) The car journey was quite route.
 - e) I was routing for them to get to work on time.
- 6) Which of the following statements uses the word **fund** correctly? (1)
 - a) Which Sixth Form has the most fund?
 - b) The millionaire has fund the project.
 - c) All our funds are being used to help the homeless.
 - d) She funds.
 - e) This company has a big funds to use on this project.
- 7) Which sentence uses the correct word? (1)
 - a) It's important to use the right **implement** to dig up your garden.
 - b) It's important to use the right **colleague** to dig up your garden.
 - c) It's important to use the right **components** to dig up your garden.
 - d) It's important to use the right **routes** to dig up your garden.
 - e) It's important to use the right **pioneers** to dig up your garden.
- 8) How is a **pioneer** similar to a **colleague**? (1)
 - a) They are both kind.
 - b) They are both people.
 - c) They both go on a journey.
 - d) They both fight with people.
 - e) They both form part of a whole.
- 9) Which word fits correctly into the sentence? (1)

We didn't have enough _____ to hire the car for a full week.

 - a) routes
 - b) implements
 - c) components
 - d) funds
 - e) pioneers
- 10) Which word fits correctly into the sentence? (1)

The machine is not working because one of the _____ has broken.

 - a) pioneers
 - b) implements
 - c) funds
 - d) routes
 - e) components



Professional development

Professional development and training is woven throughout our programme.

Each of our tiers includes access to a wide range of professional development modules to support your teachers as they work through the English Mastery curriculum.

Available on demand, teachers can access the training they need when it suits them best – offering flexibility and support at the right points through the year.

So to accompany this unit, on MyMastery you will also find:



Teaching overview videos

These are provided for each lesson within the unit and outline the key content and learning covered.

All video content can be accessed on demand, at a time that suits your teachers. Great to help cover teachers get up to speed before they start teaching.



This is only a small selection of the MyMastery content

Other resources include:

- **Induction training** for teachers who are new to the programme
- **Additional unit resources** including reading for pleasure book lists, mastery writing student exemplars and expert insights
- Guidance on the **Traditional and Foundation pathways** through our Literary Heritage units – offering students working below age-related expectations access to the same rich curriculum with additional tailored help to scaffold their progress
- **Further professional development** videos including exemplar lessons, filmed live in school
- **Support for teachers leading the programme** including webinars and guidance documents

plus much more.

Flexible English Mastery packages

We offer the English Mastery programme in three partnership ‘tiers’ - so there are options to suit each school’s different requirements and budget.

Our **Mastery** tier includes access to all of the English Mastery curriculum, resources and professional development content on MyMastery.

Our subject **Leadership** and more bespoke **Tailored** tiers offer additional, more personalised, support with live induction training, a subject mastery leadership course, dedicated School Development Lead for your school and access to our annual conference.

Visit www.arkcurriculumplus.org.uk/join-us to find out more.



Contact us to find out more about the programme

Our friendly partnerships team will be happy to talk you through the English Mastery programme and help you decide on the right approach and package for your school.

 partnerships@arkcurriculumplus.org.uk

 020 3116 6363

You can also book a call online at <https://calendly.com/ark-curriculum-plus>

English Mastery is a curriculum programme from



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