



Pathway 2+

ENGLISH: Year 9 Call of the Wild

Term Spring 1 &2

### Learning Intention:

The aim is to develop students reading, writing, and speaking and listening skills through a variety of tasks and activities designed to broaden their vocabulary, love of literature and reading and writing for enjoyment. Pupils are encouraged to communicate their emotions and ideas to others and others to communicate with them.

Throughout Key Stage 3 there will be an underlying focus on building skills, understanding and independence in preparation for when students begin the Step Up To English examination course in Year 10. At the end of year 9 English teachers will stream the classes in preparation for key stage 4.

#### Key themes:

- To explore the narrative of 'Call of the Wild' focusing on identifying key characters in the story, key moments in the story and simple narrative structure.
- Students to have the opportunity to work with some non-fiction texts completing a short research project on dogs emphasising the different breeds of dog, working, wild and tame.

### Key knowledge that should be learned during this SoW

#### Concept:

Developing key skills including reading, writing, speaking and listening. Students will be encouraged to express a personal opinion and listening with respect to others. Using an abridged text and audio book to discuss parts of the narrative. (Looking in depth at a specific character and chapters.)

Broadening skills through adding detail the listener may need to know. Developing some key skills in written work, focusing initially on recognising key words and phrases, then beginning to record these and extended simple sentences. Learning opportunities will require a variety of kinaesthetic resources and these experiences can be used to support and scaffold writing tasks. Beginning to explore the descriptive language used by the author, referencing particular extracts from the text. Using this gained knowledge to improve their ability to write using some descriptive language mainly adjectives.

#### Knowledge:

The students will read through the abridged text 'Call of the Wild.' They will also have the opportunity to explore extracts of the original text by Jack London and DVDs (1993/2021 editions.)

	<p>Through discussion, students will develop some shared ideas about the main themes and characters. They will respond orally and in writing to aspects of the plot and characterisation as well as participate in a role play and drama activities being given learning opportunities to work individually, in pairs and small groups. In addition, students will develop understanding of non-fiction texts from various sources focusing on format and presentation and extracting key points of information. This will include images, articles, fact books and internet websites.</p> <p>Students will have the opportunity to visit the Dogs Trust and work with the school Pets as Therapy dogs as part of this scheme of work to continue to develop their social skills and build positive relationships with those in their English group.</p>	
<p><b>Key Skills:</b></p>	<ul style="list-style-type: none"> <li>• Through a variety of tasks students will begin to understand the basic characters and the plot of the story.</li> <li>• Through a variety of tasks students will be able to relay their own personal experiences about owning a pet.</li> <li>• Through study of the narrative students will explore the themes of friendship and growing up.</li> <li>• Students will begin to develop an understanding of non-fiction texts and their features looking specifically at format and presentation. They will complete a research project based on this. (A PowerPoint or poster on Pets.)</li> <li>• Students will build their knowledge of the main character and be able to describe him using adjectives. They will also look at a contrasting character and describe him using opposite vocabulary.</li> <li>• Students will gain a greater knowledge of the story and develop their imagination allowing them with support to make predictions on what may happen next.</li> <li>• Students will be able to understand what makes a good pet owner.</li> <li>• Students will understand the difference between a wild and tame animal.</li> <li>• Students will be able to chronologically sequence main events in the story.</li> </ul>	
<p><b>Language and/or communication skills:</b></p>	<p><u>Key Words:</u>  team  independent  dog  puppies  wolves  work  friendship</p>	<p><u>Technical language:</u>  character  plot  narrative  past/present/future  diary entry  comparison  expression</p>

	<p>pet owner caring country America Canada wild tame harness breed or type – (of dog) event</p>	<p>character analysis report opposite audience empathy discussion fiction/non-fiction <u>Types of sentences</u>: statement, question, exclamation. descriptive writing <i>including appropriate techniques e.g. noun, proper noun, adjectives, onomatopoeia.</i></p>
<p><b>Curricular Links</b></p>	<p><u>Key Cross-curricular links</u>: Geography- USA/Canada climate. History- 1890 Gold Rush/colonisation in the USA/technological advances in the 20<sup>th</sup> century. PSHCE- growing up, independence, roles and responsibilities in a family/being a responsible pet owner. Science-tame and wild animals/habitats and caring for pets. Computing-presenting information and research electronically on PowerPoint.</p>	