

**Pathway 3****ENGLISH: Year 9 *Call of the Wild* by Jack London**
[Range of non-fiction texts research texts about dogs]**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 emphasizing 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. Sometimes expressing a personal opinion and listening with respect to others; accepting opposing points of view. Using an abridged text to discuss parts of the narrative. (Looking in depth at specific chapters.)

Broadening skills through adding detail the listener may need to know. Developing some key skills in written work, focusing initially on forming simple statements and phrases in logical sequence through a variety of kinaesthetic and 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 and similes.

Knowledge:

The students will read and discuss 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.)

Through discussion, students will develop some ideas about the main themes and characters. They will respond orally

	<p>and in writing to aspects of the plot and characterisation as well as participate in a role play and drama activities providing learning opportunities to work 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>Key Skills:</p>	<ul style="list-style-type: none"> • Through a variety of tasks students will gain confidence and understanding how the writer conveys different characters and tells the plot of the story. • Through a variety of tasks students will be able to relay their own personal experiences about owning a pet. • Through study of the narrative students will explore the themes of friendship and responsibility. • 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 on Pets.) • Students will build their knowledge of the main character and be able to describe him using adjectives and similes. • Students will gain a greater knowledge of the story and develop their imagination allowing them to predict what may happen next. • Through a variety of tasks students will build on their knowledge of plot, characters, and language techniques and how the writer uses these in their work. • Through a variety to tasks students will be able to demonstrate skills recounting information in the past, present and future tense. • Some students will develop an appreciation of context and how this impacts upon the narrative. • Some students will be able to compare characters in the story. 	
<p>Language and/or communication skills:</p>	<p><u>Key Words:</u> character plot narrative team independence friendship</p>	<p><u>Technical language:</u> past/present/future diary entry comparison expression character analysis</p>

	companionship pet owner America Canada wild tame working harness breed entrance novel location adventure – linked to the Gold Rush	essay report audience empathy moral dilemma discussion fiction/non-fiction <u>Types of sentences:</u> statement, question, exclamation. descriptive writing <i>including appropriate techniques e.g. noun, proper noun, adjectives, verb, simile, onomatopoeia, rhyme.</i>
Curricular Links	<u>Key Cross-curricular links:</u> Geography- USA/Canada climate. History- 1890 Gold Rush/colonisation in the USA/technological advances in the 20 th 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. World of Work: A range of jobs working with animals	