Ignite teaching and learning at Key Stage 3

Ignite
English

Ideal KS3 preparation for GCSE
Ignite English has been written by people who love teaching English. It was a pre-requisite for us when developing this resource that you have people who are confident teaching English and who would find it patronizing to tell you how to teach English. Therefore we have provided a flexibility, both digitally and on the page, so that you can decide how you are going to customize it for your students.

In Ignite English, we also take English and show how it relates to the real world. Outside school there are lots of people doing lots of different jobs who will be using speaking, listening, reading and writing and we might not even think about how they are doing it. Well let’s! In Ignite English, we take a look at what they do and we talk to them about language and connect what we are doing in the classroom with the world out there.

During the development of Ignite English and informed by recent Ofsted reports, our experienced author team identified a number of challenges facing Key Stage 3 English teachers. Common concerns include:

- Improving learning through relevance and creativity
- Ensuring teaching is distinctive
- Enabling effective transition between Year 6 and Year 7
- Access to up-to-date and relevant professional development
- Delivering the new KS3 National Curriculum and preparing for GCSE

As you’ll see throughout this course guide, Ignite English aims to address all of these concerns as well as to help reinvigorate KS3 teaching and learning.

Geoff Barton
Series Consultant, Head teacher, Teacher of English and highly experienced English author

Authors
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Reviewer
Peter Ellison (Local Authority Adviser) and Phil Jarrett (former Ofsted National Adviser for English)

To find out more about Ignite English, visit www.oxfordsecondary.co.uk/ignite

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We all have a different fear threshold and are afraid of different things. List the three things that scare you the most. Compare your list with a partner’s and agree which would be most likely to feature in a horror story and why.

**Introduction**

Tales of terror have been sending shivers down readers’ spines for centuries. Whether it’s a ghost story read aloud on a dark stormy night, or vampires swooping across a cinema screen, there’s something about horror which keeps us coming back for more.

In this unit, you will explore how writers of horror stories exploit our greatest fears, dare us to confront them, and take our imaginations on a rollercoaster ride of thrills and terror. You will be let into the secrets of creating the ‘language of fear’ so you too can lead your reader into the darkest recesses of their minds...

**Activities**

1a. Sinister Settings

Unit 1: Dare to Scare

To make a really effective horror story, whatever the supernatural threat is, it should be a metaphor for something else that is happening in your main character’s life. Get into your character’s thoughts and feelings, because if we don’t care about the character, we don’t care if the monster eats them. With anything in a scary story, always think less is more. Don’t go over the top. Don’t blood splatter. It is better to have sound effects, creepiness, someone becoming slightly disturbed by what they are hearing and build it up.

Sarah Pinborough, Horror writer

Why do people enjoy being frightened by what they read? Join with another pair to share and agree on your top three reasons.

1b. We asked what the key issues or concerns facing English teachers of 11–14 year-olds were and you told us:

Choose Ignite English for:

- **Real contexts**, audiences and purposes throughout the resources with an extensive range of productive outcomes
- 18 specially-commissioned interviews comprising over 60 films, featuring people from thematically-connected jobs to engage and help enforce relevance of skills development within a unit
- Developing student engagement with scenarios outside school to grow English skills in a wider context and provide a tangible connection to the world beyond school
- **Striking and original** unit-specific student book design which reflects the emphasis in Ignite English on putting learning materials in context, on originality and on creativity

Ignite English interviews engage students by connecting skill development with reading, writing, speaking and listening skills used in a range of relevant and interesting jobs outside the classroom

**Improve learning through relevance and creativity**

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Sample spread from Ignite English Student Book 3

Unique design that immerses students within the theme of the unit

Activities which focus on real contexts and tasks with a range of productive outcomes

Plus a further 12 interviews!
Choose Ignite English for:

- **A wealth of teaching ideas** provided for every lesson in the Teacher Companion, enabling teachers to create distinctive lessons that meet the needs of their students. Additionally, ready-made editable lessons are provided in the Kerboodle Lesson Player for front-of-class use.
- Every student book end-of-unit assessment is accompanied by a variety of alternative editable tasks in Kerboodle, ensuring that a range of outcomes across reading, writing, and spoken English can be assessed in every unit.
- A bank of online quizzes to aid students’ written accuracy and mastery of spelling, punctuation, and grammar.

**Choose Ignite English for:**

- Delivering all reading, writing, and spoken English requirements in the new Programme of Study through a range of innovative and original routes. Ignite English brings together a wide range of high-quality and increasingly challenging fiction and non-fiction texts presented in motivating and inspiring contexts.
- Developing students’ understanding through the exploration of individual authors, forms, genres, and literary heritage texts. Students are introduced to the wide-range of texts they will study at GCSE, while consolidating and building their knowledge of grammar and vocabulary.
- Assessment guidance and support that enables you to assess end-of-unit responses with confidence, including the option to use specially designed Ignite English KS3 optional marking scales (created by assessment experts with reference to the new Programme of Study).
- Embedding teaching and learning practices that mirror those used in preparing for the new GCSE English Language and English Literature qualifications.

**Teaching suggestions and guidance**

1. **Exploration**
   - Students read a selection of poems to identify viewpoint and voice.
   - Students identify viewpoint and voice.
   - Students identify viewpoint and voice.
   - Students identify viewpoint and voice.

2. **Consolidation**
   - Students identify viewpoint and voice.
   - Students identify viewpoint and voice.
   - Students identify viewpoint and voice.
   - Students identify viewpoint and voice.

3. **Teaching ideas**
   - Students identify viewpoint and voice.
   - Students identify viewpoint and voice.
   - Students identify viewpoint and voice.
   - Students identify viewpoint and voice.

4. **Lesson focus**
   - Students identify viewpoint and voice.
   - Students identify viewpoint and voice.
   - Students identify viewpoint and voice.
   - Students identify viewpoint and voice.

5. **Stretch and Support**
   - Students identify viewpoint and voice.
   - Students identify viewpoint and voice.
   - Students identify viewpoint and voice.
   - Students identify viewpoint and voice.

**Resources**

- Kerboodle resources clearly indicated
- Additional Extra Time activities for use in-class or as homework
- ‘Lesson Companion’ spread from Ignite English Teacher Companion 1
- Ignite English for use in-class or as homework
- Sample from Ignite English Student Book 3
- SPAG feature identifies a specific focus on spelling, punctuation, and grammar

**Teach the new KS3 National Curriculum and prepare for GCSE**

- Deliver the new KS3 National Curriculum and prepare for GCSE
- Progress Check encourages students to reflect critically on their own, and their peers’, responses

**Rationale behind the lesson and objectives are shared with the teacher**

**Teaching ideas can be used flexibly to suit student needs**

**Ensure teaching is distinctive and matches the needs of students**
Write a letter to persuade the Head Teacher to allow your pupils to go ahead with the fundraising event. Pupils will need to include the following:

- An explanation of how the event will be organized
- Information about the chosen charity
- An attempt to persuade the Head Teacher or Chair to allow the fundraising event

Once you and the class have decided on the charity that you wish to support, you should approach the Head Teacher. Set the class the task of writing a short letter or email to the Head Teacher or Chair explaining why the chosen charity is to be supported and what the event in support of this charity will entail. Ask the Head Teacher to choose the most effective examples and pupils should record their reflections on this feedback. Then, send the letters (or a selection of drafts) to the Head.

Set the class the task of writing a short letter or email to the Head Teacher or Chair explaining why the chosen charity is to be supported and what the event in support of this charity will entail. Ask the Head Teacher to choose the most effective examples and pupils should record their reflections on this feedback. Then, send the letters (or a selection of drafts) to the Head.

Choose Ignite English for:

- Guidance and tips for Year 7 teachers on effective transition from Year 6 to Year 7
- Ideas and materials in Teacher Companion 1 with suggestions for introducing English to students during the first lessons of Year 7
- A Continuing Professional Development unit focusing on effective transition, available on Kerboodle
- Embedding assessment practices, which mirrors the approach in our new GCSE English Language support, encouraging familiarity for students, and effective progress monitoring for teachers

Choose Ignite English for:

- A suite of specially-commissioned video clips, supporting materials and case studies on Kerboodle to facilitate individual teacher and departmental discussion and development, under teaching and learning headings derived from Moving English Forward (Ofsted March 2012)
- Practical and comprehensive unit-specific background information within the Teacher Companions assist teachers to prepare for the delivery of individual units holistically
- Grammar reference guide on Kerboodle to ensure teacher confidence in teaching grammar

Ideas, fresh approaches and opportunities to reflect on what does and doesn’t work in your classroom are essential to help departments and teachers develop alongside ever-changing curriculum and expectations.

Ignite English has worked with educational consultants and experts, including Geoff Barton, to develop a bespoke film-based units to help reinvigorate teaching and learning in KS3 English.
Ignite English is accompanied by the new KS3 Kerboodle, providing truly blended online resources with new functionality and support for running creative and effective lessons. It’s intuitive to use, customizable and can be accessed online anytime, anywhere. Kerboodle provides two purchasing options at each stage: Kerboodle: Lessons, Resources and Assessment and Kerboodle Book: reading, writing and spoken English.

Kerboodle: Lessons, Resources and Assessment

- Specially-commissioned Ignite interviews highlight relevant reading, writing and spoken English skills required in a range of jobs
- Short transcripts of interviews featured in Kerboodle are reimagined in the student books, providing truly blended resources

Kerboodle includes an alternative editable end-of-unit assessment for each student book unit, ensuring that a range of productive outcomes are covered

Assessment

- Interactive spelling, punctuation and grammar quizzes can be assigned to students, helping them to improve the technical accuracy of their writing

Kerboodle Book

Kerboodle Books are digital versions of the Ignite English Student Books, which can be accessed on a range of devices and tablets.

Teacher access to each Kerboodle Book is automatically included in the relevant Lessons, Resources and Assessment package, and you can also choose to buy access for your students.

Resources are built in to each lesson presentation, including interactive activities for starters and plenaries, and practical worksheets

Deep lessons is accompanied by teacher notes to help support lesson delivery

We use it as a frame for staff to hang their lessons on. They supplement the plans and resources provided with their own resources.

Andrea Butler, Mortimer Community College

Lessons

- Explore how writers create effective lessons. It's intuitive to use, customizable and can be accessed online
- The poem opposite is by a slam poet, which means it is delivered live to an audience. The text is a transcript (a written version of what was said).
- Describe what happened and how you felt positive and valued.
- Write a short teacher's report about the lesson using no more than 140 characters.
- Support your ideas with reference to particular words or phrases.
- What effect do these create for the young ones…
- And no one had ever told me I was good at art.
- AND I WET MYSELF AND CRIED.
- Teacher said you better watch out boy before you burst with pride.
- Do NOT ENTER.
### Ordering Details

#### Ignite English

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#### 2015 GCSE English Language and English Literature support

Whichever exam board you are using for the new GCSE English Language and English Literature specifications (first teaching September 2015), we can support you. For full details of all of the series and resources available go to [www.oxfordsecondary.co.uk/english](http://www.oxfordsecondary.co.uk/english).