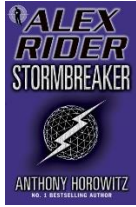
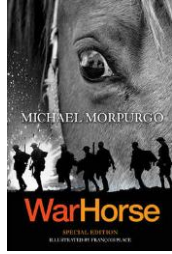
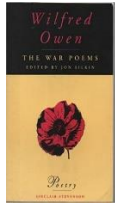

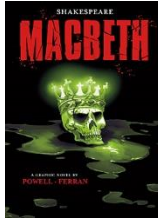



Long Term Plan KS3 English

Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2				
Unit	Famous UK Children's Authors 		War Poetry 	C20th Themed Drama 	Introduction to Shakespeare 	Outward Travels 				
Genre	Prose	Prose	Poetry	Drama	Shakespeare/Drama	Non fiction				
Skills & Knowledge	<p>Reading:</p> <ul style="list-style-type: none"> - Overview of plot within the overall text – how do we recognise this? - Setting - how the author develop this through writing - Structure and pace and how this is developed through the authors writing. - Characterisation - Beginning to develop inference skills – How to make a 'guess' as to what may be occurring. - Narrative voice – from the perspective of the author - Analysis of language and linguistic devices (Metaphors and similes) <p>Reading for pleasure:</p> <ul style="list-style-type: none"> - Develop an appreciation and love of reading, and read increasingly challenging material independently. - Understand increasingly challenging texts. - Critical Reading of a variety of texts <p>Narrative Writing: Constructing a chapter/story</p> <ul style="list-style-type: none"> - Building characterisation 		<p>Reading:</p> <ul style="list-style-type: none"> - Being exposed to a range of poetry, ranging from C19th through to C21st. to develop vocabulary skills. - Improving the vocabulary, sentence formation, syntax, fluency and the creative skills of each pupil. - Activating prior knowledge and raising questions e.g. what do we know? What do we want to know? What have we learned? - Looking at other cultures and the theme of identity - Developing an appreciation of poetry 		<p>Reading:</p> <ul style="list-style-type: none"> -Revisit the conventions and structure of a playscript and explore stage directions used by one or more play-writes -Explore how context, including social, historical, and demographical, influences the themes and ideas in a play -Make inferences about the thoughts and feelings of characters from specific vocabulary -Make inferences about the mood, tone, setting and atmosphere from specific vocabulary <p>Writing:</p> <ul style="list-style-type: none"> -Use a range of appropriate language and structural techniques to produce a piece of playscript 		<p>Reading:</p> <ul style="list-style-type: none"> - Overview of plot - Characterisation - Themes and methods used by Shakespeare to convey key ideas - Contextual issues - The Play as a form - Explore the wider messages and how they link to the wider world we live in today - Develop awareness of characterisation and symbols within the play <p>Writing:</p> <ul style="list-style-type: none"> - Include subject terminology confidently when analysing and writing responses - Embed a range of quotes and 		<p>Reading:</p> <ul style="list-style-type: none"> - Characters and Setting - Explore how dialogue and description are used - Examine of features of non-fiction writing used to inform and persuade. - Select and retrieve relevant information from a text - Engage with a classic adventure/magical tale and explore how the theme is embedded within the story. <p>Writing:</p> <ul style="list-style-type: none"> - Explore own 'voice' when writing non-fiction texts - Present view point on the topics covered 	

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	<ul style="list-style-type: none"> - Incorporating linguistic devices into writing, such as metaphor and simile. - Developing a clear, structured narrative to demonstrate writing for purpose. 	<p style="text-align: center;">as a form of expression</p> <p>Writing:</p> <ul style="list-style-type: none"> - Analyse the form and structure of poems and the deeper messages within these (meaning, symbols, tone) - Include subject terminology confidently when analysing and writing responses. - Analyse the use of language and its impact on the reader. - Embed a range of quotes to support individual ideas. 	<ul style="list-style-type: none"> -Use the conventions of a playscript to construct a scene of a play -Structure writing into paragraphs when answering comprehension questions 	<p style="text-align: center;">references to support ideas</p> <ul style="list-style-type: none"> - Explore the contextual background of the play and how that links with the ideas within that text - Develop PEE within critical analysis of writing 	<ul style="list-style-type: none"> - Improve the technical accuracy within writing - Offer commentary and opinion on a topical matter - Showcase their writing through reading and sharing with peers
Suggested Texts/authors	<p>Roald Dahl, David Walliams, Michael Morpurgo, Anthony Horowitz (Range of extracts or full book – choose in relation to class group)</p>	<p>Wilfred Owen John McCrae Laurence Binyon</p>	<p><i>Frankenstein</i> adapted by Philip Pullman <i>Our Day Out</i> Willy Russell <i>The Boy with the Transistor Radio</i> Willy Russell</p>	<p>The Witches' Prophecy. INVESTIGATE ACT 1 SCENE 3. Duncan is Dead. INVESTIGATE ACT 2 SCENE 2. Banquo's Ghost. INVESTIGATE ACT 3 SCENE 4.</p>	<p>Bill Bryson Extracts Visit Britain extracts Wales: On the island of true love Travels with a Donkey in the Cevennes by Robert Louis Stevenson The Journal of a Tour to the Hebrides with Samuel Johnson by James Boswell American Notes for General Circulation by Charles Dickens</p>
NC Objectives	<p>Reading: 1, 1.1, 1.3 2.2, 2.4, 3.3</p> <p>Writing 1.1, 1.4, 2.2 SE 1.1, 1.3</p>	<p>Reading: 1.1, 2.1, 2.2, 3.1, 3.2, Writing 1.1, 1.4 SE 1.4</p>	<p>Reading: 1.1, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4 Writing: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2 SE: 1.1, 1.3, 1.4</p>	<p>Reading: 1.2, 2.2, 2.3, 3.2, 3.4 Writing 1.2, 1.4, 2.2 SE 1.1, 1.4</p>	<p>Reading: 1.1, 2.1, 2.2, 2.3, 2.4, 3.3, 3.6 Writing 1.1, 1.2, 1.3, 2.1 SE 1.1, 1.2, 1.4</p>

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Speaking and Listening	<p>Giving short speeches and presentations, expressing their own ideas and keeping to the point. Participating in formal debates and structured discussions, summarising and/or building on what has been said. Improvising, rehearsing and performing play scripts and poetry in order to generate language.</p>					
Spelling	<p>Correct vowel choices, including: vowels with common alternative spellings, e.g. ay, ai, a-e; unstressed vowels; the influence of vowels on other letters, e.g. doubling consonants, softening c;</p> <p><i>(Check the Year 6 NC for further information)</i></p>	<p>Verb endings Past tense</p> <ul style="list-style-type: none"> • Add –ed for past tense. • Protect short vowel sounds, usually in one/two syllable root • words, by doubling • the last consonant before adding –ed • When a word ends in –y, change y to i, then add –ed • Some verbs just add –d • 	<p>Plurals</p> <ul style="list-style-type: none"> • Add –s to the root (usually when it ends in a consonant or –e) • When a word ends in –y, change y to i, then add –es • Some plurals change the word completely, or don't change at all... <i>people, feet, teeth, sheep</i> • If a word ends in –ch, –sh, –x or –s you need to add –es to the end • Some words ending in –f have the f changed to v then add –es, but some just add –s. • If a word ends in –o it might just get an s added (e.g we all said our hellos, whilst polishing our halos) or it might have to have an –es (cave systems can contain one grotto, or many grottoes). Usually, it's an –s for a vowel+o at the end of the word, and –es for a consonant+o <i>(Refer to the Year 6 curriculum to consolidate)</i> 	<p>Prefixes <i>Prefixes alter the meaning of the word.</i></p> <p>Ad – Al – Des – Dis – En – Ex –</p> <p>Homophones</p> <p>advise/advice choose/chose quiet/quite a lot of cloth/clothe sites/sights affect/effect conscience/conscious source/sauce</p>	<p>Prefixes <i>Prefixes alter the meaning of the word.</i></p> <p>In – Im – Pre – Pro – Re – Trans – Un –</p> <p>Homophones</p> <p>allowed/aloud course/coarse thank you bought/brought our/are threw/through braking/breaking practise/practice to/too/two</p>	<p>Various Suffixes <i>Suffixes alter the meaning of the word, usually in cooperation with a prefix, and often with regard to action or strength of meaning.</i></p> <p>The most important rule is that if a root word ends in a vowel, and the suffix starts with one – something will have to change!</p>
Assessment of SPAG	<p>Lexia programme to be used as an assessment tool and assist in personalised intervention for the pupils to aid with comprehension, word and grammar. Star reading assessments to be completed at the end of each term Blackwell spelling test to be completed at the start of the year and the end of the year</p>					

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Assessment opportunities	<p>Descriptive writing linked to characterisation</p> <p>PEE paragraphs to show understanding of comprehension tasks</p> <p>Non fiction writing - letter writing</p>	<p>Descriptive writing linked to setting.</p> <p>PEE paragraphs to demonstrate understanding of comprehension tasks</p>	<p>Poetic language within poetry writing</p> <p>Understanding of impact of poetic language</p>	<p>Application of appropriate features within playscript writing</p> <p>Application of PEE paragraphs to support reading comprehension.</p> <p>Non biased writing to form</p>	<p>Reading comprehension tasks to show understanding of character and plot</p>	<p>Non-fiction piece of writing to show DAFOREST technique</p> <p>'Make your page a cinema screen'</p>
Grammar	<ul style="list-style-type: none"> - Reinforce basic punctuation: full stops, capital letters, question marks and exclamation marks - develop the application of sentence structure. (Short, complex, compound) - Word classes: adjectives, verbs, nouns, adverbs Noun phrases 	<ul style="list-style-type: none"> - Plan, draft, edit, proof read. (Purple pen tasks) - Continue to reinforce basic punctuation: full stops, capital letters, question marks and exclamation marks and paragraphing - Continue to develop application of word types: adjectives, verbs, nouns, adverbs Noun phrases 	<ul style="list-style-type: none"> -Paragraph concept (Tip Top – Time/Place/Topic. Person) -Descriptive, narrative, expository, and persuasive elements to a paragraph. - Application of punctuation for effect – use of colon and semi colon. 	<ul style="list-style-type: none"> - Persuasive writing / rhetorical devices techniques: DAFOREST Direct address Alliteration Facts Opinions Rhetorical question Emotive language Statistics Three (rule of three) - Use opposition connectives in an argument (However, nevertheless,) - Use sentence types for dramatic effect 	<ul style="list-style-type: none"> - Reinforce the different sentence types – simple / compound/ complex and apply within written work. - Basic figurative language devices: imagery, alliteration, rhythm and rhyme 	<ul style="list-style-type: none"> - DAFOREST application - Extend vocabulary to engage reader (Synonyms and antonyms) - Continue to use the range of sentence types for effect
Enrichment/ Experiences	<p>Experience of media studies through film review/comparison.</p>	<p>Experience of media studies through film review/comparison.</p>		<p>Author visit to school to allow pupils to question and share own writings with a professional.</p>	<p>Visit to Stratford Upon Avon to develop knowledge of Shakespeare and the cultural aspect of the written word.</p>	
Curriculum End Point / Goal	<p>Pupils will be submersed in a range of engaging and exciting literature that will hopefully spark their interest and ignite a passion for the subject of English whilst building cultural capital. Pupils read critically exploring a variety of texts, analysing how a writer communicates messages through linguistic devices. Pupils will have a number of opportunities to respond creatively and personally to reading material, developing their personal opinions and responses to texts and wider ideas. Exploratory talk will also be introduced where pupils will 'find their voice' and showcase their perspective on the key topics throughout the year, using their discussion to learn.</p>					