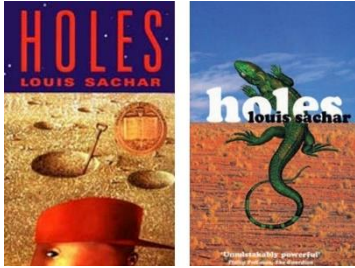





# Long Term Plan KS3 English

Year 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
<b>Unit</b>	Study of a Whole Novel 		Poetry Outsiders <i>Freedom Writers</i> 	Introduction to 19 <sup>th</sup> Century 	Romeo and Juliet 	Gang culture – nonfiction  followed by  Love and relationships- fiction			
<b>Genre</b>	Prose	Prose	Poetry	Non-fiction	Drama/non fiction	Shakespeare/Drama			
<b>Skills, Knowledge and Learning</b>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Understanding of key ideas, themes and events</li> <li>-Setting – how does the author develop this through the application of vocabulary?</li> <li>-Structure - Looking at Setting, Character and Opening of chapters</li> <li>- Inference and comprehension - looking at what the writer writes and what the reader infers. Why and how questions posed or questions concerned with the pupil's own thoughts and opinions.</li> <li>-Analysis of language and linguistic devices – developing understanding of personification, onomatopoeia as well as embedding knowledge of metaphor and similes.</li> <li>-Identify narrative voice</li> </ul>		<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Explore a range themes and ideas within poetry including: gang culture, isolation and racism, popular subcultures throughout history, gender and identity</li> <li>-Identify how the writers use their poetic voice to convey a message</li> <li>-Explain how a range of poetic devices are used for effect</li> <li>-Identify key words within poems to create deeper inferences</li> </ul>		<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Understand the social and historical context of the 19<sup>th</sup> century</li> <li>-Explore a range of 19<sup>th</sup> themes such as: science, technology, religion, gender roles and politics</li> <li>-Identify different formats of writing including: letters, speeches, newspaper articles and diary entries</li> <li>-Analysis of non-fiction language devices</li> </ul>		<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>- Revisit the stylistic conventions of scripts</li> <li>-Explore audience and social attitudes in Shakespearean England</li> <li>-Explain how the writer conveys key themes and ideas, applying accurate subject terminology where relevant</li> <li>-Deepen inferences about setting, character and mood by selecting relevant textual details and exploring form and structure</li> </ul>		<p><b>Reading</b></p> <p>Understand the social and historical context of the 16<sup>th</sup> century</p> <ul style="list-style-type: none"> <li>-Explore a range of 16<sup>th</sup> themes such as: science, technology, religion, gender roles and politics</li> <li>-Identify different formats of writing including: letters, speeches, adverts</li> <li>-Analysis of non-fiction language devices</li> </ul>

## Long Term Plan KS3 English

	<p><b>Writing:</b> -Construct a chapter/story -Develop characters including antagonists and protagonists Develop a clear, structured narrative using Freytag's Pyramid (story mountain) -Include figurative and rhetorical language devices in writing</p>	<p><b>Writing:</b> -Use the characters, themes and ideas from poems as a stimulus to create fictional and non-fictional pieces of writing  -Write a poem in a given form -Write a monologue to express emotive language.</p>	<p><b>Writing:</b> -Accurately structure different styles of writing including: letters, speeches, newspaper articles and diary entries -Engage in discussion to generate ideas -Use a range of non-fiction language devices -Aim to use ambitious vocabulary -maintain a critical style and develop an informed personal response -use textual references, including quotations, to support and illustrate interpretations.</p>	<p>-Comment on, and begin to analyse, the use of figurative language and its effect on the audience/reader  <b>Writing:</b> -Use the characters, themes and ideas from Romeo and Juliet as a stimulus to create fictional and non-fictional pieces of writing  -Engage with elements of playwriting such as: stage directions, visual and sound effects to create scenes</p>	<p><b>Writing:</b> Accurately structure different styles of writing including: letters, speeches, and speeches -Engage in discussion to generate ideas -Use a range of non-fiction language devices -Aim to use ambitious vocabulary</p>
<b>Suggested Texts/authors</b>	<p>Holes by Louis Sachar- Wink by Rob Harrell.</p> <p>Madame Doubtfire by Anne Fine.</p> <p><i>Texts can be adapted and changed in accordance to cohort teaching.</i></p>	<p>Dylan Thomas-The Hunchback in The Park</p> <p>Simon Armitage- The Clown Punk</p> <p>John Agard- Checking Out Me History</p> <p>James Berry-Outsider</p> <p>Simon Armitage- Give</p> <p>I Wandered Lonely as a Cloud-William Wordsworth</p> <p>Freedom Writers – Visual text Richard LaGravenese</p>	<p>Charles Dickens- - Oliver Twist</p> <p>Jayne Eyre – Charlotte Bronte</p> <p>Wuthering Heights – Emily Bronte</p> <p>Black Beauty by Anna Sewell</p>	<p>William Shakespeare- Romeo and Juliet</p>	<p>William Shakespeare- Romeo and Juliet</p>

## Long Term Plan KS3 English

<b>NC/Qualification Objectives</b>	<p><b>Reading:</b></p> <p>1, 1.1, 2.1, 2.2, 3.1, 3.3</p> <p><b>Writing:</b></p> <p>1, 1.3, 1.4, 1.5, 1.6 1.7. 1.8</p> <p><b>SP/Li:</b></p> <p>1.1</p>	<p><b>Reading:</b></p> <p>1, 1.1, 2.1, 2.2, 3.1, 3.2</p> <p><b>Writing:</b></p> <p>1, 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8</p> <p><b>SE:</b></p> <p>1.1, 1.4</p>	<p><b>Reading:</b></p> <p>1, 1.1, 2.1, 2.2, 2.3, 3.1</p> <p><b>Writing:</b></p> <p>1, 1.1, 1.2, 1.3, 1.4. 1.5, 1.6, 1.7, 1.8</p> <p><b>SE:</b></p> <p>1.1, 1.2, 1.3</p>	<p><b>Reading:</b></p> <p>1, 1.1, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, 3.6</p> <p><b>Writing:</b></p> <p>1, 1.1, 1.3, 1.4, 1.6, 1.7, 1.8</p> <p><b>SE:</b></p> <p>1.1, 1.3, 1.4</p>	<p><b>Reading:</b></p> <p>1, 1.1, 2.1, 2.2, 2.3, 3.1</p> <p><b>Writing:</b></p> <p>1, 1.1, 1.2, 1.3, 1.4. 1.5, 1.6, 1.7, 1.8</p> <p><b>SE:</b></p> <p>1.1, 1.2, 1.3</p>
<b>Speaking and Listening</b>	<p>Writing a more formal short speech, expressing their own ideas, to present to the rest of the class.</p> <p>Participating in formal debates and structured discussions, both in class and outside in unstructured times, which allows pupils to summarise and/or build on what has been said.</p> <p>Writing, rehearsing and performing pieces of poetry in order to develop intonation, fluency and confidence.</p>				
<b>Spelling</b>	<p><b>Superlatives and Comparatives</b> ( the best of a group and direct comparisons)</p> <p><i>Biggest, largest, nastiest - Taller, larger, bigger, nastier, wider.</i></p>	<p><b>Silent letters + /j/ sounds</b> <i>Bridge, Badge, Smudge, Budget, Lodge, Fidget, Gadget, Judgement, Knowledge, Pledge, Acknowledge, Wedge etc.</i></p> <p>-j- , -g- , -ge- , -ge- or -dge</p>	<p><b>'ll' words</b></p> <p><i>Additionally, Forcefully, Allegedly, Alliteration, Allocate, Compelling, Illusion, Respectfully, Emotionally, Formally, Hallucinate, Illegal etc.</i></p>	<p><b>Double consonant words (mm/tt)</b></p> <p>In a word with 1 syllable, double the final consonant ONLY if the word ends in 1 vowel + 1 consonant. In a word with 2 or more syllables, double the final consonant ONLY if the word ends in 1 vowel + 1 consonant AND the final syllable is stressed.</p>	
<b>Grammar</b>	<p>Plan, draft and edit own work.</p> <p>Use a range of simple, compound and complex sentences</p> <p>Use connectives and conjunctions (FANBOYS)</p> <p>Extend vocabulary: synonyms, antonyms, vocabulary instruction and word of the month</p>	<p>Explore how punctuation affects literary devices such as caesura</p> <p>Explore how the lack of punctuation used in enjambment can create particular effects within poetry</p>	<p>Plan, draft and edit</p> <p>Begin to use subordinate clauses at the start of complex sentences and correctly punctuate using the comma</p> <p>Include the semi-colon to link closely related independent clauses</p>	<p>Embed a range of punctuation throughout writing for structure and accuracy</p> <p>Explore the use of interjections and exclamatory sentences in Romeo and Juliet</p>	<p>Embed a range of punctuation throughout writing for structure and accuracy</p> <p>Explore the use of interjections and exclamatory sentences in Romeo and Juliet</p>

## Long Term Plan KS3 English



		<p>Aim to use enjambment and caesura within writing</p> <p>Proofread for accuracy and clarity</p> <p>Consciously use ambitious vocabulary</p>	<p>Use the colon to introduce a key argument or idea</p> <p>Use a range of discourse markers to structure argument logically with accurate punctuation</p> <p>Spell ambitious vocabulary accurately</p> <p>Continue KS3 spellings-differentiated</p>	<p>Apply parentheses to script to aid stage directions</p> <p>Use the ellipsis in script writing to indicate a pause or hesitation</p> <p>Accurately structure simple, compound and complex sentences within writing</p> <p>Spell technical terminology accurately</p>	<p>Apply parentheses to script to aid stage directions</p> <p>Use the ellipsis in script writing to indicate a pause or hesitation</p> <p>Accurately structure simple, compound and complex sentences within writing</p> <p>Spell technical terminology accurately</p>
<b>Assessment of SPAG</b>	<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.</p> <p style="text-align: center;">Star reading assessments to be completed at the end of each term</p> <p style="text-align: center;">Blackwell spelling test to be completed at the start of the year and the end of the year</p>				
<b>Assessment opportunities</b>	Descriptive writing	<p>Poetry analysis</p> <p>Application of poetry techniques within a monologue.</p>	Application of non-fiction features within a letter and a recount.	Textual analysis with the application of PEEL.	Speech clearly written to articulate themes and feelings.
<b>Enrichment/ Experiences</b>	Writing competition to allow for pupils to write for an intended audience. 'Young writers' competition to be utilised. <a href="https://www.youngwriters.co.uk/">https://www.youngwriters.co.uk/</a>	. Pupils to have the experience of entering their transcriptions into the Foyle Young Poets Award ( Submissions open until July)	Trip to the Black Country Living Museum to allow pupils to be immersed in the life of Victorians. This will allow pupils to become more aware of the living conditions that children used to face.	Watch 1996 film adaption of Romeo and Juliet to allow for a visual representation of the gang culture between Montagues and Capulets.	Visit to Stratford Upon Avon to view the Shakespeare School room. Pupils will Immerse themselves in 16th Century Stratford-upon-Avon, and sit in the very room where Shakespeare sat as a pupil in the 1570

# Long Term Plan

## KS3 English



<b>Curriculum End Point / Goal</b>	Building on their skills and knowledge acquired during their first year of key stage 3, pupils will continue to engage in a variety of texts to enable them to become independent readers who have a keen interest in literature. Through deepening inferences, pupils begin to critique and analyse the writers' use of form, language and structure to provide explanations of how particular stylistic devices create meaning. Engaging in dynamic and educational discussions will give pupils the opportunity to explore the social and historical contexts of the works they are studying and voice their own opinion on the changes to society that they have witnessed.
--	---