


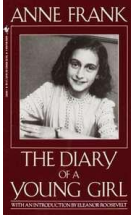
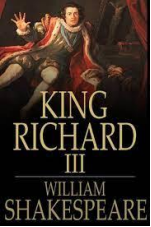


Long Term Plan KS3 English

Year 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Dystopian Fiction 	Short Story 	Poetry-Love and Relationships 	Viewpoints and Perspectives 	Richard III 	
Genre	Prose	Prose Horror/Thriller	Range of poetry	Non-fiction texts	Shakespeare/Drama	
Skills, Knowledge and Learning	<p>Reading:</p> <ul style="list-style-type: none"> -In-depth understanding of plot -Recognise the key features of a dystopian setting -Explore characterisation and the formation of antagonists, protagonists and key characters -Develop inference in terms of before, during and after reading. -Critical evaluation of the writers' methods and their effectiveness <p>Writing:</p> <ul style="list-style-type: none"> -Apply the features of dystopian fiction to a piece of creative writing 	<p>Reading:</p> <ul style="list-style-type: none"> -Explore the conventions of the horror genre -Demonstrate a clear understanding of the plot -Identify a range of different characters and how they help to move the plot on -Analyse the writer's methods (language and structure) -Critically evaluate the writer's methods and their effectiveness <p>Writing:</p> <ul style="list-style-type: none"> -Apply the features of horror to a piece of creative writing -Create an effective gothic/horror setting 	<p>Reading:</p> <ul style="list-style-type: none"> -Explore a range themes and ideas within poetry including: romantic relationships, family, friends and bereavement -Compare how the writers use their poetic voice to convey a message -Analyse how the writers use a range of poetic devices for effect -Explore the use of structure and form of poetry to create meaning -Select key words within poems to create deeper inferences <p>Writing:</p> <ul style="list-style-type: none"> -Use the conventions associated with romantic 	<p>Reading:</p> <ul style="list-style-type: none"> -Make inferences about the writers' ideas and themes -Identify the difference between fact, opinion and bias within text -Compare and contrast the ways that writers present their viewpoints and perspectives -Comment on how language is used to express a viewpoint -Recognise a range of non-fiction formats of text and their layout features <p>Writing:</p> <ul style="list-style-type: none"> -Logically structure ideas to present an argument/point of view 	<p>Reading:</p> <ul style="list-style-type: none"> - Explore the stylistic conventions of scripts -Consolidate how the audience and social attitudes in Shakespearean England would have impacted their interpretations of the play -Evaluate how the writer conveys key themes and ideas, applying accurate subject terminology where relevant -Begin to compare common Shakespearean themes within plays studied throughout KS3 -Deepen inferences about setting, character and mood by selecting judicious textual details and exploring form and structure -Analyse, and begin to evaluate and critique, the use of figurative language and its effect on the audience/reader <p>Writing:</p> <ul style="list-style-type: none"> -Use the characters, themes and ideas from Richard III, and another Shakespeare play, as a stimulus to create fictional and non-fictional pieces of writing -Accurately use elements of playwriting such as: stage directions, visual and sound effects to create scenes 	

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	<ul style="list-style-type: none"> -Create an effective setting through extensive language and vocabulary choices -Develop key characters using descriptive devices and dialogue -Begin to use a range of structural devices such as flashbacks, flashforwards and cliff-hangers 	<p>through extensive language and vocabulary choices</p> <ul style="list-style-type: none"> -Develop key characters using descriptive devices and dialogue -Build on the use of structural devices such as flashbacks, flashforwards and cliff-hangers 	<p>poetry to create inspirational poetic verses.</p> <ul style="list-style-type: none"> -Write a poem in a given form -Learn and apply new vocabulary words through definition, examples, illustrations, synonym, and antonym. 	<ul style="list-style-type: none"> -Ensure that sensitive issues are explored and presented with a mature attitude -Develop the use of rhetoric within persuasive texts drawing on the three appeals (ethos, pathos and logos) 	<p>This term allows year 9 pupils to develop their skills and knowledge based around Shakespeare and how textual analysis allows creative responses to individual questions.</p>
Suggested Texts/authors	<p>Suzanne Collins-The Hunger Games</p> <p>James Dashner-The Maze Runner</p>	<p>Edgar Allan Poe- The Tell Tale Heart</p> <p>Susan Hill-The Woman in Black</p> <p>Richard Matheson- I Am Legend</p> <p>Ray Bradbury- Something Wicked Comes This Way</p> <p>Edgar Allan Poe- The Cask of Amontillado</p> <p>Roald Dahl- Lamb to The Slaughter</p>	<p>Lord Byron-When We Two Parted</p> <p>Carol Ann Duffy-Medusa</p> <p>Sir John Batjeman-On a Portrait of Deaf Man</p> <p>Elizabeth Barrett Browning- Sonnet 29</p> <p>Bartholomew Griffin-Fidessa</p> <p>Jackie Kay-Brendan Gallacher</p>	<p>Christy Brown- My Left Foot</p> <p>Anne Frank-Diary of Anne Frank</p> <p>Martin Luther King- I Have a Dream (speech)</p> <p>Winston Churchill- We Shall Fight on The Beaches (speech)</p> <p>John F Kennedy- We Choose to go to The Moon (speech)</p> <p>Queen Elizabeth II To President Eisenhower (letter)</p> <p>The death of Nelson Mandela 2013 (newspaper article)</p> <p>Wedding of Prince William and Catherine Middleton (2011)</p>	<p>William Shakespeare- Richard III</p> <p>William Shakespeare – Macbeth</p> <p>William Shakespeare – Romeo and Juliet.</p>

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NC/Qualification Objectives	<p>Reading:</p> <p>1, 1.1, 2.1,2.2,3.1,3.3</p> <p>Writing:</p> <p>1, 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8</p> <p>SE:</p> <p>1.1</p>	<p>Reading:</p> <p>1, 1.1, 2.1, 2.2, 2.3, 3.1, 3.3</p> <p>Writing:</p> <p>1, 1.1, 1.3, 1.4, 1.6, 1.7, 1.8</p> <p>SE:</p> <p>1.1</p>	<p>Reading:</p> <p>1, 1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.5</p> <p>Writing:</p> <p>1, 1.1, 1.3, 1.4, 1.6,1.7,1.8</p> <p>SE:</p> <p>1.1, 1.4</p>	<p>Reading:</p> <p>1, 1.1, 2.1. 2.2, 2.3, 3.1, 3.5</p> <p>Writing:</p> <p>1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8</p> <p>SE:</p> <p>1.1</p>	<p>Reading:</p> <p>1, 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, 3.5, 3.6</p> <p>Writing:</p> <p>1, 1.1, 1.3, 1.4, 1.6, 1.7, 1.8</p> <p>SE:</p> <p>1.1, 1.3, 1.4</p>
Speaking and Listening	<p>Identify relevant lines of arguments</p> <p>Make requests and ask relevant questions to obtain specific information in different contexts.</p> <p>Communicate information, ideas and opinions clearly and accurately on a range of topics</p> <p>Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium.</p>				
Spelling	'tion and 'sion' words		'ant' words and 'ent' words		Consolidation of KS3 spelling rules
	<p>The sound /shun/ is spelled TWO ways: -tion and -sion</p> <p>Question, caution, magician, compression, invasion, division, confusion, television.</p>		<p>EG: Adamant, Assistant, Blatant, Brilliant, Consultant</p> <p>Dependent, Disobedient, Environment, Parliament, Insistent</p>		<p>Teachers to review individual pupils to ensure gaps and misconceptions have been addressed prior to the KS4 entry.</p>
Grammar	<p>-Use of a range of simple, compound and complex sentences for accuracy and effect</p>	<p>- Use of a range of simple, compound and complex sentences for accuracy and effect</p>	<p>-Explore how the inclusion and exclusion of punctuation can alter meaning of a text</p>	<p>-Use a range of discourse, accurately punctuated, for structure</p>	<p>Include a range of punctuation throughout writing for structure and accuracy</p> <p>Explain the use of interjections and exclamatory sentences in Richard III</p>

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	<ul style="list-style-type: none"> -Vary sentence openings by including fronted adverbials, prepositional phrases and double adjective openers -Write in a consistent tense -Ensure subjects and verbs agree -Include a range of punctuation for effect -Punctuate dialogue accurately <p>Refer to National Curriculum KS3 statutory study guide with regards to spelling strategies.</p>	<ul style="list-style-type: none"> -Use a variety of word classes to begin sentences -Embed relative clauses throughout writing and -Use punctuation for effect, such as the ellipsis and the exclamation mark, sparingly -Punctuate dialogue accurately <p>Refer to National Curriculum KS3 statutory study guide</p>	<ul style="list-style-type: none"> -Include a range of sentence types for accuracy and effect -Spell ambitious vocabulary accurately <p>Refer to National Curriculum KS3 statutory study guide</p>	<ul style="list-style-type: none"> -Paragraph writing using TiP ToP (Time Person, Topic and Place) -Begin to use a thesaurus to vary vocabulary -Demonstrate understanding of alphabetical order by using a dictionary to spell unfamiliar words -Use increasingly sophisticated punctuation such as the colon and semi-colon <p>Refer to National Curriculum KS3 statutory study guide</p>	<ul style="list-style-type: none"> Use the ellipsis in script writing to indicate a pause or hesitation Include a range of correctly structured simple, compound and complex sentences within writing Use minor sentences in speech and dialogue Begin to vary sentence length to adapt pace of writing Spell technical terminology accurately Refer to National Curriculum KS3 statutory study guide
SPAG assessment	<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>Star reading assessments to be completed at the end of each term</p> <p>Blackwell spelling test to be completed at the start of the year and the end of the year</p>				
Assessment opportunities	Descriptive narrative writing in the style of Dystopian fiction	Gothic extract of writing allowing pupils to embed literacy devices	Poetry analysis to develop analytic skills in preparation for KS4.	Non-fiction piece of writing showcasing a speech on a topic of choice.	Textual analysis with the application of PEE to evidence answers.

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Enrichment/ Experiences	Work together to create a script of Dystopian fiction. Pupils are to then perform and film the scenes and this will be shared to an informal groups (Parental coffee mornings)	Visit to the theatre to watch Woman In Black to allow pupils to compare the text to the theatrical production.	Performance poetry - application of poetry to rap to allow pupils to make links to work after school	Delivery of speeches to a wider audience to develop the pupil's self confidence in presentation. This could be linked to sister schools.	Pupils to devise a scene and perform this to a wider audience. This is to include all elements of the play (Costume, set, music). Pupils can re write a scene so that it is modern day and use the plot as the skeleton. Pupils can develop the scenes with a blend of famous Shakespearean lines and speeches with the pupils' own language.
Curriculum End Point / Goal	In their last year of KS3, pupils will be consolidating their learning and understanding of the vast literature that they have studied. As keen and independent readers, they will become increasingly critical of texts and demonstrate a clear understanding of the writer's purpose and their deliberate use of particular methods for effect. Inferences deduced from texts will be clear and specific, which will allow pupils to show their knowledge and understanding of what they have read by judiciously selecting appropriate quotations when responding to questions. Careful selection of appropriately themed texts will also give pupils an understanding of the wider world and enable them to develop morally, socially and culturally. Natural opportunities to explore the themes of these texts such as education, gender roles, religion, politics, race and social class will enable pupils to become confident and diplomatic speakers. Pupils will begin to build their own craft as writers with a clear awareness of how to engage their audience. Through their passion for reading, they will develop an increasingly sophisticated vocabulary.				