


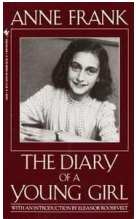
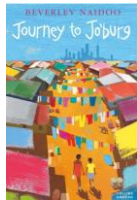
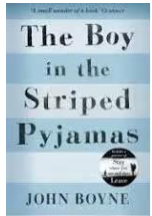


Long Term Plan KS3 English

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 	Historical Fiction Adventure 	Historical Fiction Adventure 
Genre	Prose	Prose Horror/Thriller	Range of poetry	Non-fiction texts	Fiction	Fiction
Skills, Knowledge and Learning	Reading: -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 Writing: -Apply the features of dystopian fiction to a piece of creative writing	Reading: -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 Writing: -Apply the features of horror to a piece of creative writing -Create an effective gothic/horror setting	Reading: -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	Reading: -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 Writing: -Logically structure ideas to present an argument/point of view	Reading: -Discuss and evaluate how author uses language, considering the impact on the reader -Explore the meaning of words in context -Discuss themes and conventions -Identify how language, structure and presentation contribute to meaning Writing: -Identify the audience and purpose for a piece of writing -Plan writing by noting and developing initial ideas, drawing on reading and research where necessary	Reading: -Discuss setting, plot, and characterisation, and the effects of these -Develop inferences referring to evidence in the text -Discuss feeling and journey that the characters go on -Explore how and why friendship develops, referring to the text for evidence Writing: -Apply the features of historical fiction to a piece of creative writing - Evaluate and edit by assessing the effectiveness and considering how their

Long Term Plan KS3 English

	<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 	through extensive language and vocabulary choices -Develop key characters using descriptive devices and dialogue -Build on the use of structural devices such as flashbacks, flashforwards and cliff-hangers	Writing: -Use the conventions associated with romantic poetry to create inspirational poetic verses. -Write a poem in a given form -Learn and apply new vocabulary words through definition, examples, illustrations, synonym, and antonym.	-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)	-Draft and write by precisising longer passages; to ensure consistent and correct use of tense -Evaluate and edit by assessing the effectiveness and considering how their writing reflects the audiences and purposes for which it was intended	writing reflects the audiences and purposes for which it was intended -Compare and contrast key characters -Write a diary entry as one of the characters -Reflect upon the story
Suggested Texts/authors	Suzanne Collins-The Hunger Games James Dashner-The Maze Runner	Edgar Allan Poe- The Tell Tale Heart Susan Hill-The Woman in Black Richard Matheson- I Am Legend Ray Bradbury- Something Wicked Comes This Way Edgar Allan Poe- The Cask of Amontillado Roald Dahl- Lamb to The Slaughter	Lord Byron-When We Two Parted Carol Ann Duffy-Medusa Sir John Batjeman-On a Portrait of Deaf Man Elizabeth Barrett Browning- Sonnet 29 Bartholomew Griffin-Fidessa Jackie Kay-Brendan Gallacher	Christy Brown- My Left Foot Anne Frank-Diary of Anne Frank Martin Luther King- I Have a Dream (speech) Winston Churchill- We Shall Fight on The Beaches (speech) John F Kennedy- We Choose to go to The Moon (speech) Queen Elizabeth II To President Eisenhower (letter) The death of Nelson Mandela 2013 (newspaper article)	The Secrets Act – Alison Weatherby The Diamond of Drury Lane -Julia Golding	Empire of the Sun – J G Ballard The Silver Sea – Julia Golding, Tim Bruce

Long Term Plan KS3 English

				Wedding of Prince William and Catherine Middleton (2011)		
NC/Qualification Objectives	Reading: 1, 1.1, 2.1,2.2,3.1,3.3 Writing: 1, 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 SE: 1.1	Reading: 1, 1.1, 2.1, 2.2, 2.3, 3.1, 3.3 Writing: 1, 1.1, 1.3, 1.4, 1.6, 1.7, 1.8 SE: 1.1	Reading: 1, 1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.5 Writing: 1, 1.1, 1.3, 1.4, 1.6,1.7,1.8 SE: 1.1, 1.4	Reading: 1, 1.1, 2.1, 2.2, 2.3, 3.1, 3.5 Writing: 1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 SE: 1.1	Reading: 1, 1.1, 2.1, 2.2, 2.3, 3.1, 3.5 Writing: 1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 SE: 1.1	Reading: 1, 1.1, 2.1, 2.2, 2.3, 3.1, 3.5 Writing: 1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 SE: 1.1
Speaking and Listening	<p style="text-align: center;">Identify relevant lines of arguments</p> <p style="text-align: center;">Make requests and ask relevant questions to obtain specific information in different contexts.</p> <p style="text-align: center;">Communicate information, ideas and opinions clearly and accurately on a range of topics</p> <p style="text-align: center;">Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium.</p>					
Spelling	'tion and 'sion' words The sound /shun/ is spelled TWO ways: -tion and -sion Question, caution, magician, compression, invasion, division, confusion, television.		'ant' words and 'ent' words EG: Adamant, Assistant, Blatant, Brilliant, Consultant Dependent, Disobedient, Environment, Parliament, Insistent		Consolidation of KS3 spelling rules Teachers to review individual pupils to ensure gaps and misconceptions have been addressed prior to the KS4 entry.	
Grammar	-Use of a range of simple, compound and complex sentences for accuracy and effect -Vary sentence openings by including fronted adverbials, prepositional phrases and double adjective openers	- Use of a range of simple, compound and complex sentences for accuracy and effect -Use a variety of word classes to begin sentences -Embed relative clauses throughout writing and	-Explore how the inclusion and exclusion of punctuation can alter meaning of a text -Include a range of sentence types for accuracy and effect -Spell ambitious vocabulary accurately	-Use a range of discourse, accurately punctuated, for structure -Paragraph writing using TiP ToP (Time Person, Topic and Place) -Begin to use a thesaurus to vary vocabulary -Demonstrate understanding of	Include a range of punctuation throughout writing for structure and accuracy 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	

Long Term Plan KS3 English

	<p>-Write in a consistent tense</p> <p>-Ensure subjects and verbs agree</p> <p>-Include a range of punctuation for effect</p> <p>-Punctuate dialogue accurately</p> <p>Refer to National Curriculum KS3 statutory study guide with regards to spelling strategies.</p>	<p>-Use punctuation for effect, such as the ellipsis and the exclamation mark, sparingly</p> <p>-Punctuate dialogue accurately</p> <p>Refer to National Curriculum KS3 statutory study guide</p>	Refer to National Curriculum KS3 statutory study guide	<p>alphabetical order by using a dictionary to spell unfamiliar words</p> <p>-Use increasingly sophisticated punctuation such as the colon and semi-colon</p> <p>Refer to National Curriculum KS3 statutory study guide</p>	
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>SAST 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.
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.	
Curriculum End Point / Goal	<p>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.</p>				

Long Term Plan KS3 English