



KS3 Long Term Plan (2020-2021) English

Key: Links to KS3 English National Curriculum

	Reading
	Writing
	Spoken English
	Grammar and Vocabulary
	Assessment Points with AOs

To be read alongside:

English Programme of Study: Key Stage 3; Glossary for the Programmes of Study for English; BWA English Department Curriculum Statement; individual schemes of learning. Please see also unit overview and assessment sheets.

	Autumn 1: 7-8 Weeks	Autumn 2: 7-8 Weeks	Spring 1: 5-7 Weeks	Spring 2: 5-7 Weeks	Summer 1: 6-7 Weeks	Summer 2: 6-7 Weeks
Year 7 Links to National Curriculum	Viewpoints and Perspectives on Youth <ul style="list-style-type: none"> knowing how language, vocab choice, grammar, structure and organisation present meaning studying... characterisation and effect recognising poetic conventions and understanding how these have been used making critical comparisons across texts 	'Animal Farm' <ul style="list-style-type: none"> reading... whole books; range of authors; contemporary English literature checking understanding making inferences and referring to evidence studying setting, plot, characterisation writing range of non-narrative texts inc. arguments use of literary and rhetorical devices make critical comparisons 	Transactional Writing: Theme Parks <ul style="list-style-type: none"> knowing purpose audience and context of writing and drawing on this to support comprehension summarising and organising material selecting appropriate form notes and polished scripts for talks and presentations write accurately, fluently, effectively... formal letters use standard English confidently... classroom discussion 	Short Stories <ul style="list-style-type: none"> reading a range of fiction coverage of genre and form making inferences studying setting, plot, characterisation study of a range of authors knowing how language, vocab choice, grammar, structure and organisation present meaning writing for a wide range... stories/imaginative writing plan – considering how writing reflects audience/purpose 	'War Horse' Playscript <ul style="list-style-type: none"> reading a range of fiction coverage of genre and form making inferences studying setting, plot, characterisation study of a range of authors understanding how the work of dramatists is communicated through performance recognising poetic conventions and understanding how these have been used writing range of non-narrative 	Shakespeare's Worlds <ul style="list-style-type: none"> studying setting, plot, characterisation and effect read high quality works from Shakespeare understand how the work of dramatists is communicated effectively through performance understand how alternative staging allows for different interpretations of a play making inferences know how language... text



	<ul style="list-style-type: none">support ideas with factual detailswrite accurately, fluently, effectively...for formal lettersamend...structure to improve coherence and effectivenessknowing and understanding the differences between spoken and written language... inc. formal registerextending and applying grammatical knowledge <p>Pupil assessment: Reading 'The Life Story of a Girl...' To what extent question. (AO4) Writing a formal letter of complaint in role (AO5/6 all).</p>	<ul style="list-style-type: none">support ideas/arguments with... factual detailuse Standard English in classroom discussion <p>Pupil assessment: analysis of use of persuasive techniques (AO2); comparison across texts (AO4); writing a speech (AO5i/6i)</p>	<ul style="list-style-type: none">participate in formal debate and discussionimprovise, rehearse...to generate language...using roleuse Standard English in writing <p>Pupil assessment: Write a letter to local MP expressing views about the development (AO5ii/6ii).</p>	<p>Pupil assessment: analysis of use of tension/suspense in a story (AO2); writing a tension filled story (AO5i).</p>	<p>texts (report; speech)</p> <ul style="list-style-type: none">write stories... and other imaginative writingsupport ideas/arguments with... factual detailsummarising and organising materialuse Standard English confidently in formal discussiongive short presentationsuse vocabulary and grammatical constructions...consciously in writing <p>Pupil assessment: Exploration of the theme of courage as presented in the play; Exploration of the relationship between Albert and Joey (AO1/2); Writing Capt. Nichols' journal (AO5/6 all).</p>	<p>structure present meaning</p> <ul style="list-style-type: none">summarising and organising materialwriting range of non-narrative texts: persuasive argumentimprovise, rehearse, perform...using role, tone, volume, silence, stillness, actionstudy the effect of grammatical features of textsdraw on new...grammatical constructions from reading and listening; use these in writing <p>Pupil assessment: write and deliver a persuasive speech defending Shakespeare's plays from the Puritans (AO5i/6ii). Rewrite Caliban's epilogue focusing on rhyming couplets and structure (AO5ii/6i); write and perform a scene using persuasive techniques in the style of Shakespeare in 'Macbeth' (Spoken English assessment)</p>
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	Autumn 1: 7-8 Weeks	Autumn 2: 7-8 Weeks	Spring 1: 5-7 Weeks	Spring 2: 5-7 Weeks	Summer 1: 6-7 Weeks	Summer 2: 6-7 Weeks
Year 8 Links to National Curriculum	Gothic Horror <ul style="list-style-type: none"> • read increasingly challenging material • reading a range of fiction... inc. pre-1914 • coverage of genre and form • making inferences • studying setting, plot, characterisation • study of a range of authors • knowing how language, vocab choice, grammar, structure and organisation present meaning • make critical comparisons across texts • writing for a wide range... stories/imaginative writing • plan, draft, edit proofread 	'To Kill a Mockingbird' Harper Lee <ul style="list-style-type: none"> • reading... whole books; range of authors; seminal world literature • checking understanding • making inferences and referring to evidence • studying setting, plot, characterisation • knowing how language, vocab choice, grammar, structure and organisation present meaning • learning new vocabulary...with the help of context/dictionaries • studying a range of authors • summarising and organising material • writing range of non-narrative texts inc. arguments 	Travel Writing: Traveller's Tales <ul style="list-style-type: none"> • knowing how language, vocab choice, grammar, structure and organisation present meaning • reading...wide coverage of genres...inc. pre-1914 • studying... setting and effect • make inferences referring to evidence • learning new vocabulary...with the help of context/dictionaries • making critical comparisons across texts • write...stories and other imaginative writing • summarise and organise material • write accurately, fluently, effectively • consider how writing reflects audience and purpose for which it was intended • extend and apply grammatical 	Poetry: Global Voices <ul style="list-style-type: none"> • reading... whole books; range of authors; seminal world literature • making inferences and referring to evidence • studying setting, plot, characterisation • learning new vocabulary...with the help of context/dictionaries • studying a range of authors • making critical comparisons across texts • recognising a range of poetic conventions and understanding how they have been used • summarising and organising material • writing range of non-narrative texts inc. arguments • use of literary and rhetorical devices • make critical comparisons • support ideas/arguments with... factual detail 	Heroes and Heroines <ul style="list-style-type: none"> • read increasingly challenging material • reading a range of fiction... inc. pre-1914 • coverage of genre and form • making inferences • studying setting, plot, characterisation • study of a range of authors • knowing how language, vocab choice, grammar, structure and organisation present meaning • recognising a range of poetic conventions and understanding how they have been used • make critical comparisons across texts • summarising and organising material • writing range of non-narrative texts inc. arguments 	'Romeo and Juliet' Shakespeare <ul style="list-style-type: none"> • studying setting, plot, characterisation and effect • read high quality works from Shakespeare • understand how the work of dramatists is communicated effectively through performance • understand how alternative staging allows for different interpretations of a play • making inferences • know how language...text • structure present meaning make critical comparisons across texts • write...stories and other imaginative writing • summarise and organise material



	<p>considering how writing reflects audience/purpose</p> <ul style="list-style-type: none">• extend and apply grammatical knowledge... to analyse more challenging texts <p>Pupil assessment: comparison of aspects of two stories (AO1/3); writing the opening to a ghost story focusing on imagery (AO5i).</p>	<ul style="list-style-type: none">• use of literary and rhetorical devices• make critical comparisons• support ideas/arguments with... factual detail• use Standard English in classroom discussion <p>Pupil assessment: How does Lee use language to describe the Radley place? OR How does Lee create setting and atmosphere in Ch 11/12? (AO2); Write a short article on the mad dog incident for the Maycomb Tribune (AO5ii/6i)</p>	<p>knowledge... to analyse more challenging texts</p> <ul style="list-style-type: none">• study the effectiveness and impact of grammatical features• draw on grammatical constructions and use these consciously in witting <p>Pupil assessment: How do the writers of the two texts studied make their experience come to life for the reader? (AO1/3); writing creative writing: 'Strange Lands' (AO5/6 all).</p>	<ul style="list-style-type: none">• extend and apply grammatical knowledge... to analyse more challenging texts• give short speeches and presentations, expressing ideas and keeping to the point <p>Comparison of two poems (AO2/3); writing a political speech to be performed (AO5i/6i).</p>	<ul style="list-style-type: none">• use of literary and rhetorical devices• make critical comparisons• support ideas/arguments with... factual detail• extend and apply grammatical knowledge... to analyse more challenging texts• discussing reading, writing... with precise and confident use of linguistic and literary terminology• give short speeches and presentations, expressing ideas and keeping to the point• improvise, rehearse, perform... using role, tone, volume, silence, stillness, action <p>Pupil assessment: Evaluate the character of Robin in Armitage's poem 'Kid'. (AO4); 'Not all heroes wear capes.' Write an article for a newspaper on the theme of heroism. (AO5/6 all).</p>	<ul style="list-style-type: none">• write accurately, fluently, effectively• consider how writing reflects audience and purpose for which it was intended• give short speeches and presentations, expressing ideas and keeping to the point• improvise, rehearse, perform... using role, tone, volume, silence, stillness, action• study the effect of grammatical features of texts• discussing reading, writing... with precise and confident use of linguistic and literary terminology <p>Pupil assessment: Compare Capulet's attitude to his daughter's marriage in Acts 1 and 3. (AO3); Write about a time you felt lucky or unlucky. (AO5/6).</p>
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Year 9 Links to National Curriculum	Crime and Punishment <ul style="list-style-type: none"> read increasingly challenging material reading a range of fiction... inc. pre-1914 coverage of genre and form making inferences studying setting, plot, characterisation study of a range of authors knowing how language, vocab choice, grammar, structure and organisation present meaning make critical comparisons across texts recognising a range of poetic conventions and 	‘Of Mice and Men’ John Steinbeck <ul style="list-style-type: none"> reading... whole books; range of authors; seminal world literature checking understanding making inferences and referring to evidence studying setting, plot, characterisation knowing how language, vocab choice, grammar, structure and organisation present meaning make critical comparisons across texts learning new vocabulary...with the help of context/dictionaries studying a range of authors write...stories and other imaginative writing 	The Art of the Writer <ul style="list-style-type: none"> coverage of genre and form making inferences studying setting, plot, characterisation study of a range of authors knowing how language, vocab choice, grammar, structure and organisation present meaning learning new vocabulary...with the help of context/dictionaries write...stories and other imaginative writing summarise and organise material write accurately, fluently, effectively consider how writing reflects audience and purpose for which it was intended use of literary and rhetorical devices plan, draft, edit proofread considering how 	The Romantic Poets <ul style="list-style-type: none"> reading a range of... poems with a wide coverage of historical periods, forms and authors making inferences and referring to evidence studying setting, plot, characterisation learning new vocabulary...with the help of context/dictionaries studying a range of authors making critical comparisons across texts recognising a range of poetic conventions and understanding how they have been used summarising and organising material writing range of non-narrative texts inc. arguments use of literary and rhetorical devices make critical comparisons 	GCSE Bridging Unit: ‘An Inspector Calls’ J. B. Priestley <p>Pupils will be introduced to the AOs for AQA Literature (AO1-4) and assessed accordingly.</p> <p>AO1: (40%)</p> <ul style="list-style-type: none"> read, understand and respond to texts maintain a critical style develop an informed, personal response use textual references, including quotations, to support and illustrate interpretations <p>AO2: (40%)</p> <ul style="list-style-type: none"> analyse language, form and structure used by a writer to create meaning and effect use relevant subject terminology where appropriate <p>AO3: (20%)</p> <ul style="list-style-type: none"> show understanding of the relationships between texts and the contexts they are written in <p>AO4</p> <ul style="list-style-type: none"> use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p>Pupil assessment: How does Priestley present Inspector Goole in ‘An Inspector Calls’? AO1/2/3/4)</p>	



	<p>understanding how they have been used</p> <ul style="list-style-type: none">• summarising and organising material• writing range of non-narrative texts inc. arguments• use of literary and rhetorical devices• make critical comparisons• support ideas/arguments with... factual detail• extend and apply grammatical knowledge... to analyse more challenging texts• discussing reading, writing... with precise and confident use of linguistic and literary terminology• study the effectiveness and impact of grammatical features	<ul style="list-style-type: none">• summarise and organise material• write accurately, fluently, effectively• consider how writing reflects audience and purpose for which it was intended• use of literary and rhetorical devices• make critical comparisons• support ideas/arguments with... factual detail• give short speeches and presentations, expressing ideas and keeping to the point• improvise, rehearse, perform...using role, tone, volume, silence, stillness, action <p>Pupil assessment: How does Steinbeck structure Chapter Three to create a sense of tension for the reader? (AO2); Plan and write a</p>	<p>writing reflects audience/purpose</p> <ul style="list-style-type: none">• draw on knowledge... from their own reading... to enhance the impact of their writing• amend vocab, grammar and structure to improve coherence and effectiveness• pay attention to accurate grammar, punctuation and spelling• study the effectiveness and impact of grammatical features• draw on grammatical constructions and use these consciously in witting <p>Pupil assessment: Writing a story based on an image (AO5/6 all).</p>	<ul style="list-style-type: none">• extend and apply grammatical knowledge... to analyse more challenging texts• discussing reading, writing... with precise and confident use of linguistic and literary terminology• study the effectiveness and impact of grammatical features• improvise, rehearse, perform...using role, tone, volume, silence, stillness, action <p>Pupil assessment: (AO2); To what extent do you agree? (AO5/6 all). TBC</p>	
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