

KS3 Long Term Plan (2022-2023) 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.

Theme: Change and Transition	Autumn 1: 4 Weeks	Autumn 2: 10 Weeks	Spring 1: 7 Weeks	Spring 2: 6 Weeks	Summer 1: 5 Weeks	Summer 2: 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 	'My Sister Lives on the Mantlepiece' Modern Novel <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 	'War Horse' Modern 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 	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 	Heroes, Myths and Legends <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... use standard English 	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

	<ul style="list-style-type: none"> • making critical comparisons across texts • support ideas with factual details • write accurately, fluently, effectively...for formal letters • amend...structure to improve coherence and effectiveness • knowing and understanding the differences between spoken and written language... inc. formal register • extending and applying grammatical knowledge 	<ul style="list-style-type: none"> • make critical comparisons • support ideas/arguments with... factual detail • use Standard English in classroom discussion 	<p>how these have been used</p> <ul style="list-style-type: none"> • writing range of non-narrative texts (report; speech) • write stories... and other imaginative writing • support ideas/arguments with... factual detail • summarising and organising material • use Standard English confidently in formal discussion • give short presentations • use vocabulary and grammatical constructions... consciously in writing 	<ul style="list-style-type: none"> • writing for a wide range... stories/imaginative writing • plan – considering how writing reflects audience/purpose 	<p>confidently...classroom discussion</p> <ul style="list-style-type: none"> • participate in formal debate and discussion • improvise, rehearse...to generate language...using role • use Standard English in writing 	<ul style="list-style-type: none"> • know how language...text structure present meaning • summarising and organising material • writing range of non-narrative texts: persuasive argument • improvise, rehearse, perform...using role, tone, volume, silence, stillness, action • study the effect of grammatical features of texts • draw on new...grammatical constructions from reading and listening; use these in writing
Theme: Identity	Autumn 1: 5 Weeks	Autumn 2: 9 Weeks	Spring 1: 7 Weeks	Spring 2: 6 Weeks	Summer :12 Weeks	

Gothic Horror Genre

- 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 considering

'Ghost Boys' Jewell Parker Rhodes

- 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
- use of literary and rhetorical devices
- make critical comparisons

Travel Writing: Travel Writing

- 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

Poetry: Global Voices

- 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-

'The Tempest' Shakespeare

- 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 makes 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
- 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>how writing reflects audience/purpose</p> <ul style="list-style-type: none"> extend and apply grammatical knowledge... to analyse more challenging texts 	<ul style="list-style-type: none"> support ideas/arguments with... factual detail use Standard English in classroom discussion 	<ul style="list-style-type: none"> consider how writing reflects audience and purpose for which it was intended extend and apply grammatical knowledge... to analyse more challenging texts study the effectiveness and impact of grammatical features draw on grammatical constructions and use these consciously in writing 	<p>narrative texts inc. arguments</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 give short speeches and presentations, expressing ideas and keeping to the point 	
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Theme: Power	Autumn 1: 4 Weeks	Autumn 2: 10 Weeks	Spring 2: 6 Weeks	Spring 1: 7 Weeks	Summer 1: 5 Weeks	Summer 2: 5 Weeks
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 	'Animal Farm' George Orwell <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 • support ideas/arguments with... factual detail • use Standard English in classroom discussion 	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 	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 	GCSE Bridging Unit: 'An Inspector Calls' J. B. Priestley Pupils will be introduced to the AOs for AQA Literature (AO1-4) and assessed accordingly. AO1: (40%) <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 AO2: (40%) <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 AO3: (20%) <ul style="list-style-type: none"> • show understanding of the relationships between texts and the contexts they are written in AO4 <ul style="list-style-type: none"> • use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. Pupil assessment: How does Priestley present Inspector Goole in 'An Inspector Calls'? AO1/2/3/4) YEAR 9 MILESTONE AQA YEAR 9 PAPER 1	

	<ul style="list-style-type: none"> • make 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 • extend and apply grammatical knowledge... to analyse more challenging texts • discussing reading, writing... with precise and confident use 		<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 • 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 	<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 • plan, draft, edit proofread considering how writing reflects audience/purpose • 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, 	
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	<p>of linguistic and literary terminology</p> <ul style="list-style-type: none">• study the effectiveness and impact of grammatical features			<p>punctuation and spelling</p> <ul style="list-style-type: none">• study the effectiveness and impact of grammatical features• draw on grammatical constructions and use these consciously in writing	
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