

<b>KS3 English Long Term Plan YEAR 2</b>	<b>TOPIC</b>	<b>How is it assessed?</b>	<b>Key Words to include in study</b>	<b>Links to previous learning and Literacy focus.</b>	<b>Links to wider English curriculum. What should students know by the end of this term? Links to Careers.</b>
<p><b>Autumn 1</b></p> <p><b>WRITING FOCUSES</b></p> <p>Links to AO1, AO2, AO3, AO4, AO5 and AO6.</p>	<p><b>MACBETH Fiction</b></p> <p>Analysing characters, themes and setting.</p> <p>Focuses on selecting information from a text, inference, structure of a text, writer's craft AND dramatic conventions.</p> <div data-bbox="280 691 474 778" style="border: 1px solid black; padding: 2px; margin: 5px 0;"> <p><small>Explicit text: Precisely and clearly communicated to the reader</small></p> <p><small>Implicit text: Implied though not directly expressed</small></p> </div> <p>Informal writing conventions and persuasive language techniques (LETTER)</p>	<p><b>Summative Assessment:</b></p> <p><b>Extended piece of writing</b> - Imagine you are Lady Macbeth. Write an informal letter to your husband (Macbeth) persuading him to kill King Duncan.</p> <p><b>Formative Assessments:</b></p> <p>Retrieval Multiple choice quiz Discussions Self-reflections Annotation Peer-assessment Mind maps Exit slip Frayer model</p>	<p>Allude Dramatic irony Foreshadow Hallucination Protagonist Tyrant Antagonist Supernatural Loyalty Guilt</p>	<p>As the second scheme in KS3, this unit allows students to study Shakespeare, who they researched in Year 1 - it also provides an understanding of, and opportunity to assess, pupils' capability in comprehension, language analysis and persuasive informal letter writing.</p> <p><b>Links to other subjects:</b> Students will study Macbeth and will be able to relate to Curriculum for Life, Religion, Art and History.</p> <p><b>Links to Literacy:</b> Two lessons per week are dedicated to SPAG, reading comprehensions and targeted workbooks to enhance their key literacy skills. ROK - students will have personalised ROK tasks linked to their STAR targets and retrieval sessions at the start of lessons.</p>	<p>This text broadens pupils understanding of social situations (e.g. war - peace) helping them to develop a social conscience and to understand the weight of the comments and decisions that they make throughout their lives. It also explores different situations, and how we can adapt as humans, to suit our environment or situation.</p> <p>For pupils, it builds the foundations of the approach to textual analysis at secondary school by explicitly teaching each analytical skill, e.g. inference, which is then built upon in every later scheme.</p> <p>This unit is taught now because it offers a return to a fictional unit and will also further develop persuasive writing, specifically focusing on informal writing.</p> <p><b>Links to careers:</b> Actor, director, teacher.</p>
<p><b>Autumn 2</b></p> <p><b>WRITING FOCUS</b></p> <p>AO1 AO2 AO5 AO6</p>	<p><b>Non-Fiction Poetry - Weird and Wonderful</b></p> <p>Traditions/Customs and Festivals from around the world.</p>	<p><b>Summative Writing Assessment:</b></p> <p><b>Create a poem about a tradition/custom or festival using SHAMPOO</b></p> <p><b>Formative Assessments:</b></p> <p>Retrieval Multiple choice quiz Discussions Self-reflections Annotation Peer-assessment Mind maps Exit slip Frayer model</p>	<p>Stanza Rhyme Couplet Enjambment Rhythm Sonnet Alliteration Traditions Customs</p>	<p>This unit revisits poetry from other cultures. Students will gain a further appreciation of the many traditions/customs and festivals that have been passed down from generation to generation. Students will further develop their skills in analysing and writing poetry.</p> <p><b>Links to other subjects:</b> This unit links with Curriculum for Life, Travel and Tourism.</p> <p><b>Links to Literacy:</b> Two lessons per week are dedicated to SPAG, reading comprehensions and targeted workbooks to enhance their key literacy skills. ROK - students will have personalised ROK tasks linked to their STAR targets and retrieval sessions at the start of lessons.</p>	<p>This unit brings together and develops the creative writing of poetry pupils have undertaken in K2 and earlier in KS3. However, this unit will focus on the language techniques that poets use for effect. Students will become familiar with other cultures and discuss how differences in cultures are apparent in Customs/traditions and festivals.</p> <p>This unit will further enhance students understanding of other cultures and builds on their skills in analysing and writing poetry, using a variety of language techniques.</p> <p><b>Links to careers:</b> Travel agent, events organiser director, scriptwriter and poet.</p>

<p><b>Spring 1 READING FOCUS</b></p> <p>Links to AO1, AO2, AO3 and AO4</p>	<p><b>Oliver Twist By Charles Dickens Fiction Text</b></p> <p>Selecting information from a text, inference, structure of a text, writer's craft and language connotations. SHAMPOO</p>	<p><b>Summative Reading Assessment:</b> What impression do you get of the character from this extract?</p> <p><b>Formative Assessments:</b> Retrieval Multiple choice quiz Discussions Self-reflections Annotation Peer-assessment Mind maps Exit slip Frayer model</p>	<p>Philanthropy Poverty Pauper Workhouse Magistrate Characterisation Orphan Delinquent Connotation</p>	<p>This unit continues to enhance students understanding of social situations - In Year 1 students studied Dickens' A Christmas Carol and were introduced to poverty and social class - rich V poor. In this unit, student will study Victorian attitudes towards children (in particular orphans) and how children were extremely vulnerable. In this unit, students will practise PEE (PEEL) paragraphs when analysing a character.</p> <p><b>Links to other subjects:</b> Students will be able to relate to the Historical context of the text - The Victorian era - Curriculum for Life - Child exploitation.</p> <p><b>Links to Literacy:</b> Two lessons per week are dedicated to SPAG, reading comprehensions and targeted workbooks to enhance their key literacy skills. ROK - students will have personalised ROK tasks linked to their STAR targets and retrieval sessions at the start of lessons.</p>	<p>This unit allows students to develop their skills in analysing particular characters and giving their impressions of them, using evidence from the text to support. Students will develop their skills in identifying language techniques and explain how writers use them effectively.</p> <p>This unit is taught now as it further develops students' knowledge and understanding of implicit and explicit meaning and the effects of language on the reader.</p> <p>Studying Oliver Twist will equip students with an understanding of homelessness and poverty, which will be studied as part of the non-fiction topic (poverty and homelessness) next year (Year 3).</p> <p><b>Links to careers:</b> Social worker, judicial system, writer and actor.</p>
<p><b>Spring 2 READING FOCUS</b></p> <p>Links to AO1, AO2, AO3 and AO4</p>	<p><b>Boy in the Striped Pyjamas. Fiction Text</b></p> <p>Selecting information from a text, inference, structure of a text, writer's craft and language connotations. SHAMPOO</p>	<p><b>Summative Reading Assessment:</b> How does the writer create tension in this scene?</p> <p><b>Formative Assessments:</b> Retrieval Multiple choice quiz Discussions Self-reflections Annotation Peer-assessment Mind maps Exit slip Frayer model</p>	<p>Holocaust Jew Concentration camp Nazi Innocence Enemy Anti-Semitism Discrimination Persecution For-shadowing</p>	<p>This unit builds upon students previous research of WW1 (Year 1 topic) and the emotional and physical impact of war upon soldiers and civilians. In this unit, students will focus on how writers create tension. Focusing on identifying evidence of how they create tension and trying to explain how language techniques relate to their analysis of a set scene.</p> <p><b>Links to other subjects:</b> Students will be able to relate to the historical context of the text. Analyse data relating to WW2 (MATHS) and Curriculum for Life - other cultures.</p> <p><b>Links to Literacy:</b> Two lessons per week are dedicated to SPAG, reading comprehensions and targeted workbooks to enhance their key literacy skills. ROK - students will have personalised ROK tasks linked to their STAR targets and retrieval sessions at the start of lessons.</p>	<p>This unit enhances students understanding of foreshadowing and of how writers create atmosphere/tension using a variety of language techniques.</p> <p>Boy in the Stripped Pyjamas is taught in this term to further develop students understanding of the impact of prejudice and its short- and long-term effects upon societies. It also gives them back-ground knowledge of WW2, important for the text 'Goodnight Mr Tom' studied in Year 3. This unit also equips students with a firmer understanding of persuasive writing techniques, which will be studied at Key Stage 4.</p> <p><b>Links to careers:</b> Journalism, museum curator, lecturer, teacher, play-write, actor.</p>

<p><b>Summer 1</b> Links to AO1, AO2, AO3 and AO4 Reading Focus</p>	<p>Non - Fiction  Life as a refugee. Personal stories from refugees.</p>	<p><b>Summative Reading Assessment:</b> <b>How does the writer (refugee) give you a real sense of what it is like to be a refugee?</b> <b>Formative Assessments:</b> Retrieval Multiple choice quiz Discussions Self-reflections Annotation Peer-assessment Mind maps Exit slip Frayer model</p>	<p>Imperative Adjectives Structure Techniques Refugee Migration Asylum Persuasive Persecution Empathy</p>	<p>This unit revisits Year 1 (poetry) developing poetry skills. It also prepares students for Year 3, when they will study 'poems about migration' and 'Life as a child refugee'.</p> <p>Students will read a variety of texts written by refugees, their own experiences and will discuss and write about how the texts create empathy. They will focus on language and structure and how they are used for effect.</p> <p><b>Links to other subjects:</b> Students study Curriculum for life, discussing tolerance of other cultures. History/Geography - war and politics and how they impact on civilians.</p> <p><b>Links to Literacy:</b> Two lessons per week are dedicated to SPAG, reading comprehensions and targeted workbooks to enhance their key literacy skills. ROK - students will have personalised ROK tasks linked to their STAR targets and retrieval sessions at the start of lessons.</p>	<p>This unit develops students' knowledge and understanding of implicit and explicit meaning and the method of evaluating texts. Students will delve into non-fiction texts on the subject of refugees and will learn how to approach several types of questions, shape their own opinions and compare texts.</p> <p>This unit is taught now because it offers a return to non-fiction, following two fiction units, so that students have a balance. The students will be able to recap on some of the techniques they practised in Year 1 (Healthy and Unhealthy lifestyles and Animals in Captivity) and build on these skills for their future studies of non-fiction texts in Year 3.</p> <p><b>Links to careers:</b> Aid worker, charity worker, social worker, police, civil servant.</p>
<p><b>Summer 2</b>  Writing focus  AO1 AO2 AO5 AO6</p>	<p>Non - Fiction  Diary entries and autobiographies.</p>	<p><b>Summative Writing Assessment: Create a diary entry from one you have studied or form your own life experience.</b> <b>Formative Assessments:</b> Retrieval Multiple choice quiz Discussions Self-reflections Annotation Peer-assessment Mind maps Exit slip Frayer model</p>	<p>First person Feelings Facts Past tense Structure Facts Opinion Chronological Milestones Events Overexaggerated Humour</p>	<p>This unit links to Year 1 - Healthy/unhealthy lifestyles, which gave students the opportunity to discuss and write about their own lifestyle choices, in terms of exercise, diet and emotional well-being. In this unit, students will read a variety of diary entries to identify common features and then compare them to autobiographies. In this unit we will encourage students to discuss milestones in their own lives.</p> <p><b>Links to other subjects:</b> Throughout their time at Oswaldtwistle school, students reflect on their well-being in various subject areas - Curriculum for life, Well-being and Sport.</p> <p><b>Links to Literacy:</b> Two lessons per week are dedicated to SPAG, reading comprehensions and targeted workbooks to enhance their key literacy skills. ROK - students will have personalised ROK tasks linked to their STAR targets and retrieval sessions at the start of lessons.</p>	<p>In this unit we aim to develop students spoken and writing skills. We will encourage discussion and reflect upon experiences. Students written skills will further develop whilst analysing a variety of texts and then using their findings to improve their own writing.</p> <p>This unit is taught now as it allows students to recall experiences they discussed and wrote about in Year 1 and it will also develop their spoken English in preparation for Year 10 when they will compile a presentation on their chosen topic.</p> <p><b>Links to careers:</b> Writer, teacher, social worker, helpline coordinator.</p>

