



Key Stage 3 English Long Term Plan

Main Aims:

The main aims of English in Key Stage 3 (KS3) are to promote high standards of language and literacy, by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The curriculum aims to achieve this by:

- **Providing challenging reading:** Ensuring that students read a wide range of challenging texts widely and often for both pleasure and information. Our students study a range of texts from a range of genres, cultures and time periods as well as different text types.
- **Developing fluency and comprehension:** Teaching students to read fluently and understand a variety of texts and contexts
- **Enhancing writing:** Providing opportunities for students to write clearly, accurately and coherently for a range of audiences and purposes and contexts
- **Developing vocabulary:** Ensure students acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- **Improving spoken language:** Support students in becoming competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- **Encouraging collaboration:** Ensure that students use discussion to work together, elaborate and explain their understanding and ideas.

The curriculum uses a spiral approach, where key concepts are taught and revisited each year. This helps students build on their understanding of each concept. Our English curriculum is supplemented by our whole school reading strategy, which can be found on the reading page of our school website.



Year 7

Autumn 1

Language and Literature

Boy- Roald Dahl

- Contextual understanding
- Character analysis - author's use of language & techniques
- Descriptive writing - The Sweet Shop and/or Dahlesque characters
- Argument essay - Corporal punishment
- SpaG is generally taught discretely. Students will also cover: using a range of sentence types; advanced punctuation; ambitious vocabulary for effect; spelling.

Assessment

AQA English Language style;

Paper 1, Q5 (descriptive writing based on a stimulus)

Paper 1, Q2 (analysing language and techniques)

Autumn 2

Language

Boy - Roald Dahl (cont'd)

- Biographical writing

Poetry - Identity

- Study of '**I Come From...**' -**Dean Atta** and other poems on the theme of identity
- Learn and perform poetry individually and in groups
- Writing poetry based on '**I Come From.....**'
- Oracy: fluency and pace of speech, tonal variation, clarity of pronunciation, voice projection, gesture, posture, facial expression and eye contact

Advertising

- Analysis of a range of adverts
- Awareness of audience and purpose
- Persuasive language techniques
- Comparison of adverts

Assessment

AQA English Language style;

Paper 2, Q4 Advert comparison



Spring 1	Spring 2
<u>Language and Literature</u> <i>Gothic Literature</i> • Conventions of Gothic fiction • Reading of Gothic short stories and extracts from classic Gothic Literature • Setting and character analysis - author's use of language & techniques to create a particular atmosphere • Narrative writing - Gothic description • <i>Darkside</i> - Tom Becker <u>Assessment</u> AQA English Language style Paper 1, Q5 (narrative writing based on a stimulus) Paper 1, Q2 (analysing language)	<u>Literature</u> <i>Macbeth- William Shakespeare</i> • Contextualisation of the play • Themes - ambition, fate, supernatural, good vs evil • Character development analysis - Macbeth and Lady Macbeth • Drama - key scenes • Conventions of playscripts <u>Assessment</u> AQA English Literature style (Character analysis)
Summer 1	Summer 2
<u>Literature</u> <i>Stormbreaker - Anthony Horowitz</i> • Reading focus • Conventions of spy fiction • Setting - author's use of language & techniques to create a particular atmosphere • Using Point, Evidence, Explain to analyse text • Making predictions	<u>Language</u> <i>Travel Writing</i> • Different text types related to travel • Persuasive descriptions and persuasive language devices • Analysing travel writing and travelogs (Bill Bryson, Michael Palin)



Whytrig Middle School

- Features of a newspaper article
- Conventions of instruction writing
- Revision of word class, sentence structure and sentence types

Assessment
Writing an argument

Assessment
AQA English Language style
Paper 1, Q2 (analysing language)
Paper 2, Q4 (To what extent do you agree.....?)

Year 8

Autumn 1

Language and Literature

Private Peaceful - Michael Morpurgo

- Contextual understanding
- Narrative structure and structural techniques
- Descriptive writing
- Character analysis - eg Charlie, Sergeant Hanley
- Persuasive writing - propaganda

Assessment
AQA English Language style;
Paper 1, Q5 (descriptive writing based on a stimulus)
Paper 1, Q2 (analysing language and techniques)

Autumn 2

Literature

Private Peaceful (cont'd)

World War I poetry including:

- *Dulce et Decorum Est - Wilfred Owen*
- *Who's for the Game? - Jessie Pope*
- *In Flanders Fields - John McCrae*
- *Anthem for Doomed Youth - Wilfred Owen*
 - *and others*

- Letter writing - from the trenches
- Note taking skills - causes of WW1
- Chronological report - WW1
- Character analysis - eg Tommo
- Poetry analysis
- Poetry comparison

Assessment
AQA English Literature style (Poetry comparison of poems on a



similar theme)

Spring Term

Literature

Romeo and Juliet - William Shakespeare

- Exploration of the play's themes; honour, love, fate and duality
- Contextual understanding - women's position in society
- Conventions of playscripts
- Studying setting, plot and characterisation
- Shakespeare's use of language and imagery
- Analysis of key scenes
- Poetic structure
- Comparison of film versions of the play

Assessment

AQA English Language style; Paper 1, Q5 (descriptive writing based on a stimulus)

AQA English Literature style (Character analysis- How far is Capulet presented as a good father in Act 1, Scene 2?)

AQA English Literature style (Extract comparison analysis- How is Capulet presented at different points in the play?)



Summer Term

Language

Trash - Andy Mulligan

- Contextual understanding - LED countries
- Exploration of the book's themes; corruption, loyalty, friendship and injustice
- Character analysis (Rafael/Rat)
- Author's use of language to create suspense and describe characters
- Descriptive writing - prison description
- Writing from different perspectives: Rafael's letter
- Narrative structure
- Descriptive writing and structural devices

Assessment

AQA English Language style; Paper 1, Q5 (descriptive writing based on a stimulus)

AQA English Language style;

Paper 1, Q2 (analysing language and techniques)

Paper 2, Q4 (analysing language and techniques - character analysis)