



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 not taught discretely. Students will 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

Advertising

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

Assessment

Advert comparison

Spring 1

Language and Literature

Gothic Literature

- Conventions of Gothic fiction
- Reading of Gothic short stories and extracts from classic Gothic

Spring 2

Literature

Macbeth- William Shakespeare

- Contextualisation of the play
- Themes - ambition, fate, supernatural, good vs evil



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<p>Literature</p> <ul style="list-style-type: none"> • Setting and character analysis - author's use of language & techniques to create a particular atmosphere • Narrative writing - Gothic description • <i>Darkside - Tom Becker</i> <p><u>Assessment</u> AQA English Language style Paper 1, Q5 (narrative writing based on a stimulus) Paper 1, Q2 (analysing language)</p>	<ul style="list-style-type: none"> • Character development analysis - Macbeth and Lady Macbeth • Drama - key scenes • Conventions of playscripts <p><u>Assessment</u> AQA English Literature style (Character analysis)</p>
<p>Summer 1</p>	<p>Summer 2</p>
<p><u>Literature</u></p> <p><i>Stormbreaker - Anthony Horowitz</i></p> <ul style="list-style-type: none"> • 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 • Features of a newspaper article • Conventions of instruction writing • Revision of word class, sentence structure and sentence types <p><u>Assessment</u> Writing an argument</p>	<p><u>Language</u></p> <p><i>Travel Writing</i></p> <ul style="list-style-type: none"> • Different text types related to travel • Persuasive descriptions and persuasive language devices • Analysing travel writing and travelogs (Bill Bryson, Michael Palin) <p><u>Assessment</u> AQA English Language style Paper 1, Q2 (analysing language) Paper 2, Q4 (To what extent do you agree.....?)</p>



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 at different points of 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)
- Author's use of language to create suspense and describe characters



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- Descriptive writing - dumpsite 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)