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**Long Term Mapping**

**ENGLISH KS4**

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|  | **Cycle 1** | **Cycle 2** |
| **(2023-2024)** | **(2022-2023)** |
| **Autumn**  | **1** | CHARLES DICKENS | LOVE AND LOSS |
| **2** |
| **Spring** | **1** | HORROR | ADVENTURE |
| **2** |
| **Summer**  | **1** | DISABILITY | MYSTERY |
| **2** |

       

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| **KS4 ENGLISH MEDIUM-TERM PLANNING** |
| ***Aspiration for Life*** | Differentiated, aspirational targets dependent on pupil needs. | ***Language for Life*** | Explicit teaching/ exposure to new and know vocabulary. | ***Learning for Life*** | Opportunities to develop cross curricular skills e.g. drama |
| **CYCLE 1** | To continuously build on skills and knowledge by providing, through a thematic approach, opportunities for reading, writing, speaking and listening.  | Author | **novelist** | journalist | **blogger** | marketing & advertising | **playwright** | teacher | **coach** | reporter | **customer services** | broadcaster | **CHARLES DICKENS** | **HORROR** | **DISABILITY** |
| **Autumn 1**7 weeks | **Autumn 2**7 weeks | **Spring 1**6 weeks | **Spring 2**6 weeks | **Summer 1**5 weeks | **Summer 2**7 weeks |
| **Fiction** | **Non - Fiction** | **Fiction** | **Non-Fiction** | **Fiction** | **Non-Fiction** |
| Focus on Author: **Charles Dickens** | **Expository Writing:** Biography linked to Dickens(4 weeks) | **Creative Writing**Sensory imagery and suspense. | **Diary Writing**(4 weeks) | **Understanding others** | **Persuasive Writing:****Campaign** (4 weeks) |
| **Poetry** | **Poetry** | **Poetry** |
| **Injustice: Personification & Metaphor** (3 weeks) | **Repetition & Onomatopoeia** **(**2 weeks) | **Simile** (3 weeks) |
| **SUGGESTED TEXTS** |
| **A Christmas Carol****Oliver****Great Expectation**(Charles Dickens) | **The Ballad of the Landlord** (Langston Hughes)**Harriet Beecher Stowe**(Paul Dunbar)**Tableau**(Countee Cullen) | **Frankenstein**(Mary Shelly)**Clay**(David Almond)**The Women in Black**(Susan Hill)**The Tell-Tale Heart**(Edgar Allen Poe) | **The Raven**(Edgar Allen Poe)**Omens**(Cecelia Llompart)**All Hallows’ Eve**(Dorothea Tanning) | **Wonder**(R.J. Palacio)**The Curious Incident of the Dog in the Night-Time**(Mark Haddon) | **When You Pass Me On The Street**(R.Cantrell) |
| **VOCABULARY | GRAMMAR** |
| **poor**/poverty**industrial/**industrialisationconsequenceDickensianHeadlinearticlecaptionpictureauthor**Adjectives (WS)****Capital Letters/Full Stops**Pronouns (SS) | **Past tense (TS)**3rd Person (SS)**biography****events****simile** timelineInjusticepersonificationmetaphorinterference+ vocabulary that arises from the text covered | **Simple sentences (SS)****Lists (TS)**Complex sentences (SS)comma (P)**sense****mood****fear**suspensetensioncliff-hanger+ vocabulary that arises from the text covered | **Dear Diary (TS)****Past Tense (TS)****Repetition (TS)****Time Adverbials (SS)**1st Person (SS)Onomatopoeia (SS)**scary**bleakghastlyomen | **disability**extra**ordinary****Autism****lies**syndromeslander+ vocabulary that arises from the text coveredChronological Order (TS)**conjunctions (SS)** | **Present tense (TS)**comparative/superlative (WS)exaggeration (TS)summary (TS)**avoid****stare**merelyoptdisgust |
| **SUGGESTED STIMULUS VISITS**  |
| Wigan pier Helmshore textile museum Manchester library Whittaker park Temperance Bar – Rawtenstall Corn exchange Travelling productions/Theatre visits Victorian workshop  | Lytham Windmills Bolton Abbey Astley Hall Speke Hall  | Bolton Abbey Pendle Hill Rawtenstall cemetery Lancaster castle Clitheroe Castle  | Disability representation speakers – past pupils, charity, campaigners  | Charity speaker visits Council representatives  |
| **SUGGESTED IMPLEMENTATION** |
| **Week 1:** Main characters + comparison (R)**Week 2:** Main events + comparison (R + W)**Week 3:** Newspaper of events (R + W)**Week 4:** Recount**Week 6:** Role Play characters.**Week 7:** Assessment. | **Week 1:** Ebenezer Profile (R) **Week 2:** Events & themes (R)**Week 3:** Biography Features (R)**Week 4:** Biography Writing: Ebenezer (R + W)**Week 5:** Poem study.**Week 6**: Poetry features.**Week 7:** Poetry writing. | **Week 1:** Book cover analysis (R)**Week 2:** Predictions (R) & sensory description (W)**Week 3:** Setting analysis & suspense (R + W)**Week 4:** Main events**Week 5:** Recount with alternative events. (W) | **Week 1:** Recount text. (R)**Week 2:** Diary Features & structure. (R)**Week 3:** Diary writing informed from the text (W)**Week 4:** Diary Writing (W)**Week 5:** Poetry features (R)**Week 6:** Poetry writing (repetition & onomatopoeia) | **Week 1:** About the author (R)**Week 2:** Book cover analysis & predictions (R)**Week 3:** Main events (R)**Week 4:** Sequencing events (R + W)**Week 5:** Recount.**Week 6:** Assessment | **Week 1:** Campaign texts (R) **Week 2:** Persuasive writing features (W)**Week 3:** Debate Role Play (S+L)**Week 4:** Campaign writing (W)**Week 5:** Poem study (R)**Week 6**: Simile. **Week 7:** Poetry writing (W) |
| **INTENT** | **CAREERS** |

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| **CYCLE 1** | To continuously build on skills and knowledge by providing, through a thematic approach, opportunities for reading, writing, speaking and listening.  | Author | **novelist** | journalist | **blogger** | marketing & advertising | **playwright** | teacher | **coach** | reporter | **customer services** | broadcaster | **LOVE & LOSS** | **ADVENTURE** | **MYSTERY** |
| **Autumn 1**7 weeks | **Autumn 2**7 weeks | **Spring 1**6 weeks | **Spring 2**6 weeks | **Summer 1**5 weeks | **Summer 2**7 weeks |
| **Shakespeare** | **Non - Fiction** | **Fiction** | **Non-Fiction/Fiction** | **Fiction** | **Non-Fiction** |
| **Linear Narrative:** Presenting the events of a story in the order which they happen. **Viewpoint Narrative:** Express the points of view or subjective personal experience of a character.  | **Descriptive Writing: love letters/postcards**(4 weeks) | **Creative Writing**Sensory imagery: Setting | **Reports & Instructions**(4 weeks) | Focus on Author: **Sir Arthur Conan Doyle** **Creative Writing**Sensory imagery: plot | **Commentaries & News Reports** (4 weeks) |
| **Poetry** | **Cautionary Poetry** | **Poetry** |
| **Imagery & hyperbole** (3 weeks) | **Rhyme** (2 weeks) | **Repetition & Alliteration** (3 weeks) |
| **SUGGESTED TEXTS** |
| **Romeo & Juliet**(William Shakespeare) | **Captain Corelli’s Mandolin**(Louis de Bernieres)**I Wanna Be Yours**(John Cooper Clarke)**Mid-Term Break**(Seamus Heaney) | **Holes**(Louis Sacher)**Into Thin Air**(Jon Krakauer)**Lord of the Flies**(William Golding) | **More Beasts (for Worse Children)****The Modern Traveller****Cautionary Tales for Children**(Hilaire Belloc) | **Sherlock Holmes**(Sir Arthur Conan Doyle)**The Green Mile**(Stephen King) | **The Highway Man**(Alfred Noyes)**Night Mail**(W.H. Auden) |
| **VOCABULARY | GRAMMAR** |
| **Sequencing sentences (TS)****Verbs in present & past tense** Paragraphs (TS)Pronouns for 1st Person (TS)Linking paragraphs using adverbials (TS)+ vocabulary that arises from the text covered | **Use of ‘and’ (SS)****Adjectives -suffixes (WS)**Nouns -prefixes (WS)Time (Conjunctions, adverbs & prepositions) (SS)**Headings** & Subheadings (TS)**address**+ vocabulary that arises from the text covered | **Word Families (WS)**Punctuation**setting****place****background****senses**environmentatmosphere+ vocabulary that arises from the text covered | **Sentence Forms (SS)****Co-ordination (SS)**clauses (SS)modal verbs (SS)**recipe****directions****Game instructions****rules**adviceexpectations | **Sequencing Sentences (TS)****verbs (suffixes)**Organisation of paragraphsFronted adverbials (SS)**beginning****middle** **ending**conflictresolution+ vocabulary that arises from the text covered | **Tenses (TS)****Nouns & Adjectives (WS)**Verb inflections (WS)3rd Person (SS)cohesion (TS)**newspaper**journalismarticlemediatabloid |
| **SUGGESTED STIMULUS VISITS**  |
| Theatre visit Cinema Visit Visiting theatre company  |  | Southport beach Chill factore Rossendale Ski Slope  |  | Stoneyhurst College  | Local sorting office Post Office Lancashire east railway  |
| **SUGGESTED IMPLEMENTATION** |
| **Week 1:** Main characters + plot summary (R)**Week 2:** Main events sequencing (R + W)**Week 3:** Main Events (R + W)**Week 4:** Recount**Week 6:** Recount from Character perspective.**Week 7:** Independent write.  | **Week 1:** Letter/postcards (R)**Week 2:** Features (W)**Week 3:** Text examples and comparison.**Week 4:** Plan and write letter/post card. **Week 5:** Poem study.**Week 6**: Poetry features.**Week 7:** Poetry writing. | **Week 1:** Book cover analysis (R)**Week 2:** Predictions (R) & sensory description (W)**Week 3:** Setting analysis (R + W)**Week 4:** Main events.**Week 5:** Recount with alternative setting. (W) | **Week 1:** Reports/instructions (R)**Week 2:** Features (W)**Week 3:** Text examples and comparison.**Week 4:** Plan and write a report/ instruction. **Week 5:** Poem study.**Week 6**: Poetry features (Rhyme).**Week 7:** Poetry writing. | **Week 1:** About the author (R)**Week 2:** Book cover analysis & predictions (R)**Week 3:** Main events (R)**Week 4:** Sequencing events focussing on plot (R + W)**Week 5:** Story plan**Week 6:** Story draft**Week 7:** Story write and edit. | **Week 1:** Newspapers (R)**Week 2:** Features (W)**Week 3:** Text examples and comparison. (R)**Week 4:** Plan and write a newspaper article. (W)**Week 5: E**dit article (W)**Week 5:** Poem study. (R)**Week 6**: Poetry features (Repetition & Alliteration).**Week 7:** Poetry writing. (W) |
| **INTENT** | **CAREERS** |

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| **KS3 ENGLISH MEDIUM-TERM PLANNING** |
| **GRAMMAR & PUNCTUATION (PROGRESSION)** | **Grammar & Punctuation:** The purpose of this supplement is to support the understanding of concepts and skills and the progression of this throughout the National Curriculum (2014).  | **Word Structure** | **Sentence Structure** | **Text Structure** | **Punctuation** | **Terminology** |
| **STEP 12 – 14** (Y1) |
| * Regular **plural noun suffixes**: -s | -es
* **Suffixes** added to **verb:** -ing | -ed |-er
* **Prefix un-:** added to verb & adjective. **un**kind | **un**doing
 | * **Words** combine to make **sentences**
* How **and** can join **words** and join **sentences.**
 | * **Sequencing** sentences to form short **narratives**
 | * Separation of **words** with space.
* Introduction of **capital letters | full stops | question mark | exclamation mark** to demarcate **sentences**.
* **Capital letters** for personal **pronouns**
 | word | sentence | letter | capital | letter | full stop | punctuation | singular | plural | question mark | exclamation |
| **STEP 15 – 17** (Y2) |
| * Formation of **nouns** using **suffixes** -ness | -er.
* Formation of **adjectives** using **suffixes** -ful | -less
* Use of **suffixes** -er | -est to form comparisons of **adjectives** & **adverbs.**
 | * **Subordination:** when | if | that | because.
* **Co-ordination:** or | and | but
* **Expanded noun phrase** for description: blue butterfly | plain flour.
* **Sentence forms:** statement, question, exclamation & command.
 | * Consistent use of **present tense.**
* **Continuous** form of **verbs** in the **present** & **past tense** to mark actions: *She is drumming | he was shouting*.
 | * **Capital letters | full stops | question mark | exclamation mark** to demarcate **sentences**.
* **Commas** to separate a list.
* **Apostrophe** to mark contracted forms of spelling.
 | verb | tense | past | present | adjective | noun | suffix | apostrophe | comma |
| **STEP 18 – 20** (Y3) |
| * Formation of **nouns** using a range of **prefixes:** super- | anti- | auto-
* **Determiners a** or **an** according to whether next word in vowel or consonant.
* **Word Families**
 | * Expressing time using:

**Conjunctions:** when | before | after | while | because.**Adverbs:** then | next | soon | so**Prepositions:** before | after | during | in | because of. | * Introduction to **paragraphs** as a way to group relative material.
* **Headings** & **subheadings** to aid presentation.
* **Perfect** form of **verbs** to mark time and cause: *I have written it down so we can check what he said*.
 | * Introduction of **inverted commas** (speech marks) to punctuate direct speech.
 | word family | conjunction | adverb | preposition | direct speech | inverted commas | prefix | consonant | vowel | clause | subordinate clause  |
| **STEP 21 – 23** (Y4) |
| * Difference between **plural** & **possessive -s.**
* Use of Standard English for **verb inflections** was | were
 | * Appropriate choice of **pronoun** or **noun** within sentences to avoid repetition.
* Fronted **adverbials**
 | * Use of **paragraphs** to organise ideas around a theme.
* Appropriate choice of **pronouns** or **nouns** across **sentences.**
 | * Use of **inverted commas** (speech marks) to punctuate direct speech.
* **Apostrophe** to mark **singular** and **plural possession.**
* Use of commas after fronted adverbials: *Later that day, I heard bad news.*
 | pronoun | possessive pronoun | adverbial |
| **Year 5** (KLIP) |
| * Converting **nouns** or **adjectives** into **verbs** using suffixes.
* **Verb prefixes:** dis- | de- | mis- | over- | re-
 | * **Relative clauses** beginning who | which | where | whose
* Indicating possibility using:

**Modal verbs** might | should | will | must**Adverbs** perhaps | surely | * Devices to build **cohesion** within a paragraph: then | after that | this | firstly.
* Linking ideas across paragraphs using **adverbials** of time (later) | place (nearby) | number (secondly)
 | * **Brackets | dashes | commas** to indicate **parenthesis.**
* Use of **commas** to clarify meaning or avoid ambiguity.
 | relative clause | model verb | relative pronoun | parenthesis | bracket | dash | determiner | cohesion | ambiguity |
| **Year 6** (KLIP) |
| * The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech: reported | alleged | claimed **versus** said.
 | * Use of **passive voice** to affect the presentation of information in a sentence. ‘I broke the window’ versus ‘The window was broken’
* **Expanded noun phrases** to convey complicated information.
* **Formal & informal speech** structures.
 | * Linking ideas across paragraphs using a wider range of **cohesive devices:**

**Semantic cohesion:** repetition of a word or phrase.**Grammatical connections:** use of **adverbials** (on the other hand | in contrast | as a consequence)**Elision** * Layout devices: heading, sub-heading, columns, bullets, tables.
 | * Use of **semi-colon | colon | dash** to indicate stronger subdivision of **sentences** than a comma.
* **Punctuation** of **bullet points** to list information.
* How **hyphens** can avoid ambiguity: *man-eating shark | re-cover.*
 | active voice | possessive voice | subject & object of a sentence | hyphen | synonym | colon | semi colon | bullet points |
| **INTENT** |