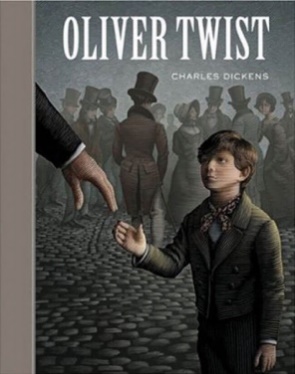
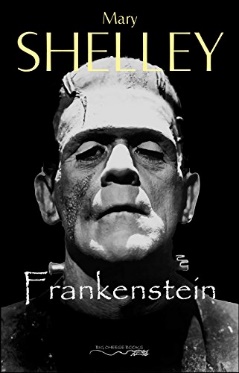
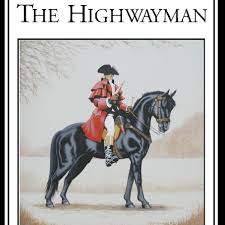
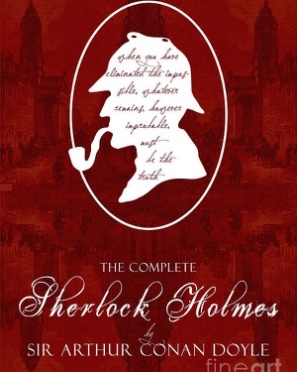
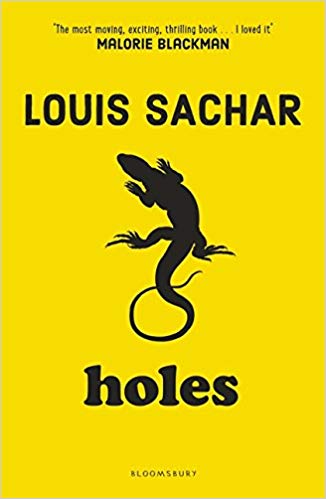
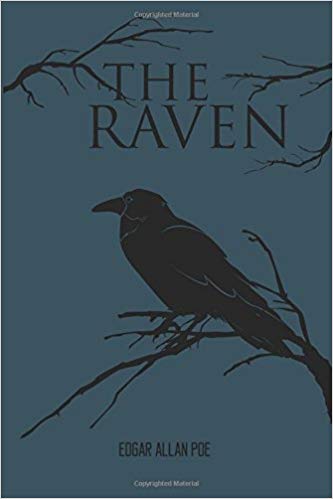
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**Long Term Mapping**

**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** |

      A close up of a sign

Description automatically generated 

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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/**industrialisation  consequence  Dickensian  Headline  article  caption  picture  author  **Adjectives (WS)**  **Capital Letters/Full Stops**  Pronouns (SS) | | **Past tense (TS)**  3rd Person (SS)  **biography**  **events**  **simile**  timeline  Injustice  personification  metaphor  interference  + vocabulary that arises from the text covered | | **Simple sentences (SS)**  **Lists (TS)**  Complex sentences (SS)  comma (P)  **sense**  **mood**  **fear**  suspense  tension  cliff-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**  bleak  ghastly  omen | | **disability**  extra**ordinary**  **Autism**  **lies**  syndrome  slander  + vocabulary that arises from the text covered  Chronological Order (TS)  **conjunctions (SS)** | | | **Present tense (TS)**  comparative/superlative (WS)  exaggeration (TS)  summary (TS)  **avoid**  **stare**  merely  opt  disgust | | |
| **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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| **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 | **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**  environment  atmosphere  + vocabulary that arises from the text covered | | | **Sentence Forms (SS)**  **Co-ordination (SS)**  clauses (SS)  modal verbs (SS)  **recipe**  **directions**  **Game instructions**  **rules**  advice  expectations | | | **Sequencing Sentences (TS)**  **verbs (suffixes)**  Organisation of paragraphs  Fronted adverbials (SS)  **beginning**  **middle**  **ending**  conflict  resolution  + vocabulary that arises from the text covered | | | **Tenses (TS)**  **Nouns & Adjectives (WS)**  Verb inflections (WS)  3rd Person (SS)  cohesion (TS)  **newspaper**  journalism  article  media  tabloid | |
| **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** |