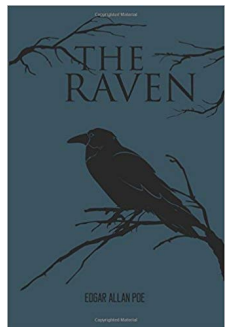
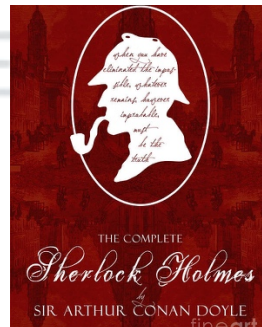
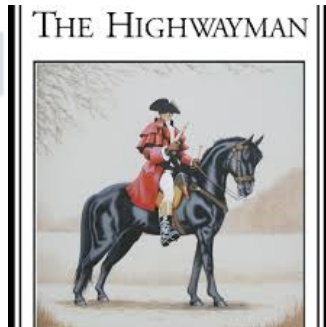
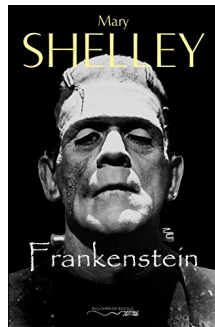
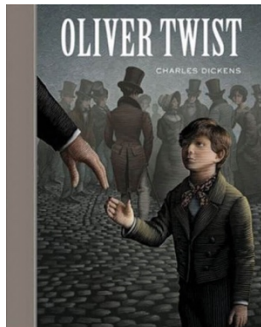


		Cycle 1 (2019-2020)	Cycle 2 (2020-2021)
Autumn	1	CHARLES DICKENS	LOVE AND LOSS
	2		
Spring	1	HORROR	ADVENTURE
	2		
Summer	1	DISABILITY	MYSTERY
	2		



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 blogger journalist marketer & 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	The Ballad of the Landlord (Langston Hughes)	Frankenstein (Mary Shelly)	The Raven (Edgar Allen Poe)	Wonder (R.J. Palacio)	When You Pass Me On The Street (R.Cantrell)		
			Oliver	Harriet Beecher Stowe (Paul Dunbar)	Clay (David Almond)	Omens (Cecelia Llompart)	The Curious Incident of the Dog in the Night-Time (Mark Haddon)			
			Great Expectation (Charles Dickens)	Tableau (Countee Cullen)	The Women in Black (Susan Hill)	All Hallows' Eve (Dorothea Tanning)				
The Tell-Tale Heart (Edgar Allen Poe)										
VOCABULARY GRAMMAR										
poor/poverty industrial/industrialisation consequence Dickensian Headline article caption picture author	Past tense (TS) 3 rd 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) 1 st Person (SS) Onomatopoeia (SS) scary bleak ghastly omen	disability extraordinary Autism lies syndrome slander + vocabulary that arises from the text covered	Present tense (TS) comparative/superlative (WS) exaggeration (TS) summary (TS) avoid stare merely opt disgust					
Adjectives (WS) Capital Letters/Full Stops Pronouns (SS)				Chronological Order (TS) conjunctions (SS)						
SUGGESTED IMPLEMENTATION										
INTENT	CAREERS	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)			

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 | marketer & advertising | playwright | teacher | coach | reporter | customer services | broadcaster

LOVE & LOSS

Autumn 1
7 weeks
Shakespeare

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.

Autumn 2
7 weeks
Non - Fiction

Descriptive Writing: love letters/postcards
(4 weeks)

Poetry

Imagery & hyperbole (3 weeks)

ADVENTURE

Spring 1
6 weeks
Fiction

Creative Writing
Sensory imagery: Setting

Spring 2
6 weeks
Non-Fiction/Fiction

Expository Writing: Reports & Instructions
(4 weeks)

Cautionary Poetry

Rhyme (2 weeks)

MYSTERY

Summer 1
5 weeks
Fiction

Focus on Author:
Sir Arthur Conan Doyle

Creative Writing
Sensory imagery: plot

Summer 2
7 weeks
Non-Fiction

Expository Writing: Commentaries & News Reports (4 weeks)

Poetry

Repetition & Alliteration (3 weeks)

SUGGESTED TEXTS

Romeo & Juliet
(William Shakespeare)

Captain Corelli's Mandolin
(Louis de Bernieres)

This Be the Verse
(Philip Larkin)

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 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: Edit article (W)
Week 5: Poem study. (R)
Week 6: Poetry features (Repetition & Alliteration).
Week 7: Poetry writing. (W)

INTENT

CAREERS

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).

INTENT

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
STEP 12 – 14 (Y1)				
<ul style="list-style-type: none"> Regular plural noun suffixes: -s -es Suffixes added to verb: -ing -ed -er Prefix un-: added to verb & adjective. unkind undoing 	<ul style="list-style-type: none"> Words combine to make sentences How and can join words and join sentences. 	<ul style="list-style-type: none"> Sequencing sentences to form short narratives 	<ul style="list-style-type: none"> 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)				
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Consistent use of present tense. Continuous form of verbs in the present & past tense to mark actions: <i>She is drumming</i> <i>he was shouting</i>. 	<ul style="list-style-type: none"> 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)				
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Expressing time using: Conjunctions: when before after while because. Adverbs: then next soon so Prepositions: before after during in because of. 	<ul style="list-style-type: none"> 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>I have written it down so we can check what he said</i>. 	<ul style="list-style-type: none"> 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)				
<ul style="list-style-type: none"> Difference between plural & possessive -s. Use of Standard English for verb inflections was were 	<ul style="list-style-type: none"> Appropriate choice of pronoun or noun within sentences to avoid repetition. Fronted adverbials 	<ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme. Appropriate choice of pronouns or nouns across sentences. 	<ul style="list-style-type: none"> Use of inverted commas (speech marks) to punctuate direct speech. Apostrophe to mark singular and plural possession. Use of commas after fronted adverbials: <i>Later that day, I heard bad news</i>. 	pronoun possessive pronoun adverbial
Year 5 (KLIP)				
<ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes. Verb prefixes: dis- de- mis- over- re- 	<ul style="list-style-type: none"> Relative clauses beginning who which where whose Indicating possibility using: Modal verbs might should will must Adverbs perhaps surely 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Brackets dashes commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity. 	relative clause modal verb relative pronoun parenthesis bracket dash determiner cohesion ambiguity
Year 6 (KLIP)				
<ul style="list-style-type: none"> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech: reported alleged claimed versus said. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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: <i>man-eating shark</i> <i>re-cover</i>. 	active voice possessive voice subject & object of a sentence hyphen synonym colon semi colon bullet points