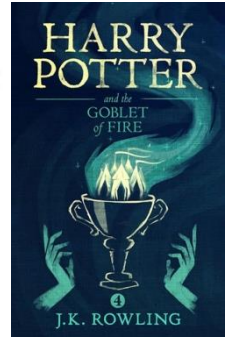
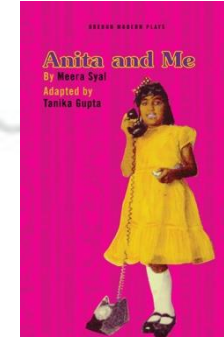
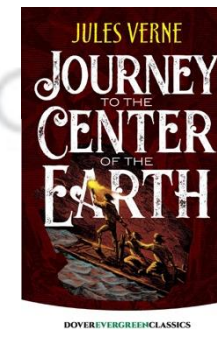
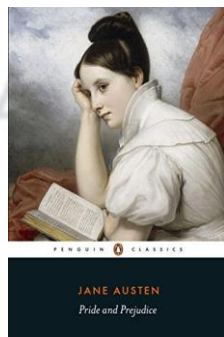
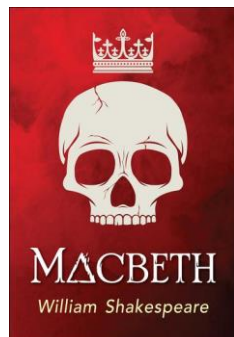


# Long Term Mapping ENGLISH KS3

		Cycle 1 (2024-2025)	Cycle 2 (2025-2026)	Cycle 3 (2023-2024)
Autumn	1	ANIMALS	SEMINAL WORLD LITERATURE	CRIME & MYSTERY
	2			
Spring	1	WITCHES & WIZARDS	LOVE & ROMANCE	SPORT
	2			
Summer	1	ADVENTURE	SCIENCE FICTION	HOLIDAY
	2			



KS3 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	ANIMALS		WITCHES & WIZARDS		ADVENTURE							
		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		Shakespeare		Non-Fiction/Fiction		Fiction		Non-Fiction	
		Anthropomorphic characterisation		Persuasive Writing (4 weeks)		Instructional Writing		Newspaper Reports (4 weeks)		Creative Writing Sensory imagery: Characters  (5 weeks)		Diary Writing (4 weeks)	
				Poetry				Poetry				Poetry	
		Rhetoric		Rhyme (3 weeks)		Sequencing		Simile & Metaphor (2 weeks)				Pirate poetry/Sea Shanty (3 weeks)	
		SUGGESTED TEXTS											
		Animal Farm (George Orwell)		The Tyger (William Blake)				Pendle Witch Trials					
		Watership Down (Richard Adams)		The Eagle (A Tennyson)				Harry Potter (J.K Rowling)		Treasure Island (Robert Louis Stevenson)		Pirate Wind (Mary J. Carr)	
		The Wind in the Willows (Kenneth Grahame)		Yeti (Michael Morpurgo)		Macbeth (William Shakespeare)		Witches Stew (Gareth Lancaster)		Around the World in 80 Days (Jules Verne)			
		War Horse (Michael Morpurgo)		The Spider and Fly (Mary Howitt)				The Witch (Mary E. Coleridge)					
		VOCABULARY   SPaG											
		Nouns (WS)		Conjunctions (SS)		Verbs (WS)		headline title		Adjectives (WS)		Dear diary,	
		dictator		and		witches		Past tense (TS)		proper nouns (WS)		Verb agreement (TS)	
		revolution		but		cauldron		subheading		pirate		1 <sup>st</sup> person (SS)	
		treachery		because		imperative verbs (SS)		caption		treasure		Adjective (WS)	
		laborious		although		ambition		Image		embedded clauses (SS)		Relative clauses (SS)	
		vivacious		however		treason		Metaphor		prepositions (SS)		Informal language (WS)	
		eminent		In addition,		cunning		Simile (TS)		tyrannize		Narrative (TS)	
		Modal verbs will/should (SS)		+ vocabulary that arises from poetry covered		+ vocabulary that arises from Macbeth		+ vocabulary that arises from poetry covered		feeble		+ vocabulary that arises from poetry covered	
		Semantic cohesion – repetition (TS)								detestable			
										frenzy			
		STIMULUS VISIT OPPORTUNITIES											
		Manchester imperial museum Lancashire transport museum		Turbary woods Smithills farm/local farm		Theatre productions		Lancaster castle Pendle hill Pendle witches museum		New Brighton shipwreck Blackpool/Southport Beach Bring yer Wellies East Lancashire railway		New Brighton shipwreck Blackpool/Southport Beach Bring yer Wellies	
		SUGGESTED IMPLEMENTATION											







INTENT	CAREER	crime stealing shoplifting	interview questions answer	Word Families (WS) excitement commentary expression	biography autobiography life story	Plural -s (WS) Sequencing (TS) Liverpool unemployed education	Any vocabulary that arises from the chosen text specific to food & equipment.	
		suffixes -er/-est to compare adjectives (Ws) burglary moral	Sentence Forms: Q? (SS) Consistent use of present tense (TS) simile	Cohesion devises within a paragraph (TS) Adverbs (WS)	Consistent use of past tense (TS) memoir legacy	Possessive -s (WS) Inequality bias		Imperative verbs (SS) Heading & Subheading (TS)
		Verb prefixes dis-/de-/mis- etc + vocabulary that arises from the chosen text	metaphor Verb inflections (Standard English) was & were (WS)	intonation + sporting vocabulary that arises from the chosen text	Expressing time using: Conjunctions, Adverbs & Prepositions (SS)	+ vocabulary that arises from the chosen text		Modal Verbs (SS) Bullet Points (TS)
		STIMULUS VISIT OPPORTUNITIES						
		Lancashire railway Crime and punishment touring company	Police station/visit	Turf Moor Ewood Park Deepdale Ethihad Guest speakers – freestyle football workshop	Manchester Museum Harris Museum Eureka Science Museum Science workshop Computing Workshop	Touring productions Visiting productions Liverpool City Centre	Tesco – planning and shopping Bakeries, Garage Café Dominoes pizza workshop	
		SUGGESTED IMPLEMENTATION						
		Week 1: Introduction to chosen text (R) Week 2: Sequence/ description of events/ideas, specific to crime. (R) Week 3: Character descriptions (W) Week 4: Key event recount Week 5 - 7: Create a heist/burglary. Plan & draft. (W)	Week 1: Features of an interview (R) Week 2: Structure of an interview (R) Week 3: Language (R & W) Week 4: Interview a hero (W) Week 5: Rhyme (R & W) Week 6: Rhyming Schemes (R) Week 7: Simile &/or metaphor Week 8: Poetry writing (W)	Week 1: Introduction to chosen text. (R) Week 2: Main Events, how are they exciting/features (R) Week 3: Recount events (W) Week 4: Features of Commentary – link to text. (R) Week 5: Watch sporting events and plan commentary. Week 6: Record commentary.	Week 1: Biography features & structure of a biography (R) Week 2: Text Examples (R) Week 3: Research famous person. Week 4: Plan, edit write biography extract. Week 5: Shape poetry – key features. Week 6: Poetry Writing (W)	Week 1: Introduction to author Willy Russel (R) Week 2: Examples of texts (R). Week 3: Identify character & key features (R) Week 4: Compare & contrast Characters. Week 5: Character description & key events.	Week 1: Introduction to recipes (R) Week 2: Features (R + W) Week 3: Structure (R +W) Week 4: Research & Plan recipe (W) Week 5: Write instructional text using key features. (W) Week 6: Rhythm in poetry (R) Week 7: Poetry Writing (W)	

KS3 ENGLISH MEDIUM-TERM PLANNING						
GRAMMAR & PUNCTUATION	Grammar & Punctuation: The purpose of this supplement is to support the understanding of	Word Structure (WS)	Sentence Structure (SS)	Text Structure (TS)	Punctuation (P)	Terminology (T)
		STEP 12 – 14 (Y1)				
		<ul style="list-style-type: none"><li>Regular <b>plural noun suffixes</b>: -s   -es</li><li><b>Suffixes</b> added to <b>verb</b>: -ing   -ed   -er</li><li><b>Prefix un-</b>: added to verb &amp; adjective. <b>unkind</b>   <b>undoing</b></li></ul>	<ul style="list-style-type: none"><li><b>Words</b> combine to make <b>sentences</b></li><li>How <b>and</b> can join <b>words</b> and join <b>sentences</b>.</li></ul>	<ul style="list-style-type: none"><li><b>Sequencing</b> sentences to form short <b>narratives</b></li></ul>	<ul style="list-style-type: none"><li>Separation of <b>words</b> with space.</li><li>Introduction of <b>capital letters</b>   <b>full stops</b>   <b>question mark</b>   <b>exclamation mark</b> to demarcate <b>sentences</b>.</li><li><b>Capital letters</b> for personal <b>pronouns</b></li></ul>	word   sentence   letter   capital   letter   full stop   punctuation   singular   plural   question mark   exclamation
		STEP 15 – 17 (Y2)				
		<ul style="list-style-type: none"><li>Formation of <b>nouns</b> using <b>suffixes</b> -ness   -er.</li><li>Formation of <b>adjectives</b> using <b>suffixes</b> -ful   -less</li><li>Use of <b>suffixes</b> -er   -est to form comparisons of <b>adjectives</b> &amp; <b>adverbs</b>.</li></ul>	<ul style="list-style-type: none"><li><b>Subordination</b>: when   if   that   because.</li><li><b>Co-ordination</b>: or   and   but</li><li><b>Expanded noun phrase</b> for description: blue butterfly   plain flour.</li><li><b>Sentence forms</b>: statement, question, exclamation &amp; command.</li></ul>	<ul style="list-style-type: none"><li>Consistent use of <b>present tense</b>.</li><li><b>Continuous</b> form of <b>verbs</b> in the <b>present</b> &amp; <b>past tense</b> to mark actions: <i>She is drumming</i>   <i>he was shouting</i>.</li></ul>	<ul style="list-style-type: none"><li><b>Capital letters</b>   <b>full stops</b>   <b>question mark</b>   <b>exclamation mark</b> to demarcate <b>sentences</b>.</li><li><b>Commas</b> to separate a list.</li><li><b>Apostrophe</b> to mark contracted forms of spelling.</li></ul>	verb   tense   past   present   adjective   noun   suffix   apostrophe   comma
STEP 18 – 20 (Y3)						

INTENT		<ul style="list-style-type: none"> <li>Formation of <b>nouns</b> using a range of <b>prefixes</b>: super-   anti-   auto-</li> <li><b>Determiners a or an</b> according to whether next word in vowel or consonant.</li> <li><b>Word Families</b></li> </ul>	<ul style="list-style-type: none"> <li>Expressing time using: <b>Conjunctions</b>: when   before   after   while   because. <b>Adverbs</b>: then   next   soon   so <b>Prepositions</b>: before   after   during   in   because of.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to <b>paragraphs</b> as a way to group relative material.</li> <li><b>Headings &amp; subheadings</b> to aid presentation.</li> <li><b>Perfect</b> form of <b>verbs</b> to mark time and cause: <i>I have written it down so we can check what he said.</i></li> </ul>	<ul style="list-style-type: none"> <li>Introduction of <b>inverted commas</b> (speech marks) to punctuate direct speech.</li> </ul>	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"> <li>Difference between <b>plural &amp; possessive -s</b>.</li> <li>Use of Standard English for <b>verb inflections</b> was   were</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate choice of <b>pronoun or noun</b> within sentences to avoid repetition.</li> <li>Fronted <b>adverbials</b></li> </ul>	<ul style="list-style-type: none"> <li>Use of <b>paragraphs</b> to organise ideas around a theme.</li> <li>Appropriate choice of <b>pronouns or nouns</b> across <b>sentences</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Use of <b>inverted commas</b> (speech marks) to punctuate direct speech.</li> <li><b>Apostrophe</b> to mark <b>singular and plural possession</b>.</li> <li>Use of <b>commas</b> after fronted adverbials: <i>Later that day, I heard bad news.</i></li> </ul>	pronoun   possessive pronoun   adverbial
	Year 5 (KLIP)					
		<ul style="list-style-type: none"> <li>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using suffixes.</li> <li><b>Verb prefixes</b>: dis-   de-   mis-   over-   re-</li> </ul>	<ul style="list-style-type: none"> <li><b>Relative clauses</b> beginning who   which   where   whose</li> <li>Indicating possibility using: <b>Modal verbs</b> might   should   will   must <b>Adverbs</b> perhaps   surely</li> </ul>	<ul style="list-style-type: none"> <li>Devices to build <b>cohesion</b> within a paragraph: then   after that   this   firstly.</li> <li>Linking ideas across paragraphs using <b>adverbials</b> of time (later)   place (nearby)   number (secondly)</li> </ul>	<ul style="list-style-type: none"> <li><b>Brackets   dashes   commas</b> to indicate <b>parenthesis</b>.</li> <li>Use of <b>commas</b> to clarify meaning or avoid ambiguity.</li> </ul>	relative clause   modal verb   relative pronoun   parenthesis   bracket   dash   determiner   cohesion   ambiguity
	Year 6 (KLIP)					
		<ul style="list-style-type: none"> <li>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech: reported   alleged   claimed <b>versus</b> said.</li> </ul>	<ul style="list-style-type: none"> <li>Use of <b>passive voice</b> to affect the presentation of information in a sentence. 'I broke the window' versus 'The window was broken'</li> <li><b>Expanded noun phrases</b> to convey complicated information.</li> <li><b>Formal &amp; informal speech</b> structures.</li> </ul>	<ul style="list-style-type: none"> <li>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: <b>Semantic cohesion</b>: repetition of a word or phrase. <b>Grammatical connections</b>: use of <b>adverbials</b> (on the other hand   in contrast   as a consequence) <b>Elision</b></li> <li>Layout devices: heading, sub-heading, columns, bullets, tables.</li> </ul>	<ul style="list-style-type: none"> <li>Use of <b>semi-colon   colon   dash</b> to indicate stronger subdivision of <b>sentences</b> than a comma.</li> <li><b>Punctuation of bullet points</b> to list information.</li> <li>How <b>hyphens</b> can avoid ambiguity: <i>man-eating shark   re-cover.</i></li> </ul>	active voice   possessive voice   subject & object of a sentence   hyphen   synonym   colon   semi colon   bullet points

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