

Long Term Mapping ENGLISH KS3



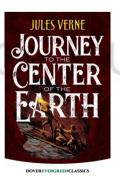
		Cycle 1	Cycle 2	Cycle 3	
		(2024-2025)	(2025-2026)	(2023-2024)	
uwir	1	ANIMALO	CEMINAL MODED LITERATURE	CDIME & MYCTEDY	
Autumn	2	ANIMALS	SEMINAL WORLD LITERATURE	CRIME & MYSTERY	
Spring	1	WITCHES & WIZARDS	LOVE & ROMANCE	SPORT	
Sp	2	WITOTIES & WIZINDS	LOVE & NOW WOL	OF ORT	
ımer	1	ADVENTURE	SCIENCE FICTION	HOLIDAY	
Summer	2	ADVENTURE	SCIENCE FICTION	HOLIDAT	















	KS3 ENGLISH MEDIUM-TERM PLANNING								
As	piratio	n for Life						velop cross curricular skills e.g. drama	
			ANIN			& WIZARDS		NTURE	
			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	ing.		7 weeks Fiction	7 weeks Non - Fiction	6 weeks Shakespeare	6 weeks Non-Fiction/Fiction	5 weeks Fiction	7 weeks Non-Fiction	
	ister	<u></u>	I ICTION				riction		
	ng and	Anthropo		Persuasive Writing (4 weeks)	Instructional Writing	Newspaper Reports (4 weeks)	Creative Writing Sensory imagery: Characters	Diary Writing (4 weeks)	
	eakir	5		Poetry	Seguencing	Poetry		Poetry	
	ing, spe	Rhetoric		Rhyme (3 weeks)		Simile & Metaphor (2 weeks)	(5 weeks)	Pirate poetry/Sea Shanty (3 weeks)	
	, writ	<u> </u>			SUGGES	TED TEXTS			
	or reading	Casion (Animal Farm George Orwell)	The Tyger (William Blake)	Macbeth (William Shakespeare)	Pendle Witch Trials			
	ortunities fo	W (F	/atership Down Richard Adams)	The Eagle (A Tennyson)		Harry Potter (J.K Rowling)	Treasure Island (Robert Louis Stevenson) Around the World in 80 Days (Jules Verne)	Pirate Wind (Mary J. Carr)	
-	proach, opp	The V	Vind in the Willows enneth Grahame)	Yeti (Michael Morpurgo)		Witches Stew (Gareth Lancaster)			
CYCLE	nematic ap	(M	War Horse ichael Morpurgo)	The Spider and Fly (Mary Howitt)		The Witch (Mary E. Coleridge)			
	a t	<u>a</u>		,	VOCABUL	ARY SPaG			
	guo'	a. D	Nouns (WS)	Conjunctions (SS)	Verbs (WS)	headline	Adjectives (WS)	Dear diary,	
	oviding, thr	a dveligili	dictator revolution treachery	and but because	witches cauldron imperative verbs (SS)	title Past tense (TS) subheading	proper nouns (WS) pirate treasure	Verb agreement (TS) 1st person (SS) Adjective (WS)	
	on skills and knowledge by providing, through a thematic approach, opportunities for reading, writing, speaking and listening.		laborious vivacious eminent	although however In addition,	ambition treason cunning	caption Image Metaphor Simile (TS)	embedded clauses (SS) prepositions (SS) tyrannize	Relative clauses (SS) Informal language (WS) Narrative (TS)	
	skills and kr	Semanti	verbs will/should (SS) c cohesion – repetition (TS)	+ vocabulary that arises from poetry covered	+ vocabulary that arises from Macbeth	+ vocabulary that arises from poetry covered	feeble detestable frenzy	+ vocabulary that arises from poetry covered	
	id or				STIMULUS VISIT	OPPORTUNITIES			
	To continuously build		ter imperial museum re 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	
	To	TO YOU			SUGGESTED IN	MPLEMENTATION			

10	Week 1: Book cover analysis (R) Week 2: Predictions (R) Week 3 - 4: Character profile Week 5: Group discussion (SL) Week 6: Key events analysis Week 7: Theme activity.	Week 2 -3: Persuasive letter (writing) Week 4: Non-Chronological report (Animal Cruelty) Week 5: Rhyming poetry (R) Week 6: Rhyming poetry (W)	Week 2: Predictions Week 3: Character profile (witches) Week 4: Instruction text (Features) Week 5: Write an instruction text (witches' potion)	Newspapers (SL) Week 3: Examples of witches/wizards within literature (R) & drama (SL) Week 4: Create newspaper story (W) Week 5: Simile & Metaphor	Week 2: Create own map. Week 3: Character description. (Shared W) Week 4: Character description. (Ind)	Week 1: Intro to diaries. Week 2: Features of a diary (R) Week 3: Examples of diaries within literature & plan (W) Week 4: Write a diary (W) Week 5 – 6: Sea shanty/songs (SL) Week 7: Write a sea shanty	
KS3 ENGLISH MEDIUM-TERM PLANNING							

			KS3 ENGLISH MEDIUM-1			
spiration for						op cross curricular skills e.g. drama
	SEMINAL WOR	LD LITERATURE	LOVE 8	ROMANCE	SCIENC	E FICTION
speaking es	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
Zic B	Fiction	Non - Fiction	Fiction	Non-Fiction/Fiction	Fiction	Non-Fiction
eading, writi	Cultural Appreciation	Non-Fiction Writing: letters and postcards (4 weeks)	Creative Writing Sensory imagery: Characters	Persuasive Writing – brochures & leaflets (3 weeks)	Creative Writing Sensory imagery: Setting	Comics (4 weeks)
9 Jo 1	Cultural Appreciation	Poetry	& Plot	Wordsworth		Poetry
unities f		Imagery (3 weeks)	a i lot	Symbolism (3 weeks)	(5 weeks)	Rhyme & Alliteration (3 weeks)
poort	SUGGESTED TEXTS					
To continuously build on skills and knowledge by providing, through a thematic approach, opportunities for reading, writing, speaking and listopaina Author novelist blogger marketing & advertising playwright teacher coach reporter customer services	Anita & Me (Meera Syal) The Brocaded Slipper (Lynette Dyer Vuong) Give Me My Yam (Jan Blake) Mufaro's Beautiful Daughters (John Steptoe)	I am an African (Puno Selesho) Haiku (Matsuo Basho) Two Worlds (Sonnet Mondal)	Pride & Prejudice (Jane Austen) The Notebook (Nicholas Sparks) Midsummer Night's Dream (William Shakespeare)	(vviiliam vvordsworth)	A Journey to the Centre of the Earth (Jules Verne) The War of the Worlds The Time Machine (H.G. Wells)	Captain America Incredible Hulk Amazing Spider-Man Iron Man (Marvel Comics) Batman Wonder Woman (DC Comics)
dge				JLARY SPaG		
sly build on skills and knowle	Culture Tradition/ traditional Simple, compound sentences (SS) Complex sentences (SS) belief values	Adjectives (WS) Haiku rhyme Heading & Subheading (TS) syllable imagery	Adjectives (WS) Prefix/suffix (WS) love marry Comparative/ superlative (WS) Paragraphs/Chapters (TS) ascertain	Opinion Pronouns (SS) Question (SS) Command (SS) statistic rhetorical question (SS) imperative verbs (SS)	Adjectives (WS) Conjunctions (SS) sci-fi alien technology Cohesion of paragraphs (TS) encounter dystopia	Speech bubble (TS) Sound Effect (WS) Cartoon Comic strip action Onomatopoeia (TS) Adverb (WS) Fronted Adverbials (SS)
ontinuous listenina lor nove	stereotypes ethics	+ vocabulary that arises from poetry covered	ductile complacency	+ vocabulary that arises from poetry covered	hostile extra-terrestrial	+ vocabulary that arises from poetry covered

			Theatre company visits The Whitworth Guest Speakers	Author or illustrator visit	Touring Shakespeare visit Theatre visit Lyme Park Astley Hall Whittaker Park	Local places of interest such as library, Whittaker Park, Townley Park Grasmere – Dove Cottage Local nature spots	Museum of science and industry Eureka Lancashire Transport museum	Author or illustrator visits
					SUGGESTED II	MPLEMENTATION		
_	NTENT	SAREERS	Events Comprehension (R) Week 2: Sequence/ description of events/ideas. (R) Week 3-4: Character Profile/ descriptions (W)	Week 1: Features of letters (R) Week 2: Structure of letters (R) Week 3: Formal and Informal (slang) language. (R & W) Week 4: Letter writing (W) Week 5: Postcards Week 6: Senses (R) Week 7: Imagery Week 8: Poetry writing (W)	Week 2: Main Events (R) Week 3: Character Profile/ descriptions (W) Week 4: Features of Romance Texts. (R) Week 5: Romance Writing (R) Week 6: Edit and Write.	structure (R) Week 2: Persuasive writing Week 3: Brochure writing (R) Week 4: Wordsworth Factsheet (R + W) Week 5: Symbolism &	Week 2: Predictions (R) & sensory description (W) Week 3: Setting analysis & alternative worlds (R + W)	Week 1: Comics (R) Week 2: Superheroes (R + W) Week 3: Comic features + structure (R) Week 4: Comic writing (W) Week 5: Rhyme: end, internal or slant (R) Week 6: Alliteration (R) Week 7: Superhero poetry (W)

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	KS3 ENGLISH MEDIUM-TERM PLANNING									
As	pirati	on fo	or Life Differentiated, aspirational ta				rning for Life Opportunities to develo	op cross curricular skills e.g. drama		
		-	CRIME &	MYSTERY	SP	ORT		IDAY		
		teache	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks		
	natic	ght	Fiction	Non - Fiction	Fiction/ Non-Fiction	Non-Fiction	Willy Russell	Non-Fiction		
gh a thematic	igh a ther	advertising playwright teacher		Interviews (4 weeks)	Creative Writing: Success & Failure. Writing to build	Biography writing (4 weeks)	Creative Writing: Contrasting Characters and/or sequencing	Recipe & instructions (5 weeks)		
	throu	ing	Crime Writing Genre:	Poetry	tension and/or excitement.	Poetry	Poetry of events.			
3				Rhyming couplets, simile & metaphor (3 weeks)	Report: Commentary Skills (3 weeks)	Shape poems (2 weeks)	(5 weeks)	Rhythm & Repetition (2 weeks)		
Щ	e by snea	ceting done	SUGGESTED TEXTS							
مره والناع من كالنام	s and ading	Author novelist journalist blogger marketing &	A Series of Unfortunate Events (Lemony Snickett) Gangsta Granny (David Walliams) A Murder Most Unladylike (Robin Stevens)	A Case of Murder (Vernon Scannell) The Perfect Crime (Lang Leav) Macavity (T.S Elliot)	Bend it Like Beckham (Narinder Dhami) Frankie's Magic Football (Frank Lampard)	Alan Turing: The Enigma (Andrew Hodges) Odd Boy Out: Young Albert Einstein (Don Brown) Who was Rosa Parks? (Yona Zeldis McDonough)	Our Day Out (Willy Russel) Blood Brothers (Willy Russel) Educating Rita (Willy Russel) Shirley Valentine (Willy Russel)	*Any recipe book which celebrates different cuisines from around the world.		
	Jan.	₽			VOCABUL	ARY SPaG				

	crime stealing shoplifting suffixes -er/-est to compare adjectives (Ws) burglary moral Verb prefixes dis-/de-/mis- etc + vocabulary that arises from the chosen text	interview questions answer Sentence Forms: Q? (SS) Consistent use of present tense (TS) simile metaphor Verb inflections (Standard English) was & were (WS)	word Families (WS) excitement commentary expression Cohesion devises within a paragraph (TS) Adverbs (WS) intonation + sporting vocabulary that arises from the chosen text	biography autobiography life story Consistent use of past tense (TS) memoir legacy Expressing time using: Conjunctions, Adverbs & Prepositions (SS)	Plural -s (WS) Sequencing (TS) Liverpool unemployed education Possessive -s (WS) Inequality bias + vocabulary that arises from the chosen text	Any vocabulary that arises from the chosen text specific to food & equipment. Imperative verbs (SS) Heading & Subheading (TS) Modal Verbs (SS) Bullet Points (TS)			
	tho onodon toxt	English) was a word (vvo)	0000 0000	COPPORTUNITIES	The one of text				
	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							
INTENT	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)	text. (R) Week 2: Main Events, how are they exciting/features (R) Week 3: Recount events (W) Week 4: Features of	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)	Willy Russel (R) Week 2: Examples of texts (R).	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									
	<u>ي</u> ي	Word Structure (WS)	Sentence Structure (SS)	Text Structure (TS)	Punctuation (P)	Terminology (T)				
-	of this ing of			STEP 12 – 14 (Y1)						
PUNCTUATION	The purpose ie understandi	 Regular plural noun suffixes: -s -es Suffixes added to verb: -ing -ed -er Prefix un-: added to verb & adjective. unkind undoing 	 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				
급		STEP 15 – 17 (Y2)								
GRAMMAR & I	Grammar & Punctuation supplement is to support	 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				
	ॼ ଛ			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)			
INTENT	■ 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	

TOR VIEW

A SPECIALIST LEARNING COMMUNITY