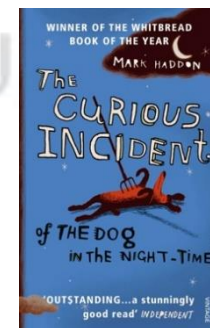
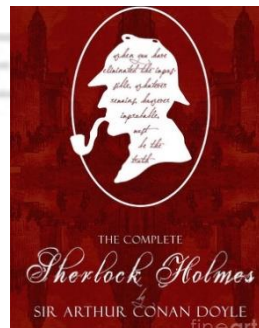
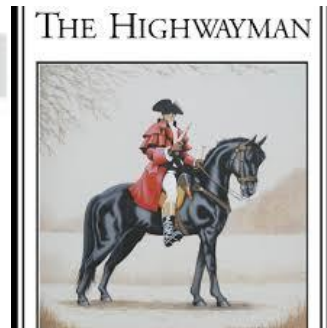
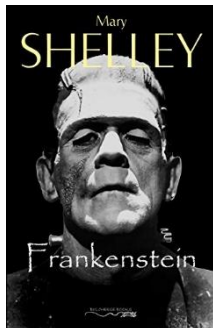
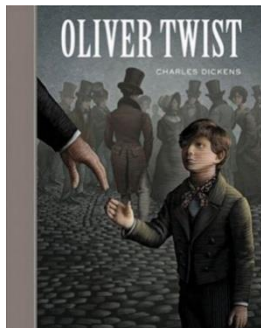


		Cycle 1 (2023-2024)	Cycle 2 (2024-2025)
Autumn	1	CHARLES DICKENS	LOVE AND LOSS
	2		
Spring	1	HORROR	ADVENTURE
	2		
Summer	1	DISABILITY	MYSTERY
	2		



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 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	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)		
			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 Chronological Order (TS) conjunctions (SS)	Present tense (TS) comparative/superlative (WS) exaggeration (TS) summary (TS) avoid stare merely opt disgust
			Adjectives (WS) Capital Letters/Full Stops Pronouns (SS)					
			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

			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							
	INTENT	CAREERS	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)

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)				
		<ul style="list-style-type: none">Regular plural noun suffixes: -s -esSuffixes added to verb: -ing -ed -erPrefix un-: added to verb & adjective. unkind undoing	<ul style="list-style-type: none">Words combine to make sentencesHow 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 -lessUse 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 butExpanded 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 soPrepositions: 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)				
INTENT		<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 whoseIndicating possibility using: Modal verbs might should will mustAdverbs 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 model 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) ElisionLayout 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	

TOR VIEW

A SPECIALIST LEARNING COMMUNITY