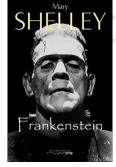


Long Term Mapping ENGLISH KS4

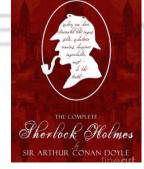


		Cycle 1	Cycle 2		
		(2023-2024)	(2024-2025)		
Autumn	1	CHARLES DICKENS	LOVE AND LOSS		
Aut	2	OF IT THEE BIONE NO	EGVE / IND EGGG		
Spring	1	HORROR	ADVENTURE		
Spr	2	HORROR	ADVENTORE		
Summer	1	DISABILITY	MYSTERY		
Sum	2	DIOADILITI	WITSTERT		

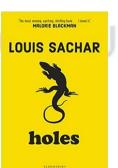
















					ENGLISH MEDIUM-TERM			
Asp	piration	n for Li		•				evelop cross curricular skills e.g. drama
				DICKENS		RROR		BILITY
			Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
	တ္တ်		Fiction	Non - Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
	and listenir	roadcaster		Expository Writing: Biography linked to Dickens (4 weeks)	Creative Writing	Diary Writing (4 weeks)		Persuasive Writing: Campaign (4 weeks)
	king	9 s	Focus on Author:	Poetry	Sensory imagery and	Poetry	Understanding others	Poetry
	rriting, spea	ner service	Charles Dickens	Injustice: Personification & Metaphor (3 weeks)	suspense.	Repetition & Onomatopoeia (2 weeks)	2	Simile (3 weeks)
	ğ, ×	ston			SUGGEST	ED TEXTS		
CYCLE 1	ematic approach, opportunities for readir	advertising playwright teacher coach reporter customer services broadcaster	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)
Z C K	h a th	l pla			VOCABULARY	Y GRAMMAR		
	skills and knowledge by providing, through a thematic approach, opportunities for reading, writing, speaking and listening.	Author novelist journalist blogger marketing & advertising	poor/poverty industrial/industrialisation consequence Dickensian Headline article caption picture author Adjectives (WS) Capital Letters/Full Stops	Past tense (TS) 3rd Person (SS) biography events simile timeline Injustice personification metaphor interference + vocabulary that arises from	Simple sentences (SS) Lists (TS) Complex sentences (SS) comma (P) sense mood fear suspense tension cliff-hanger + vocabulary that arises from	Dear Diary (TS) Past Tense (TS) Repetition (TS) Time Adverbials (SS) 1st Person (SS) Onomatopoeia (SS) scary bleak ghastly omen	disability extraordinary Autism lies syndrome slander + vocabulary that arises from the text covered Chronological Order (TS)	Present tense (TS) comparative/superlative (WS) exaggeration (TS) summary (TS) avoid stare merely opt
	_	ino[Pronouns (SS)	the text covered	the text covered		conjunctions (SS)	disgust
	plinc	list	VAC:		SUGGESTED ST	TIMULUS VISITS	Mary August 1	
	To continuously build o	Author novel	Wigan pier Helmshore textile museum Manchester library Whittaker park Temperance Bar – Rawtenstall Corn exchange Travelling productions/Theatre 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 IMP	PLEMENTATION		
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	I PLANNING			
Aspi	ration t	for Life	Differentiated, aspirational targets d	ependent on pupil needs. Languag				evelop cross curricular skills e.g. drama	
	б	services	LOVE 8	& LOSS	ADVEI	NTURE	MYSTERY		
	speakir		Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks	
	ting,	mer	Shakespeare	Non - Fiction	Fiction	Non-Fiction/Fiction	Fiction	Non-Fiction	
	or reading, wri	orter custo i	Linear Narrative: Presenting the events of a story in the order which they happen.	Descriptive Writing: love letters/postcards (4 weeks)		Expository Writing: Reports & Instructions (4 weeks)	Focus on Author:	Expository Writing: Commentaries & News Reports (4 weeks)	
	ities fo	de l	Viewpoint Narrative: Express	Poetry	Sensory imagery: Setting	Cautionary Poetry	Creative Writing	Poetry	
CYCLE 1 To continuously build on skills and knowledge by providing, through a thematic approach, opportunities for reading, writing, speaking	opportun	r coach	the points of view or subjective personal experience of a character.	Imagery & hyperbole (3 weeks)		Rhyme (2 weeks)	Sensory imagery: plot	Repetition & Alliteration (3 weeks)	
	oach	ache	SUGGESTED TEXTS						
	ough a thematic appr d listening.	& advertisi bro	Romeo & Juliet (William Shakespeare)	Captain Corelli's Mandolin (Louis de Bernieres) This Be the Verse (Philip Larkin)	Holes (Louis Sacher) Into Thin Air (Jon Krakauer)	More Beasts (for Worse Children) The Modern Traveller	Sherlock Holmes (Sir Arthur Conan Doyle) The Green Mile	The Highway Man (Alfred Noyes) Night Mail	
	providing, throu and			Mid-Term Break (Seamus Heaney)	Lord of the Flies (William Golding)	Cautionary Tales for Children (Hilaire Belloc)	(Stephen King)	(W.H. Auden)	
	Je by	arketi			VOCABULARY	GRAMMAR		Į.	
	continuously build on skills and knowled;	Author novelist journalist blogger marketing	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	
	2	Yn∯			SUGGESTED ST	IMI II II S VISITS			

		Theatre visit Cinema Visit Visiting theatre company		Southport beach Chill factore Rossendale Ski Slope	DI EMENTATION	Stoneyhurst College	Local sorting office Post Office Lancashire east railway
			1	SUGGESTED IM	•	l	l
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 ENGL	ISH MEDIUM-TERM PLANNING		
	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
of O	5		STEP 12 – 14 (Y1)		
onderstanding	Regular plural noun suffixes: -s -es Suffixes added to verb: -ing -ed -er Prefix un-: added to verb & adjective. unkind undoing Formation of nouns using suffixes - ness -er.	 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
± 5			STEP 15 – 17 (Y2)		
IION (PROGRESSION)	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. Formation of nouns using a range of prefixes: super- anti- auto- Determiners a or an according to whether next word in yowel or	 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
NS SU	th		STEP 18 – 20 (Y3)		
GRAMMAR & PUNCTUATION Punctuation: The purpose of this supplem	consonant.	 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
	2		STEP 21 – 23 (Y4)		
Grammar & Punc	S ≥ ■ Difference between plural &	 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 adverbia

	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