

SPRS – Academic Year 2023-2024

KS3 - Year 7 & 8 - English Long Term Plan

Intent - Years 7 & 8 will study extracts from texts and understand themes and characterisation. They will develop their own ideas through writing and creating their own advertising campaign. They will be introduced to Shakespeare through heroes and villains. They will also understand what “British” means and will learn about other cultures. All topics in KS3 will be working on the AQA GCSE qualification and the skills needed to enhance their grades. Work will be sequenced throughout so that continuity will enhance the learning outcomes. Work will be differentiated as to the pupils own ability. Pupils will have reading activities and associated key words to learn, use and understand throughout the scheme of learning.

Pupils will be supported in their reading and comprehension skills as well as spelling, punctuation and grammar.

Year 9 Pupils are included in the GCSE preparation with the rationale that Pupils have an extra year to become familiar with the texts, design of the exam paper and vocabulary. Exam groundwork will be vital for the success of the Pupils and so to account for absences and transitional periods it was felt it would be beneficial to have the extra time to prepare.

| Term 1 | | Term 2 | | Term 3 | |
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| Learning Cycle 1 4 th Sept 2023 – 27 th Oct 2023 8 Weeks | Learning Cycle 2 6 th Nov 2023 – 22 nd Dec 2023 7 Weeks | Learning Cycle 3 8 th Jan 2024 – 9 th Feb 2024 5 Weeks | Learning Cycle 3 19 th Feb 2024 – 22 nd mar 2024 5 Weeks | Learning Cycle 3 8 th Apr 2024 – 24 th May 2024 7 Weeks | Learning Cycle 6 3 th June 2024- 22 nd July 2024 7 Weeks |
| <u>Baseline Assessment</u> <u>Including reading and spelling assessments as well as written assessment.</u> | <u>Formal Assessment</u> Formal Assessment Extended writing - Victorian Child Diary | <u>Formal Assessment – Project</u> Star reading and spelling tests | <u>Formal Assessment- Practice spoken language assessment</u> | <u>Formal Assessment</u> GCSE question and response Star reading and spelling tests | <u>End of Year Assessment</u> Completed piece of coursework moderated and graded. |
| <u>Of Mice and Men</u> <u>Intent</u> -Pupils will study the whole text and gain an understanding of the era and social climate as well as reading and comprehension skills. <u>Implementation</u> - Pupils will be expected to have a clear understanding and interpretation of themes, character and plot by the end of the study. Pupils should also be able to write effectively for purpose and audience during this cycle of learning. | <u>A Christmas Carol</u> <u>Intent</u> - Pupils to study extracts from texts A Christmas Carol and understand themes and characterisation <u>Implementation</u> - Pupils to develop PEEL responses Pupils to develop empathy and use of SMSC and British Values. Use of film – A Christmas Carol <u>Impact</u> – Pupils will be able to analyse writing and be | <u>Stone Cold Homeless Project.</u> <u>Intent</u> - Pupils to study the text and understand the characters Pupils to look at themes and issues presented within the text. (Homeless) <u>Implementation</u> - Pupils to develop descriptive writing techniques. Pupils to develop empathy and use of SMSC, PSHE. <u>Texts – Stonecold, poetry relating to homelessness.</u> | <u>Media advertising.</u> Intent- Pupils will develop their own ideas through writing and creating an advertising campaign. <u>Implementation</u> -Pupils will deconstruct packaging and adverts. Speaking and listening exercises. Presentation of campaign. Persuasive writing techniques will be the key focus in this unit. | <u>Intent –Taste of Shakespeare-</u> Intent- Pupils to study and understand how Shakespeare created the stories. <u>Implementation</u> - Pupils will analyse character, theme and development through language. Pupils will look at Shakespeare the man, who he was and where he came from. Research piece. Male versus Female (Patriarchal society) <u>Texts – Midsummer Nights Dream, Tempest, Twelfth</u> | <u>Intent –Literature from other cultures.</u> Intent- Pupils to learn about their own and other cultures. <u>Implementation</u> - Pupils to analyse a range of poems and stories incorporating other cultures. Pupils to analyse and understand extracts from texts to show other cultures and how the fit into society. <u>Resources</u> – Aunts from Pakistan, Night of the Scorpion. |

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| <p>Key points, evidence and use of quotations should also be a developed skill.</p> <p>Impact – The text is part of the exam board specification leading to GCSE English Literature. Cross curricular mapping is also present across the scheme of work.</p> <p>Pupils to have personal reading books with 30 minutes of guided reading per week.</p> <p>Work on basic punctuation</p> <p>Basic reading comprehension skills</p> <p>Use of KS3 SPaG workbooks.</p> <p>Careers</p> <p>Links with GCSE English Literature.</p> <p>Stage & Theatre production</p> <p>Acting</p> <p>Writing</p> <p>One year 8 pupil completing own project on advertising.</p> | <p>objective when speaking about writer's style and viewpoint</p> <p>Pupils to have personal reading books with 30 minutes of guided reading per week.</p> <p>Work on basic punctuation</p> <p>Basic reading comprehension skills</p> <p>Use of KS3 SPaG workbooks.</p> <p>Careers</p> <p>Links with GCSE English Literature.</p> <p>Stage & Theatre production</p> <p>Acting</p> <p>Writing</p> | <p>Local Community Links – Project to help homeless shelter</p> <p>Impact – Pupils will be able to identify themes and ideas alongside linguistic and literary language</p> <p>Pupils to have personal reading books with 30 minutes of guided reading per week.</p> <p>Work on basic punctuation</p> <p>Basic reading comprehension skills</p> <p>Use of KS3 SPaG workbooks.</p> <p>Careers</p> <p>Post 16</p> <p>English Literature</p> <p>English Language</p> <p>Teaching</p> <p>Youth worker</p> <p>Charity worker</p> <p>Drugs and alcohol worker</p> | <p>Pupil to look at influence of social media on their lives and how the internet effects them.</p> <p>Resources – Newspapers, internet, blogs, broadcasts.</p> <p>Easter activities</p> <p>Impact – Pupils will show a clear understanding of the perceptions of the media and the focus of perspectives. Pupils to use this module to prepare for presentation including responding to questions and feedback. Pupils will develop their own ideas through writing and creating an advertising campaign.</p> <p>Pupils to have personal reading books with 30 minutes of guided reading per week.</p> <p>Work on basic punctuation</p> <p>Basic reading comprehension skills</p> <p>Use of KS3 SPaG workbooks.</p> <p>Careers</p> <p>Post 16</p> <p>Editing</p> <p>Teaching</p> <p>Publishing</p> <p>Advertising</p> <p>IT Digital marketing</p> | <p>Night, Taming of the Shrew, Romeo and Juliet, Macbeth.</p> <p>Impact – Pupils will start to develop essay skills and planning ability throughout the scheme of work. Shakespeare will be introduced to the pupils to give them a taste of literature. Pupils will be able to understand the life and times of Shakespeare and how this changed literature.</p> <p>Pupils to have personal reading books with 30 minutes of guided reading per week.</p> <p>Work on basic punctuation</p> <p>Basic reading comprehension skills</p> <p>Use of KS3 SPaG workbooks.</p> <p>Careers</p> <p>Links with GCSE English Literature.</p> <p>Stage & Theatre production</p> <p>Acting</p> <p>Writing</p> | <p>Refugee Boy, Pigeon English, Anita and Me.</p> <p>Impact – Pupils will be able to identify themes and ideas alongside linguistic and literary language. Pupils will learn about other cultures and this will also be addressed in PSHE.</p> <p>Pupils to have personal reading books with 30 minutes of guided reading per week.</p> <p>Work on basic punctuation</p> <p>Basic reading comprehension skills</p> <p>Use of KS3 SPaG workbooks.</p> <p>Careers</p> <p>Post 16</p> <p>English Literature</p> <p>English Language</p> <p>Teaching</p> <p>Librarianship</p> |
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