

## SPRS – Academic Year 2024-2025

### 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 guided by the AQA GCSE qualification and the skills needed to move towards GCSE study. Work will be sequenced throughout so that continuity will enhance the learning outcomes. Work will be differentiated as to the pupil’s 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	
<b>Learning Cycle 1</b> 2nd Sept 2024 – 25th Oct 2024 8 Weeks	<b>Learning Cycle 2</b> 4th Nov 2024 – 20th Dec 2024 7 Weeks	<b>Learning Cycle 3</b> 6th Jan 2025 – 14th Feb 2025 6 Weeks	<b>Learning Cycle 4</b> 24th Feb 2025 – 4th April 2025 6 Weeks	<b>Learning Cycle 5</b> 21st Apr 2025 – 23rd May 2025 5 Weeks	<b>Learning Cycle 6</b> 2nd June 2025- 18th July 2025 7 Weeks
<u><b>Baseline Assessment</b></u>  STAR Reader and spelling tests	<u><b>Formal Assessment</b></u> Formal Assessment Extended writing – To create a written piece of extended writing.	<u><b>Formal Assessment – Project</b></u>	<u><b>Formal Assessment-</b></u> Practice spoken language assessment  STAR Reader and spelling tests	<u><b>Formal Assessment</b></u> GCSE question and response	<u><b>End of Year Assessment</b></u> Completed piece of coursework moderated and graded.  STAR Reader and spelling tests
<u><b>Of Mice and Men</b></u>  <b>Intent</b> Pupils will study the whole text and gain an understanding of the era and social climate as well as reading and comprehension skills.  <b>Implementation</b> - Pupils will be expected to have a clear understanding and interpretation of themes, character and plot by the end of the study.	<u><b>The Lion, the witch and the wardrobe</b></u>  <b>Intent</b> - Pupils to study extracts from texts from the book and understand themes and characterisation  <b>Implementation</b> - Pupils to develop PEEL responses  Pupils to develop empathy and use of SMSC and British Values.  Use of film –	<u><b>Stone Cold Homeless Project.</b></u>  <b>Intent</b> - Pupils to study the text and understand the characters  Pupils to look at themes and issues presented within the text. (Homeless)  <b>Implementation</b> - Pupils to develop descriptive writing techniques.	<u><b>Media advertising.</b></u>  Intent- Pupils will develop their own ideas through writing and creating an advertising campaign.  <b>Implementation</b> -Pupils will deconstruct packaging and adverts.  Speaking and listening exercises. Presentation of campaign.	<u><b>Taste of Shakespeare-</b></u>  Intent- Pupils to study and understand how Shakespeare created the stories.  <b>Implementation</b> - Pupils will analyse character, theme and development through language.  Pupils will look at Shakespeare the man, who he was and where he	<u><b>Literature from other cultures.</b></u>  Intent- Pupils to learn about their own and other cultures.  <b>Implementation</b> - Pupils to analyse a range of poems and stories incorporating other cultures.  Pupils to analyse and understand extracts from texts to show other

<p>Pupils should also be able to write effectively for purpose and audience during this cycle of learning.</p> <p>Key points, evidence and use of quotations should also be a developed skill.</p> <p><b>Impact</b> – 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>DEAR time one period a week in tutor groups.</p> <p>Work on basic punctuation</p> <p>Basic reading comprehension skills</p> <p>Use of KS3 SPaG workbooks.</p> <p><b>Careers</b></p> <p>Links with GCSE English Literature.</p> <p>Stage &amp; Theatre production</p> <p>Acting</p> <p>Writing</p>	<p>The Lion the witch and the wardrobe.</p> <p><b>Impact</b> – Pupils will be able to analyse writing and be objective when speaking about writer's style and viewpoint</p> <p>DEAR time one period a week in tutor groups. Work on basic punctuation</p> <p>Basic reading comprehension skills</p> <p>Use of KS3 SPaG workbooks.</p> <p><b>Careers</b></p> <p>Links with GCSE English Literature.</p> <p>Stage &amp; Theatre production</p> <p>Acting</p> <p>Writing</p>	<p>Pupils to develop empathy and use of SMSC, PSHE.</p> <p><b>Texts – Stonecold, poetry relating to homelessness.</b></p> <p><b>Local Community Links – Project to help homeless shelter</b></p> <p><b>Impact</b> – Pupils will be able to identify themes and ideas alongside linguistic and literary language</p> <p>DEAR time one period a week in tutor groups. Work on basic punctuation</p> <p>Basic reading comprehension skills</p> <p>Use of KS3 SPaG workbooks.</p> <p><b>Careers</b></p> <p><b>Post 16</b></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>Persuasive writing techniques will be the key focus in this unit.</p> <p>Pupil to look at influence of social media on their lives and how the internet affects them.</p> <p><b>Resources</b> – Newspapers, internet, blogs, broadcasts.</p> <p><b>Easter activities</b></p> <p><b>Impact</b> – Pupils will show a clear understanding of the perceptions of the media and the focus of perspectives.</p> <p>Pupils to use this module to prepare for presentation including responding to questions and feedback.</p> <p>Pupils will develop their own ideas through writing and creating an advertising campaign.</p> <p>DEAR time one period a week in tutor groups. Work on basic punctuation</p> <p>Basic reading comprehension skills</p> <p>Use of KS3 SPaG workbooks.</p> <p><b>Careers</b></p> <p>Post 16</p> <p>Editing</p> <p>Teaching</p> <p>Publishing</p>	<p>came from. Research piece.</p> <p>Male versus Female (Patriarchal society)</p> <p><b>Texts – Midsummer Nights Dream, Tempest, Twelfth Night, Taming of the Shrew, Romeo and Juliet, Macbeth.</b></p> <p><b>Impact</b> – 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>DEAR time one period a week in tutor groups. Work on basic punctuation</p> <p>Basic reading comprehension skills</p> <p>Use of KS3 SPaG workbooks.</p> <p><b>Careers</b></p> <p>Links with GCSE English Literature.</p> <p>Stage &amp; Theatre production</p>	<p>cultures and how the fit into society.</p> <p><b>Resources</b> – Aunts from Pakistan, Night of the Scorpion.</p> <p>Refugee Boy, Pigeon English, Anita and Me.</p> <p><b>Impact</b> - 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>DEAR time one period a week in tutor groups.</p> <p>Work on basic punctuation</p> <p>Basic reading comprehension skills</p> <p>Use of KS3 SPaG workbooks.</p> <p><b>Careers</b></p> <p>Post 16</p> <p>English Literature</p> <p>English Language</p> <p>Teaching</p> <p>Librarianship</p>
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