**YEAR 7 KS3 LONG TERM PLAN. ENGLISH DEPARTMENT**

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| **TERM (WEEKS)** | **Teacher A: 4 lessons per fortnight** | **Teacher B: 3 lessons per fortnight** |
| AUTUMN TERM 1 (8 weeks)  | **Poetry** (pre 19th century and modern)A selection from:* In Flanders Field
* The Chimney Sweeper
* The Ballad of Charlotte Dymond
* Daffodils
* The Laboratory
* We Refugees
* And others

**Assessment: Reading****Compare and contrast two of the poems that you studied****Action Target and Dialogue** **Students demonstrate that they can comment on similarities and differences between two poems****AO: using poetic terminology, analysing language and effect, selecting and embedding quotes. Making some reference to context** | **Grammar Unit****Recapping understanding of grammar from Key Stage 2: developing confidence in using grammar terminology for word classes and sentence types and sophisticated punctuation.****AO: Use of accurate and appropriate GPVS**Extended HW: Grammar worksheets and Spelling Lists |
| AUTUMN TERM 2 (7 weeks)    | **Class Reader A Christmas Carol** **Assessment: Reading****How is the character of \_\_\_\_\_\_\_ presented in this extract?****Action Target and Dialogue****Students should demonstrate an understanding of how language can contribute to character and / or theme****AO: commenting on language and effect, selecting relevant quotes, writing analytically.** |
| SPRING TERM( 6 weeks)  | **Introduction to Shakespeare**Extracts from:

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| * The Tempest
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| * A Midsummer Night’s Dream
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| * Twelfth Night
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**Assessment: Reading****What do you think of the way \_\_\_\_\_\_\_ speaks and behaves in this extract? What does it reveal about \_\_\_\_\_\_’s character?****Action Target and Dialogue****Students demonstrate that they can analyse Shakespeare’s language, character and themes and make some reference to context.****AO: show understanding of character, action, motive and context.** | **Let’s Think in English** **A series of lessons to stimulate your original thoughts and responses to texts and ideas.**Extended HW: Spelling Lists |
| SPRING TERM( 6 weeks)  | **Media Non – Fiction** **Assessment: Writing****Students should write an engaging media text, using a range of techniques.****Action Target and Dialogue****Students demonstrate their SPAG skills- write a media piece showing awareness of audience.****AO: sentence structure, punctuation, effective paragraphing and layout.** | **Narrative Writing** **Assessment: Writing****Write a well - structured story called ‘Home’** **Action Target and Dialogue** **Students demonstrate that they can use a variety of techniques in their writing to create structure.****AO: sentence structure, punctuation, effective paragraphing, interesting vocabulary.**Extended HW: Spelling Lists |
| SUMMER TERM (14 weeks)  | **End of Year Exams: Reading & Writing****(2 weeks)****Novel Study: ‘Windrush Child’****Assessment: Creative Writing****Students should write an engaging piece of fiction based on one key theme from the novel.****Action Target and Dialogue****Students demonstrate their SPAG skills- write a fiction piece showing awareness of purpose and effect.****AO: sentence structure, punctuation, effective paragraphing and layout.** | **Non-Fiction Forensic Linguist****Assessment: Reading & Writing****Forensic Linguist Test Paper****Action Target Dialogue****Students demonstrate that they can read and understand, identify grammatical patterns, summarise main ideas, select relevant quotations, present their ideas using appropriate spoken language****AO: analyse language and structure****Spelling Bee**Extended HW: Spelling Lists |

***During Action Target and Dialogue week teachers should;***

* *meet with each student in the class and look at their books*
* *discuss their progress with them*
* *agree an action for them to carry out that will focus them on an area that needs to be improved*
* *write the action as a target*

*Spend about 5 minutes with each student.*