**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:   |  | | --- | | * The Tempest | | * A Midsummer Night’s Dream | | * Twelfth Night | |  |   **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.*