

KS3 LONG TERM PLAN – Longcroft School – English (17/18)

	<u>Year 7</u>	<u>Assessment and AFs covered</u>
Autumn	1. Transition – The Island – 3 weeks On paper – do not hand out books please (Extension/split teacher work = All About Me booklet)	<u>Reading and Writing baseline testing based on The Island.</u> Description– AO 5/6 . Deadline 30th September 2016 – Change groups
	2. Novel - Boy in the Striped Pyjamas - Holes - Skellig	<u>Mid-term writing indicator of attainment (marked through peer assessment)</u> - Boy in the Striped Pyjamas/Skellig: non-fiction article or report - Holes: non-fiction report on camp Green Lake AO5/6 <u>Assessment</u> Extract and longer essay response to chosen novel. Reading AO 1-4 - Extracts are to be selected according to level of challenge required. - Suggested essay title: Starting with the extract, how does _____ present the character/theme of _____. Used for PU1 16/11/17
Spring	3. Gothic Literature	<u>Mid-term indicator of reading attainment (marked through peer assessment)</u> Extract based Q&A response Reading AO 1-4 <u>Assessment</u> Creative writing an opening to a gothic horror story – image stimulus new AQA style AO 5/6 Used for PU2 01/02/18
	4. Beowulf OR Introduction to Shakespeare	Beowulf - Comparison of the presentation of Grendel. Shakespeare - Compare the way Shakespeare uses language in the opening of Hamlet and Macbeth. Reading AO1-4 Used for PU3 Reading
Summer	5. Non –fiction unit - Boy may be used or CSI Unit	Non-fiction Writing –Leaflet AO5/6 Used for PU3 Writing 03.05/18

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<p>5. Poetry – Anthology on childhood and the natural world (TBC)</p> <p>6. Drama Room 13 / Flour Babies</p>	<p>Write an analysis of a poem from a selection and compare to an unseen second poem. Lit AO2</p> <p>Pupils can be awarded pass/merit/distinction for a speaking activity. No PU data required.</p>
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Year 8	Assessment and AFs covered
<p>1. Reading: Novel</p> <ul style="list-style-type: none"> - Of Mice and Men - Stone Cold <p>Writing: Non-fiction text</p> <p>Reading: Extract question</p>	<p>Writing: Non-fiction text type (eg. Speech/article) based around events in chosen novel: Incorporating some <u>non-fiction</u> work around the Great Depression/Homelessness/Charity. Opportunities for independent research should be capitalised upon dependent on the nature of the group. (n.b. Perhaps split teacher may decide to take non-fiction elements).</p> <p>AOs 5/6 <u>Can be used for PU1 if attainment data is required.</u></p> <p>Reading: Extract and essay response to either novel.</p> <ul style="list-style-type: none"> - Extracts to be selected according to level of challenge required. - Suggested essay title: Starting with the extract, how does _____ present the character/theme of _____. <p>Reading AO 1-4 <u>To be used for PU2 – combined with writing score</u></p>
<p>2. Poetry Either Other Cultures and Traditions or Nature Poets</p>	<p>Comparison of two poems, selection to be made by teacher according to nature of the group.</p> <p>AO 1-4 <u>To be used alongside module 4 attainment for PU3.</u></p>

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<p>3. Short Stories from the Nineteenth Century. To support the teaching of this unit, resources from the Gothic Year 7 SOL can be used (One year only)</p>	<p>Narrative writing. Write an opening in the style of _____. Use one of the short stories as a stimulus.</p> <p>AO5/6 To be used <u>alongside module 5 attainment for PU4</u></p>
<p>4. Shakespeare - The Tempest - A Midsummer Night’s Dream</p>	<p>Extract and essay response to either play.</p> <ul style="list-style-type: none">- Extracts to be selected according to level of challenge required.- Suggested essay title: Starting with this speech/scene, explain/analyse how Shakespeare presents _____.- Either a character or theme should be selected (preferably whichever was not done in module 2). <p>Reading AO1-4 <u>To be used for PU5</u></p>
<p>5. Grammar for Writing</p> <p>6.Spoken Language – Debates and public speaking</p>	<p>Sentence Variety – Slow Writing lessons Extending vocabulary Descriptive Writing Ao5/Ao6 Tasks – To do as an exam to measure progress from year 7</p> <p><u>No data required – pupils could be awarded pass/merit/distinction for a speaking presentation</u></p>
	<p><u>All students to sit an AQA common assessment in order to produce an end of KS3 attainment grade. Date TBC.</u></p>