

Key Stage 3 English - Long Term Planning

Grafham Grange School

September 2022

Term / Year Group	Creative Writing Baseline Tests	Term 1: Autumn	Novel study: Quest	Term 2: Spring	Poetry: Anthology	Term 3: Summer Plays	Play study
YEAR 7 Autumn Term National Poetry Day Curriculum content	Young people to complete a piece of creative writing & complete a SPaG test.	Creative writing: Kraznir SoW: Read, write, edit, publish, develops students' understanding of narrative writing and structure. Students will build upon the skills previously learnt and apply them to their own writing. Play/Drama (18thc text): A Christmas Carol Charles Dickens Stories in historical context.	Genre/theme: Quest Class Reader: The Hobbit Satellite texts/extracts. Tutor Reader: Harry Potter	Poetry as a form of expression. Type and form *Poetry & song lyrics booklet – celebration theme SoW Anne. An introduction to analysis of language, structure, technique and tone.	Celebration poems from around the world: Christmas/customs and traditions from around the world - birth, love, etc. Slam poetry: K Tempest, Ben Zephaniah et al	Introduction to Shakespeare's plays Macbeth: Power, greed, supernatural and tragedy. (Is it right to kill? Moral dilemma – Arches: honesty No Fear Shakespeare	Language in context Study of key scenes: Macbeth meets the witches and prophecy. Lady Macbeth's influence on Macbeth.
Skills and Knowledge	Editing skills and using language & description for effect	Development of character, setting, building of tension, paragraphing and sequencing.	Develop awareness of genre and intertextuality *	An introduction to analysis of language, structure, technique and tone	Understanding of social context in representations and analysis	Form: plays entertainment. Big ideas: power, man vs man, greed. Historical context	Understanding of social context in representations and analysis
SPaG	Young people to complete SPaG tasks that builds on Key Stage 2 (taught and young peoples' completion of SATs books).						
Assessments	Writing: creative piece initial assessment Week 3	Writing: Production of a narrative	Reading: How do writers use language and sequencing for effect.	Select quotations and comment on the effect of the language used.	Reading: language exploration to include cultural differences: analyze a poem for meaning - purpose	Read key scenes and recount the main events in standard English.(low ability) Include quotations (high ability)	.

Term / Year Group	Creative Writing Baseline Tests	Term 1: Autumn Read, write, edit & publish	Diary & Poetry Exploration	Term 2: Spring Reading for meaning (different forms)	Historical representation through fiction	Term 3: Summer Identification of Viewpoints and perspectives identified through fiction	Contemporary attitudes
<p>YEAR 8 Autumn Term</p> <p>National Poetry Day Curriculum content</p>	<p>Write a diary entry based on yourself or someone from choice.</p>	<p>Creative/autobiographical (non-fiction) Diary Reading and Writing: Anne Frank, Samuel Pepys The Secret Diary of Adrian Mole age 9 ¾</p> <p>Tutor Reader: Diary of a Wimpey Kid An introduction to the genre of diary writing as a form of expression and recount.</p> <p>War Poetry – explore and create a poetry response to war. Link to Ukraine war.</p> <p>Study of the novel Blitzed</p> <p>Letters from the lighthouse – tutor reader.</p>	<p>Diaries in historical context and theme Understanding social contexts change over time, e.g. war political unrest & life events.</p> <p>Poetry explorations Poetry anthology to be devised</p>	<p>Study of the novel <i>The Boy in the Striped Pajamas</i> – identity, genocide, power, war & racial persecution.</p> <p>Newspaper articles: 19th century villains <i>Jack the Ripper</i> (GCSE) Language and structure</p> <p>Extracts <i>Elephant Man: disfigurement Freak shows</i></p>	<p>Historical footage – film clips <i>The Key Game</i> Short story</p>	<p>Study of the Novel <i>Face</i>, Benjamin Zephaniah</p> <p>Drugs, race & disfiguration contemporary novel.</p> <p><i>Wonder</i> as tutor reader (child disfigurement).</p> <p>Film <i>The Greatest Showman</i></p> <p><i>Stone Cold:</i> explorations of viewpoints & perspectives – themes: homelessness, drugs, crime & dysfunctional families/abuse. Link to charities <i>Shelter</i></p>	
Skills and Knowledge	Create a character backstory: beginning, middle and end (multiple narrative)	<i>Blitzed</i> : structural devices: flashback, foreshadowing.	Writing in past tense. Punctuation	Non fiction analysis and comparison			
SPaG							
Assessments							

Term / Year Group	Creative Writing Baseline Tests	Term 1: Autumn Textual analysis Write a response to a focused language question	Gothic conventions	Term 2: Spring Reading for meaning (different forms)	Themes	Term 3: Summer Identification of Viewpoints and perspectives identified through fiction	
<p>YEAR 9 Autumn Term</p> <p>National Poetry Day Curriculum content</p>	<p>Write a short ghost story using descriptive writing.</p>	<p>Fiction: Gothic Reading: analysis of language and structural techniques. Make a personal response to a focused question, 'How does the writing use language to create...'</p> <p>Mary Shelley's <i>Frankenstein</i></p> <p>Tutor Reader: <i>Dorian Gray</i> Oscar Wilde</p> <p><i>Penny Dreadful</i></p>	<p><i>Tell-Tale Heart</i> Edgar Allan Poe</p> <p>Bram Stoker's <i>Dracula</i></p>	<p>Dystopian Fiction: 1984</p> <p>Tattoos 2 x texts contemporary compared to 19th century attitudes</p>		<p><i>Stone Cold</i>: explorations of viewpoints & perspectives – themes: homelessness, drugs, crime & dysfunctional families/abuse. Link to charities <i>Shelter</i></p> <p>Shakespeare's play: <i>Othello</i>: jealousy, race, gender and power</p>	
<p>Skills and Knowledge</p>	<p>Identification of language & structural techniques, terminology and effect on reader</p>		<p>Writing in past tense. Punctuation</p>				
<p>SPaG</p>							
<p>Assessments</p>							

Big Ideas:

Familiar/strange

Youth/maturity

Real/imaginary

Innocence/experience

Natural/supernatural

Social

Social Mobility

Thresholds/boundaries

Power and authority

Hubris/greed

Gender

Class

Race

Human vs human

Human vs self

Human vs society

Humanity vs nature

Symbolism

Global literature

Literature representing different cultures and traditions

Suburbia vs urban

Black culture

Multicultural diversity

Child labour

Contemporary issues

Historical issues