

YEAR 7 KS3 LONG TERM PLAN. ENGLISH DEPARTMENT

TERM (WEEKS)	TOPIC	KEY CONCEPTS	ASSESSED WORK
AUTUMN TERM (8)	<p><u>Transitions unit (week 1 - 4)</u></p> <p><u>Genre Writing / Travel Writing (week 6 - 8)</u></p> <p>Action, target, dialogue (week 8)</p>	<p>Writing to inform , explain and describe</p> <p>Using specific conventions for a particular audience</p>	<p>Baseline test: Write a letter to your teacher about yourself (inform , explain and describe) or, a non-fiction piece of writing entitled 'What School Means to Me'</p> <p>Genre Writing / Travel Writing</p> <p><u>Action, target, dialogue</u></p> <p>Students should edit and redraft the specified section of writing.</p> <p>AO: sentence structure, text cohesion, purpose and audience.</p>
	<p><u>Class Reader (week 1-3)</u></p> <p>Action, target, dialogue (week 4)</p> <p>Class Reader cont'd (week 5-7)</p> <ul style="list-style-type: none"> • Al Capone does my shirts • Tell Me No Lies • Skellig • Flour Babies 	<p>Reading using inference and deduction skills. Using quotes to support ideas (PEE).</p> <p>Understanding the author's intentions</p>	<p>Close response to a section from the text focusing on character, language and/or structure.</p> <p>How is _____ character presented in this extract?</p> <p><u>Action, target, dialogue</u></p> <p>Students should revisit and demonstrate improved reading skills in specified section.</p> <p>AO: inference and deduction, using relevant quotes, explaining ideas clearly.</p>
SPRING TERM (6)	<p><u>Keeping it Green (week 1 - 3)</u></p> <p>Action, target, dialogue (week 3)</p> <p><u>Adventure of the Speckled Band (week 3)</u></p>	<p>Speaking and listening sensitively in a small group.</p> <p>Organising the completion of the project. Giving a formal presentation to the class.</p> <p>Writing to create tension.</p>	<p>Group presentation about a green issue.</p> <p><u>Action, target, dialogue</u></p> <p>Students should be given individual levels for speaking and listening.</p> <p>AO: vocabulary, sentence structure, engaging the audience.</p> <p>Write an extract using the detective genre showing how to use language to build tension.</p>

SPRING TERM (6)	<p>Poetry (week 1 - 4)</p> <p>Action, target, dialogue (week 5)</p> <p>Writing and performing poetry (week 5 & 6)</p>	Reading & Writing about a range of poetry from the 19 th - 21 st centuries	<p>Write an essay exploring two poems you enjoyed studying the most.</p> <p>Action, target, dialogue</p> <p>Students should demonstrate that they can select relevant quotes and comment on the effects.</p> <p>AO: using quotes, exploring themes, justifying ideas, structuring writing.</p>
SUMMER TERM (5)	<p>Shakespeare Taster (week 1 - 5)</p> <p>Action, target, dialogue (week 5)</p>	Reading and close analysis of language and effect.	<p>Comment on the effect of Shakespeare's language in this extract.</p> <p>Action, target, dialogue</p> <p>Students demonstrate use of quotes from the text to support ideas.</p> <p>AO: selecting quotes, making clear points, explaining ideas, using subject specific vocabulary.</p>
SUMMER TERM (6)	<p>Holiday Project (week 1- 4)</p> <p>Target, action, dialogue (week 4)</p> <p>Modern play-script (week 3 -6)</p> <ul style="list-style-type: none"> • Canterbury Tales • Frankenstein 	Writing using the language of persuasion.	<p>Write an article selling a holiday (a particular country / resort / package).</p> <p>Write a letter of complaint to the tour operator.</p> <p>Action, target, dialogue</p> <p>Students demonstrate that they can use a variety of devices to write persuasively.</p> <p>AO: sentence structure and punctuation, audience and purpose, persuasive vocabulary.</p> <p>Writing play-scripts</p>

During Target, Action and Dialogue week teachers should:

- *after marking the assessed piece and highlighting a section to be improved, meet with each student in the class*
- *discuss their progress with them*
- *agree an action for them to carry out that will help them to demonstrate improvement*

Spend about 5 minutes with each student.