

YEAR 9 KS3 LONG TERM PLAN. ENGLISH DEPARTMENT

TERM (WEEKS)	TOPIC	KEY CONCEPTS	ASSESSED WORK
AUTUMN TERM (8)	<p><u>Modern Short stories</u> (Week 1 - 4)</p> <p><u>Pre 1914 short stories</u> (Week 6 - 8)</p> <p>Action, target, dialogue (week 8)</p>	<p>Writing to show a clear style and purpose using a range of devices.</p>	<p>Descriptive Writing - using the ghost or horror genre</p> <p><u>Action, target, dialogue</u></p> <p>Students should demonstrate an understanding of the conventions used in developing character, plot and tension through ghost or horror genre.</p> <p>AO: Clearly structured ideas, embedded quotes, exploring implied meaning</p>
AUTUMN TERM (7)	<p><u>Media/Short Film Unit</u> (week 1 - 4)</p> <p><u>Creative Writing</u> (week 5 -7)</p> <p>Action, target, dialogue (week 7)</p>	<p>Reading and interpreting the medium of film.</p> <p>Writing building on skills from the short stories unit to develop imaginative writing.</p>	<p>How are _____represented in the film you have studied?</p> <p><u>Action, target, dialogue</u></p> <p>Students use subject specific words to analyse an aspect of film.</p> <p>AO: sentence structure, text cohesion, purpose and audience, vocabulary specific to topic.</p>
SPRING TERM (6)	<p><u>Macbeth</u> (week 1 - 6)</p> <p>Target, action, dialogue (week 5)</p>	<p>Drama / Speaking and Listening</p> <p>Exploring characters, themes, action and language through drama.</p>	<p>Dramatize a modern day version of Macbeth.</p> <p><u>Action, target, dialogue</u></p> <p>Students show an understanding of staging, performance, themes and character.</p> <p>Assessment of group performances.</p> <p>AO: explore relevant ideas, adapt vocabulary, demonstrate empathy</p>
SPRING TERM (6)	<p><u>War Poetry</u> (week 1 - 4)</p> <p>Target, action, dialogue (week 5)</p> <p>Reading, writing, performing poetry (week 5-6)</p>	<p>Reading analysing the language of war poetry as well as the writers' intentions.</p>	<p>How is the theme of war illustrated in two poems studied?</p> <p><u>Action, target, dialogue</u></p> <p>Students demonstrate that they can write an analytical essay using quotes from the poems.</p> <p>AO: Exploring themes, using relevant quotes,</p>

			explaining ideas in detail.
SUMMER TERM (5)	<p><u>I Am Woman! - Non-fiction writing</u> (week 1 - 4)</p> <p>Target, action, dialogue (week 5)</p>	<p>Writing non-fiction using a variety of language devices.</p>	<p>Write a lively article arguing your case for a particular issue.</p> <p><u>Action, target, dialogue</u></p> <p>Students should demonstrate language skills: the use of language devices to create a lively and persuasive article and the use of SPAG.</p> <p>AO: Audience and purpose, sentence structure and punctuation, relevant ideas and a range of language devices.</p>
SUMMER TERM (6)	<p><u>Class Reader</u> (week 1 - 6)</p> <ul style="list-style-type: none"> • To Kill a Mockingbird • The Friends • Pride and Prejudice • The Number 1 Ladies Detective Agency • Great Expectations • Animal Farm • Declaration <p>Target, action, dialogue (week 5)</p>	<p>Reading and responding to the text in preparation for GCSE.</p>	<p>How is the theme / character of _____ presented throughout the book?</p> <p><u>Action, target, dialogue</u></p> <p>Students should write a discursive essay based on theme or character and have the opportunity to respond to extract questions.</p> <p>AO: selecting and embedding relevant quotes, exploring language - meaning and effect, developing ideas fully.</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.