

Key Stage 3 - Group 1

<p>Non-fiction writing (Autobiography)</p> <p>Boy: Tales of Childhood <i>Roald Dahl</i></p> <p><i>Life writing</i></p>	Autumn 1 W1	<ul style="list-style-type: none"> - To understand the word autobiography. - To make predictions about what the novel Boy: Tales of Childhood is going to be about. - To know some of the key words used in life writing.
	Autumn 1 W2	<ul style="list-style-type: none"> - To know what makes good life writing. - To know what makes a good character description - To read 'The great mouse plot' and answer questions about the text. - To read 'Mr Coombes' and answer questions about the text.
	Autumn 1 W3	<ul style="list-style-type: none"> - To write about when I was born - To edit and type a good copy of my writing. - To use the '5 senses' to describe a person in detail. - To read 'Mrs Pratchett's revenge' and answer questions about the text
	Autumn 1 W4	<ul style="list-style-type: none"> - To read 'First Day' and answer questions about the text. - To use the '5 senses' to describe a place in detail. - To read 'The Matron' and answer questions about the text. - To write about when I started primary school.

	Autumn 1 W5	<ul style="list-style-type: none"> - To edit my writing and type a good copy. - To read 'Captain Hardcastle' and answer questions about the text. - To use speech marks to correctly punctuate speech. - To read 'Ellis and the Boil' and answer questions about the text. - To write about my later primary school years.
	Autumn 1 W6	<ul style="list-style-type: none"> - To edit my writing and type a good copy. - To read 'Boazers' and answer questions about the text. - To use adverbs accurately to describe how things happen. - To complete any unfinished tasks in the workbook - .To write about when I started secondary school.
	Autumn 1 W7	<ul style="list-style-type: none"> - To edit my writing and type a good copy. - To read 'Corkers' and write a paragraph about his character. - To write about a favourite memory. - To edit my writing and type a good copy. - To complete any unfinished writing pieces. - To put my writing together into a booklet.

<p>Fiction - Picture Book</p> <p>Poonam Mistry - The Midnight Panther</p> <p><i>Fiction writing - Students write their own picture books</i></p>	<p>Autumn 2 W1</p>	<ul style="list-style-type: none"> - To explore the elements of picture books (illustration, plot, character...) - To make a prediction about a story - To research information about the author - To actively listen to a story
	<p>Autumn 2 W2</p>	<ul style="list-style-type: none"> - To actively listen to a story - To summarise the main elements of a story using shape coding (who/what; what doing. How do you feel? / What do you like? when...) - To understand what adjectives and synonyms are - To describe a picture using simile and/or alliteration - To identify and use onomatopoeias
	<p>Autumn 2 W3</p>	<ul style="list-style-type: none"> - To recap the elements of picture books - To brainstorm ideas for our own picture book - To create a character profile for our main protagonist - To brainstorm ideas for the setting of our story
	<p>Autumn 2 W4</p>	<ul style="list-style-type: none"> - To understand what plot is - To create a story mountain for our own story - To write the text of our story
	<p>Autumn 2 W5</p>	<ul style="list-style-type: none"> - To create our own picture book - To illustrate our picture book
	<p>Autumn 2 W6</p>	<ul style="list-style-type: none"> - To create our own picture book - To illustrate our picture book - To create the cover for our picture book

	Autumn 2 W7	<ul style="list-style-type: none"> - To write the blurb of our picture book - To present our picture book to an audience
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Key Stage 3 - Group 2		
Autumn term 1 Biographies - Environmentalists David Attenborough	Autumn 1 W1	Explore biographies: <ul style="list-style-type: none"> ● I can make a prediction about a story ● I can summarise the main point of a story ● I can select emotive language ● I can identify the features of a biography
	Autumn 1 W2	<ul style="list-style-type: none"> ● I can actively listen to a story ● I can clarify unfamiliar words by searching them in a dictionary ● I can put events in chronological order ● I can recognise and use time conjunctions ● I understand what synonyms are and can use them in a piece of writing
	Autumn 1 W3	<ul style="list-style-type: none"> ● I remember what chronological order is ● I can organise events on a timeline ● I can summarise facts from a non-fiction texts ● I can use time conjunctions ● I know what heading and subheadings are

	Autumn 1 W4	<ul style="list-style-type: none"> • I remember what the features of a biography are • I can find out facts about David Attenborough • I can write an headline and introduction fro my biography on David Attenborough
	Autumn 1 W5	<ul style="list-style-type: none"> • I can use facts to write a paragraph on David's Attenborough's childhood • I can use facts to write a paragraph on David's Attenborough's adult life
	Autumn 1 W6	<ul style="list-style-type: none"> • I can research information on the internet • I can use the information I have searched to write the rest of the biography
	Autumn 1 W7	<ul style="list-style-type: none"> • I can edit my writing using feedbacks • I can use headings and subheadings to organise information • I can present my work to the class
Autumn term 2 Varjak Paw	Autumn 2 W1	<ul style="list-style-type: none"> • I can make predictions about a text and use conjunctions. • I can use emotive language to describe characters feelings • I can explore the vocabulary in the book
	Autumn 2 W2	<ul style="list-style-type: none"> • I can use persuasive language • I can use evidence from the text • I am beginning to use apostrophes.
	Autumn 2 W3	<ul style="list-style-type: none"> • I can write a simile • I am beginning to use metaphors and personification • I can write an expanded noun phrase

	Autumn 2 W4	<ul style="list-style-type: none"> • I can describe a setting using expanded noun phrases • I can use prepositions in my writing
	Autumn 2 W5	<ul style="list-style-type: none"> • I can identify the key events in a chapter • I am beginning to discuss how writers choices of plot and setting influence the reader
	Autumn 2 W6	<ul style="list-style-type: none"> • I can use a story mountain to help me plan a narrative • I can develop characters and setting description • I can create a climax for my story
	Autumn 2 W7	<ul style="list-style-type: none"> • I can share my narrative with my peers • I can edit my work using feedback

Key stage 3 - group 3		
<p>Biographies - <u>Heroes Wk 1 - 4</u></p> <p>SPAG focus - Wk 5</p> <p><u>Poetry -</u> <u>Wk 6 - 7</u></p>	Autumn 1 W1	<p>Explore biographies</p> <ul style="list-style-type: none"> • I can retell the events of the story • I can use the rule of 3 • I can identify the features of a biography • I can punctuate direct speech • I can find the definitions of words and use the word in a sentence.
	Autumn 1 W2	<ul style="list-style-type: none"> • I can write compound sentences • I can recognise and use time conjunctions • I can recognise different view points in a story. • I can use ellipsis

	Autumn 1 W3	<ul style="list-style-type: none"> ● I can use mind mapping to identify the key elements of a story ● I can put events in chronological order. ● I understand and can use past tense
	Autumn 1 W4	<ul style="list-style-type: none"> ● I can write a biography including early life, key events and later life in chronological order. ● I can add time conjunctions to my biography ● I can edit and improve my writing ensuring I have used capital letters, commas and full stops.
	Autumn 1 W5	<p>SPAG focus:</p> <ul style="list-style-type: none"> ● I understand paragraphs and why they are used ● I can identify different tenses and write in a consistent tense ● I can add extra detail by adding adverbs to my writing ● I can improve my verb choices
	Autumn 1 W6	<ul style="list-style-type: none"> ● I can use brackets and hyphens ● I can use apostrophes to show contraction and possession. <p>Poetry:</p> <ul style="list-style-type: none"> ● I can respond to a poem. ● I can discuss the language features and their purpose. ● I can use similes, metaphors and personification
	Autumn 1 W7	<ul style="list-style-type: none"> ● I can write a poem and share it with the class

<p style="text-align: center;"> <u>Fiction -</u> <u>Noughts and</u> <u>Crosses by</u> <u>Malorie</u> <u>Blackman</u> </p>	<p>Autumn 2 W1</p>	<ul style="list-style-type: none"> • To introduce the novel and dystopian fiction • To make a prediction using inference and deduction skills • To research information about the author
	<p>Autumn 2 W2</p>	<ul style="list-style-type: none"> • To consider key themes in the opening chapters • To explore plot by understanding the themes of violence and racism • To identify the key differences between the two protagonist by looking at the language used to describe them • To write a newspaper report
	<p>Autumn 2 W3</p>	<ul style="list-style-type: none"> • To look at characterisation • To explore how the key characters are describe through different perspective • To develop empathy with the main characters and be able to identify their feelings concerning the story's main events.
	<p>Autumn 2 W4</p>	<ul style="list-style-type: none"> • Analyse language to explore ideas and meanings • Describing language and persuasive descriptions • Understand background and history of main characters
	<p>Autumn 2 W5</p>	<ul style="list-style-type: none"> • Writing to describe - character study - draw a picture and label picture with ideas of their character - introducing PEE • To produce a piece of descriptive writing based on the main character's feelings and experiences.
	<p>Autumn 2 W6</p>	<ul style="list-style-type: none"> • To analyse characters and/or themes using PEEI paragraph structure • To explore the features of narrative writing

	Autumn 2 W7	<ul style="list-style-type: none"> To start planning for our own narrative writing piece
	Autumn 2 Wk 8	<ul style="list-style-type: none"> To write our own narrative writing piece

Key stage 4 - Functional skills level 1 group		
Speaking and listening Discussion and debating skills.	Autumn 1 W1	Assessments
	Autumn 1 W2	Introduction to debating - argument and counter-argument
	Autumn 1 W3	Speeches - writing an introduction How to gather evidence for a formal presentation
	Autumn 1 W4	Language features - rhetorical questions, rule of 3, alliteration, facts, statistics Analysing speeches
	Autumn 1 W5	Writing a conclusion and delivering presentation
	Autumn 1 W6	Discussion topics - developing questioning skills
	Autumn 1 W7	Speaking and listening Mock assessment
Reading & writing Narrative and descriptive writing	Autumn 2 W1	Making inferences and predictions
	Autumn 2 W2	Beginning our descriptive writing Audience Tenses (past, present and future) Structure & chronological order.
	Autumn 2 W3	Descriptive language features overview. Formality recap. Continuing descriptive writing.
	Autumn 2 W4	Focus on specific language feature: Alliteration, personification Continuing descriptive writing
	Autumn 2 W5	Focus on specific language feature: Metaphors/ similes Continuing descriptive writing

	Autumn 2 W6	Focus on specific language features: Adjectives, repetition Editing descriptive writing
	Autumn 2 W7	Adding descriptive language features. Editing words within the text- finding synonyms using a dictionary.
	Autumn 2 W8	Finishing/ editing descriptive writing- SPaG focus. Revisiting our predictions

Key stage 4 - GCSE Year 10 group (new group from Autumn 2 onwards)		
<u>The Woman in Black - Descriptive writing</u>	Autumn 2 W1	<ul style="list-style-type: none"> • I can define what gothic literature is • I can describe the conventions used in gothic literature • I can analyse text to say the effect the convention has on the reader • I can make predictions about the text using evidence to support my points
	Autumn 2 W2	<ul style="list-style-type: none"> • I understand what foreshadowing is • I can write a PEEL paragraph • I understand how language is used to build tension • I can understand a range of figurative language techniques
	Autumn 2 W3	<ul style="list-style-type: none"> • I can write a narrative using description • I can write a narrative making conscious choices about the linguistic devices I use.
	Autumn 2 W4	<ul style="list-style-type: none"> • I can write a PEEL paragraph using quotations • I can write a PEEL paragraph using inference to analyse language conventions. • I can write to demonstrate my understanding of the atmosphere created by the author within a chapter

	Autumn 2 W5	<ul style="list-style-type: none"> • I can write to demonstrate my understanding of the atmosphere created by the author within a chapter • I can identify key words used for dramatic effect
	Autumn 2 W6	<ul style="list-style-type: none"> • I understand how to use sophisticated punctuation devices • I can use paragraphs effectively within a narrative • I can use planning and drafting to develop story plot ideas
	Autumn 2 W7	<ul style="list-style-type: none"> • I can share my work with a peer • I can edit and improve my work using feedback to support me
	Autumn 2 W8	<ul style="list-style-type: none"> • Reading skills focus - comprehension. This week pupils will focus on making inferences and developing their vocabulary • I can use new language in context

Key Stage 4 - GCSE year 11 group		
<p>Non- Fiction Language Paper 2 (Writers' viewpoints and perspective)</p> <p>Spoken English (Debating and Presentation skills)</p>	Autumn 1 W1	<p>Identify the features of a good speech (formal language, direct address, argument)</p> <p>How to gather evidence for a formal presentation</p>
	Autumn 1 W2	<p>Language features - rhetorical questions, rule of 3, alliteration, facts, statistics, emotive language, hyperbole</p> <p>Analysing speeches</p> <p>Writing a speech/presentation</p>
	Autumn 1 W3	<p>Identify explicit and implicit information</p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology and evidence from the texts to support their views (Writing PEEL paragraphs)</p> <p>Comparing the writers' perspectives across two texts using a comparative PEEL paragraph</p>

	Autumn 1 W4	<p>Analysing the features of different form of nonfiction texts (letter, article, speeches)</p> <p>How to plan a persuasive/argument piece (gathering evidence, using persuasive devices for effects such as rhetorical questions, exaggeration ...)</p> <p>Writing a persuasive article</p>
	Autumn 1 W5	<p>English Language Paper 2 - Writer's viewpoints and perspectives walkthrough</p>
	Autumn 1 W6	<p>Mock paper 2</p>
	Autumn 1 W7	<p>Feedback on Paper 2 Speaking and Listening</p>
<p>Language Paper 1 - Fiction</p> <p>Exploration in creative reading and writing</p>	Autumn 2 W1	<ul style="list-style-type: none"> ● Interpreting texts and synthesising evidence ● Exploring the connotations of words and writer's choice of language ● Analyse effects of language on readers (mood, tone...) ● Revisit language devices/figurative language and identify them in a piece of text (eg: adjective, metaphor, personification, onomatopoeia, personification ...) ● Analyse paper 1 Question 2 model answers ● Write an extended answer to Paper 1 Question 2 using PEEL structure
	Autumn 2 W2	<ul style="list-style-type: none"> ● Explain, comment on and analyse how writers use structure to interest the reader ● Revisit structure devices and identify them in a piece of text (eg: cliffhanger, shift in time, space, focus, flashback, flashforward, foreshadowing, dialogue ...) ● Use reciprocal reading strategies to understand text (predicting, summarising, clarifying, questioning) ● Analyse Paper 1 Question 3 model answers ● Write an extended answer to Paper 1 Question 3

	Autumn 2 W3	<ul style="list-style-type: none"> • Forming an opinion • Evaluate text critically and support this with textual evidence • Revisit PEEL structure to answer exam questions and recap connectives • Analyse model answers • I, we, you modelling answers in class • Write an extended answer to Paper 1 Question 4 using PEEL structure
	Autumn 2 W4	<ul style="list-style-type: none"> • Recap key descriptive language features such as metaphor, simile, pathetic fallacy, personification, adjectives, alliteration etc • Revisit the specificity of Paper 1 Question 5 - communicate clearly, organise information, use a range of vocab and sentences • Analyse Grade 6-9 model answer to the description option of Question 5 • Live modelling answer to descriptive option of Question 5 • Write an extended descriptive writing piece extracted from a past GCSE Paper
	Autumn 2 W5	<ul style="list-style-type: none"> • Recap key narrative structure and language devices • Revisit the specificity of Paper 1 Question 5 - communicate clearly, organise information, use a range of vocab and sentences • Analyse Grade 6-9 model answer to the narrative option of Question 5 • Live modelling answer to narrative option of Question 5 • Write an extended narrative writing piece extracted from a past GCSE Paper
	Autumn 2 W6	<ul style="list-style-type: none"> • Paper 1 walkthrough - live modelling answer • Recap of timings for each questions and assessments objectives
	Autumn 2 W7	<ul style="list-style-type: none"> • Mock English Paper 1
	Autumn 2 W8	<ul style="list-style-type: none"> • Feedback on Mock English Paper 1

