

Year A 2019-20	<p><b>Key Stage 3 Intent:</b> A high-quality education in English will teach pupils to speak, write or communicate fluently so that they can convey their ideas and emotions to others and through their reading and listening, others can communicate with them.</p>		
	<p><b>Key Stage 3 Opportunities:</b> Phonics, reading comprehension, decoding, transcription and composition, proofreading and editing, speaking and listening, speeches, role play and drama, handwriting and spelling. Learners will explore a wide range of literature as per the KS3 National Curriculum and have opportunities to rewrite their own versions of texts. Read Write Perform and Talk for Writing strategies will be used to scaffold understanding and writing of specific genres. Learners will have opportunities to read individually, in small and larger groups and out loud to an audience. Educational visits will be planned to include libraries and theatre shows. A residential author will provide opportunities for learners to understand what it means to be an author and have guidance in their writing process.</p>		
	<b>Fiction</b>	<b>Non-Fiction</b>	<b>Poetry</b>
Autumn	<p><u><a href="#">Gothic/Horror Stories</a></u>  <b>Key Knowledge:</b> Elements of surprise and shock, Detailed descriptions to create a scary atmosphere. All seems well then something goes wrong, keeping something back from the reader  <b>Key Vocabulary:</b> built up sentences, suspense, scary sounds and descriptions, using words for effects, onomatopoeia,  <b>Texts/Opportunities:</b> Dr Frankenstein, Dracula, Vlad the Drac by Ann Jungman</p>	<p><u><a href="#">Recipes/Instructions</a></u>  <b>Key Knowledge:</b> structure and format of a recipe or instruction, use of imperative verbs, how to use bullet points and give hints and tips.  <b>Key Vocabulary:</b> instruction, bullet point, imperative verbs, hints, tips, objective.  <b>Texts/Opportunities:</b> Link writing to topics or themes in other subjects to write for a purpose such as food tech, design tech or computing, Write on the theme of gothic horror</p>	<p><u><a href="#">Graveyard Poets</a></u>  <b>Key Knowledge:</b> English poets of the 18th century characterised by their gloomy meditations on mortality, how can words make the reader feel atmosphere, suspense and fear?  <b>Key Vocabulary:</b> gothic, horror, graveyard, scary, adjectives, similes, atmosphere  <b>Texts/Opportunities:</b> And Still by Nakita Gill, Homer by Wednesday Adams, Tell Tale Heart by Edgar Alan Poe,</p>
Spring	<p><u><a href="#">Classic Literature – Lewis Carroll</a></u>  <b>Key Knowledge:</b> LC was noted for his word play, fantasy and logic. Why was his story of Alice so popular? What else did he write and how successful was it? What else was he famous for?  <b>Key Vocabulary:</b> pseudonym, pen name, author, anthropomorphic animals, fantasy, characters, settings, symbolism,  <b>Texts/Opportunities:</b> Alice's Adventures in Wonderland, Through the Looking-Glass by Lewis Carroll,</p>	<p><u><a href="#">Auto/biographical Writing</a></u>  <b>Key Knowledge:</b> Writing in first person, draw the reader in with an interesting opening statement, relaying life events in chronological order using past tense, discuss beliefs and values, emotions and opinions, conclusions and hopes for the future.  <b>Key Vocabulary:</b> Past tense, compare to CV and tell stories of significant events in a person's life.  <b>Texts/Opportunities:</b> The girl who thought in pictures by Temple Grandin, CV examples</p>	<p><u><a href="#">Famous Poets</a></u>  <b>Key Knowledge:</b> Study of famous poets, in particular looking at celebrated poets for the year or those who have won literary prizes. Style of poet and influences. Learning to read poems from memory with emphasis and timing.  <b>Key Vocabulary:</b> Adjectives, adjective phrases, theme, describe, inference, visualise, performance, voice and tone,  <b>Texts/Opportunities:</b> Poet Laureate, Children's poet laureate, William Wordsworth</p>
Summer	<p><u><a href="#">Seminal World Literature</a></u>  <b>Key Knowledge:</b> Cultural understanding, how are stories told from other countries? How are they distinct from English texts? How has the author used the English language differently?  <b>Key Vocabulary:</b> sentences, picture clues, adjectives, style, characters, settings, patterns,  <b>Texts/Opportunities:</b> Journey to Jo'burg by Beverley Naidoo, Toletis by Rafa Ruiz,</p>	<p><u><a href="#">Travel Writing</a></u>  <b>Key Knowledge:</b> Tourism, design and format, maps, cultural tips, audience, create a sense of place away from home.  <b>Key Vocabulary:</b> facts, persuasion, balanced viewpoint, adjectives, descriptions, interesting details/facts,  <b>Texts/Opportunities:</b> Lonely Planet Travel Guides Leaflets and pamphlets of tourist destinations (theme parks, historic sites, coach trips)</p>	<p><u><a href="#">Sum 1 - 19<sup>th</sup> Century Prose</a></u>  <b>Key Knowledge:</b> How is the history of the time shown in the story? Romanticism, make notes of references to history,  <b>Key Vocabulary:</b> Characters, settings, story map, problems and solutions, descriptions,  <b>Texts/Opportunities:</b> Alice in Wonderland by Lewis Carroll – linked with unit of work on Art LTP.</p>

**Landgate School Long Term Planning 2019-2021- English KS3**

<b>Year B 2020-2021</b>	<b>Key Stage 3 Intent:</b> A high-quality education in English will teach pupils to speak, write or communicate fluently so that they can convey their ideas and emotions to others and through their reading and listening, others can communicate with them.		
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	<b>Fiction</b>	<b>Non-Fiction</b>	<b>Poetry</b>
<b>Autumn</b>	<p><u><a href="#">Graphic Novels and Comics</a></u>  <b>Key Knowledge:</b> comic books with length of a novel, , they can be written on any topic or theme like political cartoon drawings,  <b>Key Vocabulary:</b> speech bubbles, cartoon, comic book/strip, artist, author, publisher,  <b>Texts/Opportunities:</b> Northern Lights by Phillip Pullman, Guardians of the Galaxy by Brian Michael Bendis, Coraline by Neil Gaiman,</p>	<p><u><a href="#">Guinness World Records</a></u>  <b>Key Knowledge:</b> Texts written to inform, written to interest the reader with short facts/factoids, includes pictures, illustrations and captions to explain  <b>Key Vocabulary:</b> facts, factoids, non-fiction, pictures, captions, explanations,  <b>Texts/Opportunities:</b> Ripley's Believe It or Not Annual, Guinness World Records Annual,</p>	<p><u><a href="#">Humorous Poetry</a></u>  <b>Key Knowledge:</b> Punch lines, timings, nonsense poetry. What makes a poem funny? Performing to create a reaction  <b>Key Vocabulary:</b> joke, humour, timing, language choice, rhyming and pattern (AABBA)  <b>Texts/Opportunities:</b> Limericks, The Tale of Custard the Dragon by Ogden Nash, The Three Little Pigs by Roald Dahl, Messy Room by Shel Silverstein,</p>
<b>Spring</b>	<p><u><a href="#">Iron Man – Ted Hughes</a></u>  <b>Key Knowledge:</b> science fiction novel, content is imaginative but based in science. Stories that rely heavily on facts, and theories to support settings, characters and plot  <b>Key Vocabulary:</b> sci-fi (science fiction), theory, science, imagination, fantasy, plausible,  <b>Texts/Opportunities:</b> Iron Man, Iron woman by Ted Hughes, The Iron Giant (movie)</p>	<p><u><a href="#">Print Media</a></u>  <b>Key Knowledge:</b> printed marketing and how it is tailored for a specific audience, what is the format of an advert and how does the design catch someone's eye, how it word play incorporated  <b>Key Vocabulary:</b> buzz words, puns, headlines, features, format, colour, layout,  <b>Texts/Opportunities:</b> poster, leaflets, handouts, notices, magazine and newspaper layouts, adverts</p>	<p><u><a href="#">Imagery</a></u>  <b>Key Knowledge:</b> Explore poems that create images using or incorporating words. Adjectives, similes and descriptive phrases that paint a picture.  <b>Key Vocabulary:</b> Adjectives, adjective phrases, theme, describe, inference, visualise, imagery,  <b>Texts/Opportunities:</b> At the Window Listening... by Pie Corbett, The Sea by James Reeves, From a Railway Carriage by Robert Lewis Stevenson</p>

<b>Summer</b>	<p><b><u>Modern Play (Our Day Out)</u></b>  <b>Key Knowledge:</b> Play including humour and serious issues such as deprivation and lack of education, local setting (Liverpool), comparing characters (teachers),  <b>Key Vocabulary:</b> play, script, compare, characters, scene, setting, stage directions,  <b>Texts/Opportunities:</b> Our Day Out by Willy Russell,</p>	<p><b><u>Persuasive Writing</u></b>  <b>Key Knowledge:</b> non-fiction writing that uses logical arguments and careful word choice and conclusive summary, convincing readers to believe an idea  <b>Key Vocabulary:</b> ideas, arguments, debate, persuade, convince, word play, balance,  <b>Texts/Opportunities:</b> book reviews, criticisms, adverts, job application</p>	<p><b><u>Similes</u></b>  <b>Key Knowledge:</b> figures of speech which are used to compare one thing with another to help describe it, making it more vivid  <b>Key Vocabulary:</b> description, compare, features, like, as, same,  <b>Texts/Opportunities:</b> A Red, Red Rose by Robert Burns, My Noisy Brother by Bruce Lansky, Twinkle, Twinkle Little Star (Nursery Rhyme).</p>
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### Landgate School Long Term Planning 2019-2021 - English KS3

<b>Year C 2021 - 2022</b>	<p><b>Key Stage 3 Intent:</b>  A high-quality education in English will teach pupils to speak, write or communicate fluently so that they can convey their ideas and emotions to others and through their reading and listening, others can communicate with them.</p> <p><b>Key Stage 3 Opportunities:</b>  Phonics, reading comprehension, decoding, transcription and composition, proofreading and editing, speaking and listening, speeches, role play and drama, handwriting and spelling. Learners will explore a wide range of literature as per the KS3 National Curriculum and have opportunities to rewrite their own versions of texts. Read Write Perform and Talk for Writing strategies will be used to scaffold understanding and writing of specific genres. Learners will have opportunities to read individually, in small and larger groups and out loud to an audience. Educational visits will be planned to include libraries and theatre shows. A residential author will provide opportunities for learners to understand what it means to be an author and have guidance in their writing process.</p>		
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<b>Autumn</b>	<p><b><u>Private Peaceful</u></b>  <b>Key Knowledge:</b> A story about a soldier called Thomas "Tommo" Peaceful, who is looking back on his life from the trenches of World War I in France  <b>Key Vocabulary:</b> theme vocabulary war, trench, soldier, peace, officer, Great War, cowardice, disobey, firing squad,  <b>Texts/Opportunities:</b> Private Peaceful by Michael Morpurgo</p>	<p><b><u>Diaries (Anne Frank)</u></b>  <b>Key Knowledge:</b> Chronological posts reporting news, thoughts and feelings in order. Writer includes comments on events of their experiences, used to record history  <b>Key Vocabulary:</b> date, times, place, emotions, thoughts, past tense, fiction or non-fiction, journal,  <b>Texts/Opportunities:</b> The Diary of Anne Frank, The Diary of a Wimpy Kid, Samuel Pepys Diary,</p>	<p><b><u>War Poets</u></b>  <b>Key Knowledge:</b> poets that have taken part in warfare and written about their experiences,  <b>Key Vocabulary:</b> war, battle, battlefield, gun, bayonet, poppy, guns, soldiers, conflict,  <b>Texts/Opportunities:</b> In Flanders Fields by John McCrae, Arms of the Boy by Wilfred Owen, Imperial War Museum, Rudyard Kipling,</p>

<p style="text-align: center;"><b>Spring</b></p>	<p><b><u>Hamlet (Lion King) Shakespeare</u></b>  <b>Key Knowledge:</b> comparison between the original Shakespearean play and adaptation Lion King,  <b>Key Vocabulary:</b> king, prince, royal family, plot, murder, tragedy, Hamlet, Simba, differences/similarities.  <b>Texts/Opportunities:</b> Hamlet by Shakespeare – graphic novel, Lion King by Disney movie</p>	<p><b><u>Non-Chronological Reports</u></b>  <b>Key Knowledge:</b> Writing organised into categories, group facts together, sometimes in paragraphs, non-fiction,  <b>Key Vocabulary:</b> title, heading, subheading, picture, illustration, caption, labels,  <b>Texts/Opportunities:</b> Link writing to topics or themes in other subjects to write for a purpose, non-fiction texts,</p>	<p><b><u>Idioms</u></b>  <b>Key Knowledge:</b> playing with words, messages which aren't plainly spoke, have a hidden meaning or message, idioms can be difficult to understand but pictures/images can help the reader understand.  <b>Key Vocabulary:</b> phrase, literal, figurative,  <b>Texts/Opportunities:</b> Idioms of different types i.e. food, animals, behaviour, emotions, the weather,</p>
<p style="text-align: center;"><b>Summer</b></p>	<p><b><u>Adventure Stories (Treasure Island)</u></b>  <b>Key Knowledge:</b> Adventure stories follow main character who faces danger and creates sense of excitement, plot pace is quick and strong characterisation  <b>Key Vocabulary:</b> plot, characters, setting, danger, excitement, action,  <b>Texts/Opportunities:</b> Treasure Island by Robert Lewis Stevenson, Robinson Crusoe by Daniel Defoe, The Wildlife (movie)</p>	<p><b><u>Newspaper Reports</u></b>  <b>Key Knowledge:</b> communicating news periodically, reporting current events and news and often printed in black and white,  <b>Key Vocabulary:</b> headline, by-line, reporter, information, introduction, pictures, captions, third person, past tense, direct/reported speech  <b>Texts/Opportunities:</b> Newspapers, First News, National Geographic kids, articles with curriculum references,</p>	<p><b><u>Performance Poems</u></b>  <b>Key Knowledge:</b> specifically composed for or during a performance, play on words, alliteration and rhyme  <b>Key Vocabulary:</b> voice, expression, movement, gesture, delivery, tone of voice, accents and different voices, rhythm, confidence, eye-contact, audience  <b>Texts/Opportunities:</b> The Pied Piper of Hamelin by Robert Browning, Television by Roald Dahl, Everybody's Doing It by Benjamin Zephaniah</p>