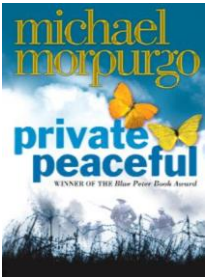
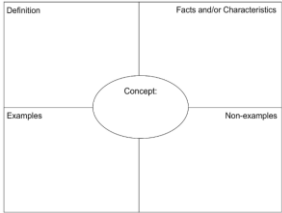


Ryecroft C.E. Middle School

KS3: English Long- Term Plan

Calendar	Topic	Assessment	Sequencing and Coherence <i>Knowledge - Themes -</i>	Vocabulary Strategies
Y7 Autumn Term School Value Links: Care Community Perseverance Inspiration Humility Trust	Dulce Et Decorum Est  <i>Spotlight Text: Private Peaceful by Michael Morpurgo</i> <i>Supplementary Texts:</i> Selected war poems including: Who's for the game? Jessie Pope Dulce Est Decorum Est by Wilfred Owen Selected letters and diaries from The National Archives Age appropriate selected non-fiction sources for contextual research WW1 propaganda posters Private Peaceful by the BBC Schools Radio	Reading- Accelerated Reader Star in September, January and May. Adapted AQA Reading Papers are undertaken in assessments weeks to fall in line with reporting deadlines. Writing- Baseline written piece in September (letter writing task). Writing is heavily scaffolded in the autumn term. We use modelled writing and take an I do, We, You do approach to foster independence. Phonics – Pupils are phonics screened on entry if they receive an Accelerated Reader scores lower than 9y. Intervention groups are set up as required. Handwriting and Dictation: Pupils have regular opportunities for handwriting in form to support them with cursive writing. In the autumn term, these sessions are linked to KS2 statutory spelling words for consolidation. Pupils have regular opportunities for short dictation pieces which link to KS2 statutory spelling words and KS3 spelling words.	Literary themes: War/conflict Relationships/family Patriotism Growing up Love Disabilities Bullying Guilt Grief Pupils complete a novel study of <i>Private Peaceful</i> and examine a variety of non-fiction sources, including soldier diaries and letters, to develop a deeper understanding of historical and social context. They also analyse war poetry, engaging with both contemporary works and poems written during the period of World War One. In addition, pupils explore propaganda posters to further enhance their understanding of the era Disciplinary Knowledge: Pupils recognise and use a range of writing techniques, including alliteration, onomatopoeia, personification, simile and metaphor, and sensory imagery. They develop an understanding of poetic techniques, form, structure, and their impact on the reader. Pupils explore denotation and connotation in images and visual texts, such as	Bespoke Definitions- Introduce words through explanations in everyday connected language, rather than dictionary definitions Purposeful variation- Provide several contexts in which the word can be used purposefully or for alternative meanings. Immediate Interaction- Build opportunities for pupils to interact with word meanings right away e.g., pair two target words, to support interaction with words in novel contexts: 'can splendour ever be unpleasant to look at? Repetition- Provide many encounters with target words, including through various contexts and retrieval activities. Frayer models are also adapted and utilised to promote vocabulary acquisition. Beck, I. et al. (2018) 

		Grammar Progression: The majority of our grammar is woven into our writing units to help pupils contextualise their learning. Pupils are taught to amend the vocabulary, grammar and structure of writing to improve its coherence and overall effectiveness , paying attention to accurate grammar, punctuation and spelling. They are taught to applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English and to consolidate and build on their knowledge of grammar and vocabulary through: extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts, studying the effectiveness and impact of the grammatical features of the texts they read and drawing on new vocabulary and grammatical constructions from their reading and listening.	propaganda posters. They investigate how propaganda functions to persuade, particularly in wartime contexts, They distinguish between narrative voice and character voice, considering the role and limitations of the omniscient narrator. Pupils analyse text structure, including shifts from chronological to non-linear narratives and the effects of flashback and flashforward. Pupils examine the impact of emotive language and key writing techniques, including foreshadowing and irony, on meaning and audience response. Potential Visitor: William Coltman Hook: Soldier artefact investigation	
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Reading Lessons

We immerse pupils in a broad and diverse literary landscape by exposing them to a wide range of genres, cultures, perspectives, and historical periods, including voices from our rich literary heritage. We select high-quality texts that complement our broad, balanced curriculum and world events. The complexity and sophistication of these, in style, content, and themes, progressively increase across and within year groups. Each term, our learning focuses on a 'spotlight' text that ties into a central theme, complemented by a variety of additional texts to offer a rich literary experience and expand students' viewpoints.

Reading is taught as a whole-class approach and incorporates:

- Decoding (phonics catch up interventions as required)
- Fluency (accuracy, automaticity and prosody)
- Vocabulary development
- Reading comprehension skills, understanding and interpretation of text
- Textual analysis, critical thinking and discussion

Writing Opportunities

Writing is taught within the stages of prewriting, drafting, revising, editing, evaluating, and publishing. From September to December, our pupils receive heavily scaffolded opportunities with increasing opportunities to take the lead and work more independently from January to July. In the autumn term for KS3, we revisit our GPS content from KS2 but introduce new spelling words for KS3. Our GPS long-term plan is incorporated into English sessions to fully embed the children's understanding of spelling, punctuation and grammar. Handwriting, dictation and spelling are taught weekly in Key Stage 2. There is a planned programme of cross-curricular writing opportunities in place across additional curriculum subjects.

Baseline assessment – Diary writing task

Non Fiction – Persuasive speech (2 weeks), Double page spread/report (2 weeks), Radio play/podcast (2 weeks)

Fiction – , Diary entries in role (2 weeks), Narrative including atmospheric description (3 weeks)

Free writing tasks may be used to encourage pupils to find their own voices as writers and follow their own genre preferences..

Spelling Progression

In the first two weeks, teachers will use their question level analysis from assessment to identify whole class spelling gaps or misconceptions during autumn 1. Each teaching fortnight begins with a 20-minute taught spelling session which is linked to regular low-stakes testing..

Structured Oracy

Oracy slides are used during cold calling to support pupils to form articulate responses.

We use 'Talk For Writing' approaches regularly within lessons and 'Reader's Theatre' opportunities. We have also embedded echo, choral and repeated reading within our classrooms. However, we also provide structured oracy opportunities (see below for examples)

Debate- *Motion: "Private Peaceful is an anti-war novel."*

Format: Formal class debate (parliamentary style or balloon debate), with students in teams researching and presenting arguments, followed by rebuttal rounds.

Hot-Seating:

Role-play as **Tommo**, **Charlie**, or **William Coltman** and respond to class questions in character.

Focus: Empathy, inference, and oral improvisation.

Propaganda Speech:

Deliver a short persuasive speech.

Focus: Use of rhetorical devices (AFOREST), performance skills, and emotional impact.

Conscience Alley:

Was Tommo to blame for his father's death?

Reading For Pleasure

Library visits 1 per fortnight (15 – 20 minutes) in tutor time

Book tasting session 1 per half term

Sponsored Read

Weekly Homework Tasks:

Each week, pupils must read four times per week as a minimum and log their reads in their reading diaries, which parents/carers are asked to sign. Pupils must also pass Accelerated Reader when they have finished a book. Please see our website for details on our reading scheme.

Learning spelling words, which link to our low-stakes spelling test.

Pupils will also complete a teacher-set task, which may include grammar, reading comprehension, vocabulary work, spelling, an analytical task or a creative writing activity.