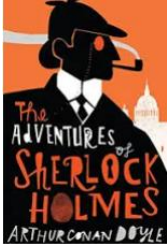
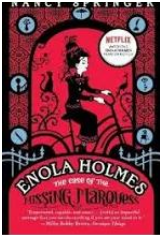
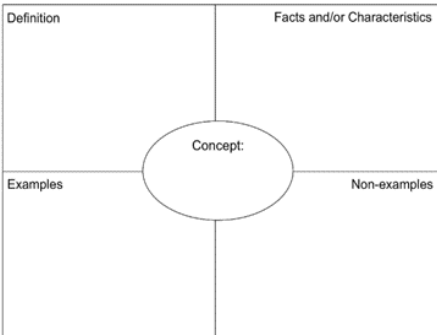


Ryecroft C.E. Middle School

KS3: English Long Term Plan

Calendar	Topic Mysteries Unveiled	Assessment and Homework Tasks	Sequencing and Coherence <i>Knowledge - Themes</i>	Vocabulary
Y8 Autumn Term School Value Links: Perseverance Inspiration Trust	Mysteries Unveiled  <i>Spotlight Text: Selected stories from The Adventures of Sherlock Holmes by Sir Arthur Conan Doyle (1887 – 1927)</i>  <i>Spotlight Text: The Case of the Missing Marquess by Nancy Springer</i> Supplementary Texts: <i>The ABC Murders by Agatha Christie (excerpt)</i> ‘London’ by William Blake (1794) versus ‘Upon Westminster Bridge’ by William Wordsworth (1802)	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	Literary themes: The rise of science and innovation Class and society including meritocracy Gender and empowerment Dualism in characters Rationalism vs the emotional/supernatural Justice and morality The power of observation In this unit, pupils begin with studying the context and research life and the rise of science in the late 19th and early 20th century. They learn about the role of the police and the consulting detective and find out why the Sherlock Holmes stories were (and are) so popular. Pupils study selected stories from the collection and contrast these with Enola Holmes in the second half term. Disciplinary Knowledge: Understand the evolution of the detective novel, focusing on its rise during the late 19th and early 20th centuries. Explore how detective fiction transitioned from serial publications to full-length novels, with a specific focus on <i>The Adventures of Sherlock Holmes</i> and its influence on the genre. Discuss the social, political, and technological changes in the period, such as the rise of forensic science and detective work, and how these were reflected in detective literature. Explore the historical context, including the formation of the police, crime and punishment in the late 19th and early 20th century. Explore how these societal changes influenced detective fiction. Examine the role of Watson as the intermediary in the Sherlock Holmes stories. How does Watson’s narration influence the reader's understanding of Holmes and the mysteries he solves?	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 

	Pupils read and compare combination of classic and contemporary detective fiction. They revisit Romantic poetry to build a sense of 'London', which forms the setting for the detective narratives.	consolidation. Pupils have regular opportunities for short dictation pieces which link to KS2 statutory spelling words and KS3 spelling words. 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	Explore and identify the detective genre's formulaic conventions and stereotypes, such as the "brilliant detective" and the "loyal companion." Compare this across both spotlight texts. . Look at how gender, class, and society are depicted in detective fiction, particularly in relation to Irene Adler's role as a strong female character in a male-dominated genre. Discuss the societal implications of how women were depicted in this era and how Adler challenges these stereotypes. Make comparisons within and across texts including characters, writer choices and social attitudes. Consider canonical texts within English literature and evaluate where our spotlight texts fit. Through close, critical reading, compare how language and imagery are used to present the city of London. To examine the purpose for poetry. For example, reflection or social critique. Real Experience: Escape room Cross Curriculum Trip: Justice Museum	
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		drawing on new vocabulary and grammatical constructions from their reading and listening.		
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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. Writing is regularly ‘published’ in students’ portfolios, which encourages pupils to take great pride in their writing and to strive for excellence. There is a planned programme of cross-curricular writing opportunities in place across additional curriculum subjects.

Baseline – The Talent Show (review)

Non Fiction- Scientific style report linked to contextual knowledge (2 weeks), Essay/argument piece (PETAL)- What kind of character is Irene Adler? How does the presentation of Sherlock in this text compare to the original text? (2 weeks) Persuasive speech linked to debate content (1 week)

Narrative- Fiction – Narrative including atmospheric description (3 weeks) Write a detective story in the style of *Sherlock Holmes* or *The Case of the Missing Marquess*. Focus on creating an intriguing mystery, complete with clues, red herrings, and a dramatic reveal. Incorporate elements of suspense, misdirection, and clever deduction, Epistolary narration (2 weeks), Monologue in role (2 weeks)

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.

Activity: Formal Debate- *Breaking the law is acceptable if it leads to justice/Rules are more important than justice./Doing the right thing matters more than following the rules. The debate is structured in small groups with a chairperson, students have agreed roles with speeches performed to small groups, question and answer rounds and voting.*

Hot-Seating: Role Play as Sherlock Holmes or Irene Adler
Structured Group Discussion- The Dual Nature of Holmes
Activity: Small Group Structured Discussion

Performance of monologues and poetry

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. 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.