

KS3 ENGLISH

Long Term Plan 2016-2018



DATE	THEME	UNIT	FORTNIGHTLY TASKS	Marking Criteria
<u>Autumn 2016</u> 30th Aug- 16th Dec (14 weeks)	GROWING UP	<u>Post 1914 PROSE</u> Boy in Striped Pyjamas Skellig Private Peaceful Stone Cold Diary of Anne Frank Abomination	1. Informal Letter 2. Character Analysis 3. S&L– Group Discussion 4. Source Based Question 5. Creating Writing– 1st draft 6. Editing– Pink Box Marking 7. Creative Writing– 2nd draft	1. C2, Sb (LANG) 2. C2, Sa (LIT) 4. C2, Sa (LIT) 5. C1, Sb (LANG) 6. C1, Sb (LANG) 7. C1, Sb (LANG)
<u>Spring 2017</u> 4th Jan- 7th Apr (12 weeks)	CRIME & PUNISHMENT	<u>NON-FICTION</u> 19TH & 21ST CENTURY Extracts	1. Formal Letter– 1st draft 2. Formal Letter– 2nd draft 3. 19th & 21st C Non-Fiction 4. Write a Speech 5. Spoken Presentation 6. 19th & 21st C Non-Fiction	1. C2, Sb (LANG) 2. C2, Sb (LANG) 3. C2, Sa (LANG) 4. C2, Sb (LANG) 6. C2, Sa (LANG)
<u>Summer 2017</u> 2nd May- 14th July (10 weeks)	MAN & NATURE	<u>DRAMA</u> Dracula Frankenstein	1. Leaflet 2. Unseen Poem– 20th C 3. Unseen Poem– 21st C 4. Biographical Writing 5. Spoken Word	1. C2, Sb (LANG) 2. C2, Sc (LIT) 3. C2, Sc (LIT) 4. C2, Sb (LANG)
<u>Autumn 2017</u> 23rd Aug- 20th Dec (15 weeks)	MURDER, MYSTERY & SUSPENSE	<u>19TH CENTURY PROSE</u> Short stories: Sherlock Holmes Strange Bed- Collins Tell Tale Heart– Poe	1. Write a Report 2. AO2 task 3. Extract Question 4. Source Based Question 5. S&L– Group discussion 6. Write an Article 7. Film Review	1. C2, Sb (LANG) 2. C2, Sb (LIT) 3. C2, Sb (LIT) 4. C2, Sb (LIT) 6. C2, Sb (LANG) 7. C2, Sb (LANG)
<u>Spring 2018</u> 9th Jan- 23rd Mar (10 weeks)	CHARACTER & VOICE	<u>SHAKESPEARE</u> -Much Ado About Nothing -The Tempest - Midsummer Night’s Dream	1. Key Character Diary Entry 2. S&L– Drama 3. Extract Question 4. Essay 5. Write a Formal Letter	1. C2, Sb (LANG) 3. C1, Sa (LIT) 4. C1, Sa (LIT) 5. C2, Sb (LANG)
<u>Summer 2018</u> 9th Apr- 13th July (12 weeks)	CONFLICT	<u>POETRY</u> (20th, 21st Century) -Based on AQA Conflict Cluster	1. Write an email 2. Character Analysis 3. AO2 task 4. Exploding Question 5. Write a Speech 6. S&L– Individual	1. C2, Sb (LANG) 2. C2, Sa (LIT) 3. C1, Sb (LIT) 4. C1, Sb (LIT) 5. C2, Sb (LANG)

Foreword

The following pointers are to ensure that the English department develop and ensure consistency in order to promote continuity and progression. We would like to focus on building literacy, encouraging independence and teaching skills explicitly. The curriculum and assessment model is underpinned by a suitable level of challenge for all students.

Guiding Principles:

- All students will practise PROUD (see separate sheet)
- A4 Exercise Books will have each page explicitly labelled on the top left hand corner with: Notes, Tasks or Homework.
 - Notes pages– unmarked. Tasks and H/W– marked
- Homework should be set and marked weekly (in line with school policy).
- Parent Feedback on exercise books will be encouraged once per half term– as part of a h/w task
- All KS3 resources should revolve around the theme of the unit and include a variety of:
 - Fiction
 - Non-fiction
 - Poetry
 - Shakespeare Extract
- Assessment requirements will be used to inform the explicit planning of the teaching.
- Tasks **must** be completed on time. Key Stage Three lower groups will only require completion of the highlighted tasks in order to differentiate and allow extra time for students to focus on core skills.
- Where split classes occur, responsibility for each task will be predetermined by the affected teachers prior to the academic year. Please confirm with HOD.
- The teaching of fortnightly (KS3) and triweekly (KS4) tasks will require evidence of the following in exercise books:
 - explicit teaching of key skills
 - use of WAGOLLS (What a good one looks like) ie. Exemplars
 - modelling—a must!
 - shared reading and writing
- Within Marking & Feedback, references to the assessment criteria should be clear and should:
 - Be marked diagnostically, according to GCSE criteria, and recorded on Go4schools
 - Be marked for SPaG and include WWW (what worked well) and EBI (even better if)
- Exercise books should evidence self and peer assessment activities
- All pupil feedback, self and peer assessments should be written in purple pens.
- Student feedback will be evidenced in books following each Task using language of the assessment criteria. Encourage students to avoid superficial comments. In order to close the loop, teachers should respond to/acknowledge student comments.
- Following each task, students will be given MAD (making a difference) time to reflect and review their work. This time can be used to respond to pink box marking—this can be used for student response.

English Department Guiding Principles

Teacher:

Checked by:

Date:

Checklist	Findings
Each page is labelled– N,T,H/W	
Notes pages reflect activities based on the assessment requirements	
Quality of Presentation	
Explicit teaching of key skills	
Use of WAGOLLS	
Modelling	
Self & Peer Assessments– written in purple pen or clearly labelled	
Student feedback– reflect & review	
Teacher marking and feedback -evidence of SPaG, WWW & EBI	

Comments:

FINDINGS:

- **C– Consistent**
- **I– Inconsistent**

FORTNIGHTLY TASKS- Year 7

Split Class– Teacher Responsible.



Autumn 2016 30th Aug- 16th Dec (14 weeks)	1	5th Sept	A05 A06	Informal Letter	
	2	19th Sept	A01	Character Analysis -What do you think of _____ ?	
	3	3rd Oct	A08	S&L - Group Discussion (based on essay question)	
	4	24th Oct	A01	Source based essay question	M
	5	7th Nov	A05 A06	Creative Writing – First Draft	
	6	21st Nov	A05 A06	Creative Writing – Editing (based on pink box marking)	
	7	5th Dec	A05 A06	Creative Writing - Second draft	M
Spring 2017 4th Jan- 7th Apr (12 weeks)	1	9th Jan	A05 A06	Persuasive Formal Letter -First draft	
	2	23rd Jan	A05 A06	Persuasive Formal Letter - Second draft	
	3	6th Feb	A01,2 A03	19th & 21st Century Non-Fiction Reading	M
	4	27th Feb	A05 A06	Write a Speech	
	5	13th Mar	A07	S&L -Spoken Presentation	
	6	27th Mar	A05 A06	19th & 21st Century Non-Fiction Reading	M
Summer 2017 2nd May- 14th July (10 weeks)	1	1st May	A05 A06	Write a Leaflet - How to approach a poem	
	2	15th May	A01 A02	Unseen Poetry Task– 20th Century	M
	3	5th June	A01 A02	Unseen Poetry Task– 21st Century	M
	4	19th June	A05 A06	Biographical Writing - based on a poet	
	5	3rd July	A07	S&L -perform a poem	

FORTNIGHTLY TASKS- YEAR 8

Split Class– Teacher Responsibility



Autumn 2016 30th Aug- 16th Dec (14 weeks)	1	12th Sept	AO5 AO6	Write a Report - Based on a crime	
	2	26th Sept	AO2	AO2 Focus– Language, form and structure - How has the writer used language and structure for effect?	
	3	10th Oct	AO1 AO2	Extract Question - four questions from a short story	
	4	31st Oct	AO1 AO2	Source Based Essay Question	M
	5	14th Nov	AO8 AO9	S&L– Group discussion	
	6	28th Nov	AO5 AO6	Write an Article	M
	7	12th Dec	AO5 AO6	Film Review - Sherlock Holmes	
Spring 2017 4th Jan- 7th Apr (12 weeks)	1	16th Jan	AO5 AO6	Key character diary entry	
	2	30th Jan	AO7 AO9	S&L– Drama	
	3	20th Feb	AO1 AO2	Extract Question	M
	4	6th Mar	AO1 AO2	Essay Question	M
	5	20th Mar	AO5 AO6	Formal Letter	
Summer 2017 2nd May- 14th July (10 weeks)	1	24th April	AO5 AO6	Write an Email	
	2	8th May	AO1	Character Analysis	
	3	22nd May	AO2	AO2 Focus– Language, form and structure	
	4	12th June	AO1 AO2	Exploding Question	M
	5	26th June	AO5 AO6	Write a Speech	
	6	10th July	AO7 AO9	S&L– Individual Presentation - theme based	M

TASK: Write an informal letter to _____ for the purpose of _____.

Assessment Requirements:

- To organise writing to have an impact on the reader
- To connect the sentences within paragraphs to make meaning and purpose clear
- To choose sentences that will have an effect on the reader
- To choose words carefully and ambitiously; writing is precise and has an impact on the reader
- To use an appropriate style of writing; Standard English

Suggested Resources: (to include exemplars, wider reading, homework activities)

- Roald Dahl– Boy. Letter to Mother
- Letter from Jane Austen to her sister Cassandra
- Letter from Beatrix Potter
- Letter –David Walliams
- Letters from soldiers home
- Link to famous informal letters

TASK: What do you think of _____ and the way h/she is presented to the reader?

Assessment Requirements:

- To be able to identify the main points in the text
- To show understanding of how writers create narrators with particular viewpoints
- To use suitable quotations to support answer
- To construct paragraphs with a point, evidence and explanation
- To be able to explain the likely effect on the text's readers
- To explain what clues from different points in the text are showing

Suggested Resources: (to include exemplars, wider reading, homework activities)

- Example analysis– Bruno's father
- Questions/ sheet on character analysis of Molly
- Character analysis is worksheet
- PEE card sort– characters from Private Peaceful
- Character Analysis Table, Tree, examples from Literature, prompts, sheet, card bank, picture sheet
- Character traits sheet
- Shrek character profile
- Facebook template

TASK: Formally discuss the issue/topic of _____**Assessment Requirements:**

- To respond positively to what they hear, including non verbal reactions
- Respond with helpful requests for explanation and further detail
- Make general statements to specific, relevant contributions to discussion
- Follow central ideas and possibilities in what they hear and raise straightforward questions
- Allow others to express ideas or points of view that may differ from their own and respond appropriately

Suggested Resources: (to include exemplars, wider reading, homework activities)

- BBC Bitesize tips on group discussion
- Example discussion– YouTube Clip
- Group discussion tips
- Student friendly Criteria

TASK: Write about the relationship between ___ and ___ and how it is presented at different points in the novel. You should use the extract and your knowledge of the whole novel to answer the question**Assessment Requirements:**

- To show understanding of the extract and the wider text
- To support and justify responses with references
- To be able to comment on writer's use of language, form and structure
- Make basic references to meanings and effects
- To use relevant subject terminology
- Show understanding of context for text– consider period, location, social structure and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences

Suggested Resources: (to include exemplars, wider reading, homework activities)

- Example response with examiner comments
- Extract (source) questions for Private Peaceful
- WJEC source based questions tips
- Skellig dialogue
- Rollercoaster Abomination
- Anne Frank History
- Useful Links page

TASK: Choose a title: An unforgettable moment; The Choice; Making a Difference

You should aim to write about 450-600 words.

Assessment Requirements:

- To Plan!
- To have a basic control and coherence over the plot and characterisation
- To organise paragraphs– beginning to shape and develop narrative
- To use structure and grammatical features to convey meaning and communication
- To use a variety of sentence structures– control sentence construction
- To have control over punctuation– and begin to use for effect- To control tense and agreement
- To use a range of vocabulary– begin to develop and use with precision

Suggested Resources: (to include exemplars, wider reading, homework activities)

- Example of how Morpurgo creates atmosphere
- Description of Gas attack from text table
- Example of writing about war
- Creative Writing: Senses, Character, Openings, Endings
- Describing character sheets
- Story openings crib sheet

TASK: Choose a title: An unforgettable moment; The Choice; Making a Difference

You should aim to write about 450-600 words.

Assessment Requirements:

- To learn how to edit and proof read narrative writing:
 - to circle any mistakes spotted
 - Read work aloud to help identify clumsy expression
 - Cut out any unnecessary words
 - Reflect on form and style
 - Include a variety of punctuation

Suggested Resources: (to include exemplars, wider reading, homework activities)

- Sentences sheet
- Tips of editing
- Vocabulary work on description of war
- Sentences ppts

TASK: To write up final draft of story.**Assessment Requirements:**

- To improve content and organisation
- To improve vocabulary, spelling, sentence structure and grammar
- Write up draft to include revisions and amendments

Suggested Resources: (to include exemplars, wider reading, homework activities)

- Descriptive Up-levelling
- Creative Writing– boring descriptions to improve
- Planning and re-drafting
- Editing challenges flashcards
- Editable writing checklists
- Improving descriptive writing

TASK: Write a formal letter to _____ for the purpose of _____.**Assessment Requirements:**

- To show an awareness of the purpose and format of the task
- To show awareness of the reader/intended audience and to adapt register accordingly
- To develop ideas and organise the sequencing of paragraphs
- To communicate with clarity and fluency
- To use a variety of sentence structures
- To control and use a variety of punctuation
- To use a range of vocabulary

Suggested Resources: (to include exemplars, wider reading, homework activities)

Starter activities: 1– Criminal Behaviour worksheet 2– Images to show crimes

- Rules and appropriate punishments ppt.
- Formal letter example (Letter to the editor about the crimes in Leicester)
- Formal letter example 2 (Response from Duke)
- Formal letter complaint holiday
- ASBO sheet

YEAR 7. SPRING

Formal Letter-Second draft

TASK: Write a formal letter to _____ for the purpose of _____.

Assessment Requirements:

- To improve on first draft
- To edit and revise
- To be able to arrange layout and organise paragraphs to purpose
- To revisit VSSPS– use for effect

Suggested Resources: (to include exemplars, wider reading, homework activities)

- Starters
- George Orwell 1984 edit
- Self/peer assessment sheet

YEAR 7. SPRING

19th and 21st Century Non-Fiction

TASK: Complete all the questions in the time given based on both resource materials.

Assessment Requirements:

- To be able to identify and interpret explicit and implicit information and ideas
- To be able to select and synthesise evidence from different texts
- To explain, comment on and analyse how writers use language and structure to achieve effects
- To be able to use relevant subject terminology to support views
- To compare writer's ideas and perspectives, as well as how they are conveyed across texts
- To evaluate texts critically and support this with appropriate textual references

Suggested Resources: (to include exemplars, wider reading, homework activities)

- Crime poems
- Crime book extract
- Piers Morgan on line article
- 19th Century crime– Punishment website
- Game one: Extracts booklets
- Making an arrest in the early 19th Century
- Crime trends in 21st Century

YEAR 7. SPRING

Write a Speech

TASK: Write a formal persuasive speech to _____ based on _____.

Assessment Requirements:

- To be able to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for purpose, audience and format
- To organise information and ideas to support coherence and cohesion
- To use structural and grammatical features
- To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Suggested Resources: (to include exemplars, wider reading, homework activities)

- Martin Luther King– I have a dream
- Equal rights campaign for women– speech and Qs
- Hilary Clinton women’s rights
- Persuasive speech, peer/ self assessment ppt.
- Speeches likes
- Wider reading-Crime and the Low ppt.

YEAR 7. SPRING

Spoken Presentation

TASK: Deliver a formal persuasive speech to _____ based on _____.

Assessment Requirements:

- To express straightforward ideas / information / feelings,
- To make an attempt to organise and structure his or her presentation,
- To make an attempt to meet the needs of the audience, and listen to questions / feedback and provide an appropriate response in a straight forward manner.
- To deliver with confidence– consider volume, tone and register

Suggested Resources: (to include exemplars, wider reading, homework activities)

- Speeches and persuasive spoken x4 links
- Thinking questions crime and punishment ppt.
- Knives and the low ppt.
- Gangs speaking ppt.

YEAR 7. SPRING

19th and 21st Century Non-Fiction

TASK: Complete all the questions in the time given based on both resource materials.

Assessment Requirements:

- To be able to identify and interpret explicit and implicit information and ideas
- To be able to select and synthesise evidence from different texts
- To explain, comment on and analyse how writers use language and structure to achieve effects
- To be able to use relevant subject terminology to support views
- To compare writer's ideas and perspectives, as well as how they are conveyed across texts
- To evaluate texts critically and support this with appropriate textual references

Suggested Resources: (to include exemplars, wider reading, homework activities)

As with previous

YEAR 7. SUMMER

Write a Leaflet

TASK: Write a leaflet titled, 'How to approach a poem'.

Assessment Requirements:

- To be able to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for purpose, audience and format
- To organise information and ideas to support coherence and cohesion
- To use structural and grammatical features
- To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Suggested Resources: (to include exemplars, wider reading, homework activities)

- Writing a leaflet– word doc
- A folder with lots of examples of leaflets
- H/W task

YEAR 7. SUMMER

Unseen Poem– 20th Century.

TASK: Read the two poems—In both of these poems write about the effect on you.

Assessment Requirements:

- To be able to comment on writer’s use of language, form and structure
- To make reference to meanings and effects– use relevant subject terminology
- To show an understanding of the key aspects of the texts
- To be able to support and justify responses using references/quotations
- To be able to comment on comparison of texts- similarities and differences

Suggested Resources: (to include exemplars, wider reading, homework activities)

- Poetry– how to approach it (ppt)
- Poetic Techniques (Word Doc)
- Tone/Mood worksheet
- How to write a poetry response (A*)
- Tackling the unseen poem

YEAR 7. SUMMER

Unseen Poem– 21st Century.

TASK: Read the two poems—In both of these poems write about the effect on you.

Assessment Requirements:

- To be able to comment on writer’s use of language, form and structure
- To make reference to meanings and effects– use relevant subject terminology
- To show an understanding of the key aspects of the texts
- To be able to support and justify responses using references/quotations
- To be able to comment on comparison of texts- similarities and differences

Suggested Resources: (to include exemplars, wider reading, homework activities)

- as with 20th century

YEAR 7. SUMMER

Biographical Writing.

TASK: Write a Biography on a poet of your choice.

Assessment Requirements:

- To be able to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for purpose, audience and format
- To organise information and ideas to support coherence and cohesion
- To use structural and grammatical features
- To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Suggested Resources: (to include exemplars, wider reading, homework activities)

- Word doc– link to useful websites
- Folder of graphic organiser images
- Biography worksheet
- Biography sample

YEAR 7. SUMMER

Spoken Word.

TASK: Perform a Poem

Assessment Requirements:

- To use appropriate speech, gesture and movement
- To demonstrate an understanding of the text
- To engage with the situation and ideas
- To be able to sustain concentration

Suggested Resources: (to include exemplars, wider reading, homework activities)

- Benajmin Zephaniah poem link
- Performance Poetry tips link
- To This Day by Shane Koyczan link

YEAR 8. AUTUMN	Write a Report.
TASK: Write a report for the Chief Police Inspector about a recent crime.	
Assessment Requirements:	
<ul style="list-style-type: none"> • To be able to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for purpose, audience and format • To organise information and ideas to support coherence and cohesion– subheadings • To use structural and grammatical features • To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation 	
Suggested Resources: (to include exemplars, wider reading, homework activities)	
<ul style="list-style-type: none"> • Old Dog Report and Old Dog Glossary • Old Dog Features • Old Dog homework in conjunction with... • Newspapers ppt in class • Information Reports ppt • Homework– crime article • Bitesize (either KS2/3/4) to help. Draft assessment report 	
YEAR 8. AUTUMN	AO2 Task.
TASK: How has the writer used language, form and structure for effect?	
Assessment Requirements:	
<ul style="list-style-type: none"> • To be able to comment on writer’s use of language, form and structure • To make reference to meanings and effects • To be able to use relevant subject terminology 	
Suggested Resources: (to include exemplars, wider reading, homework activities)	
<ul style="list-style-type: none"> • See useful links for bitesize link– Sherlock Holmes/Frankenstein • Tell Tale Heart (ppt) and homework • Tell Tale Heart ppt 2 • The Tell Tale Heart grid • The Tell Tale Heart writing frame 	

YEAR 8. AUTUMN

Extract Question.

TASK: To answer four questions from a short story

Assessment Requirements:

- To be able to identify and interpret explicit and implicit information and ideas
- To be able to select and synthesise evidence from different texts
- To explain, comment on and analyse how writers use language and structure to achieve effects
- To be able to use relevant subject terminology to support views
- To evaluate texts critically and support this with appropriate textual references

Suggested Resources: (to include exemplars, wider reading, homework activities)

- Private Peaceful extract and questions
- The Time Machine by H.G.Wells (higher)
- Extract question advice sheet
- Extract Questions ppt
- Analytical phrases
- Macbeth Extract Question

YEAR 8. AUTUMN

Source Based Question.

TASK: Use knowledge of the extract and the whole text to answer the question

Assessment Requirements:

- To show understanding of the extract and the wider text
- To support and justify responses with references
- To be able to comment on writer's use of language, form and structure
- Make basic references to meanings and effects
- To use relevant subject terminology
- Show understanding of context for text– consider period, location, social structure and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences

Suggested Resources: (to include exemplars, wider reading, homework activities)

- Speckled Band Letter (ppt)
- Tell Tale Heart lesson 1 ppt
- Holmes Diary entry after Speckled Band clues (ppt)
- Tell Tale Heart Comprehension

YEAR 8. AUTUMN

S&L– Group Discussion.

TASK: Formally discuss the issue/topic of _____

Assessment Requirements:

- To respond positively to what they hear, including non verbal reactions
- Respond with helpful requests for explanation and further detail
- Make general statements to specific, relevant contributions to discussion
- Follow central ideas and possibilities in what they hear and raise straightforward questions
- Allow others to express ideas or points of view that may differ from their own and respond appropriately

Suggested Resources: (to include exemplars, wider reading, homework activities)

- Homework– charity S&L research
- Intro into group discussion (pp)
- S&L foci
- S&L games and starters
- S&L student self evaluation
- S&L topic and grade descriptors
- Save my dog task
- Stealing task

YEAR 8. AUTUMN

Write an Article.

TASK: Write a lively article for your school magazine with the title:

Assessment Requirements:

- To be able to communicate clearly, effectively and imaginatively
- To select and adapt tone, style and register for purpose, audience and format
- To organise information and ideas to support coherence and cohesion
- To use structural and grammatical features
- To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Suggested Resources: (to include exemplars, wider reading, homework activities)

- 5 W's article framework
- The onesie article plan
- Titanic Newspaper Task
- Writing tabloid style
- WW1 Newspaper article

YEAR 8. AUTUMN**Film Review.****TASK: Write a review of a film you have seen recently****Assessment Requirements:**

- To be able to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for purpose, audience and format
- To organise information and ideas to support coherence and cohesion
- To use structural and grammatical features
- To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Suggested Resources: (to include exemplars, wider reading, homework activities)

- Vocabulary for Film Reviews
- Film Review Note sheet
- Film Review word mat
- Secondary Review Writing Guide
- Macbeth Review Task
- Lots of examples of reviews

YEAR 8. SPRING**Key Character Diary Entry.****TASK: Write a diary entry for ____ following a specific event.****Assessment Requirements:**

- To show an understanding of character and situation
- To be able to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for purpose, audience and format
- To organise information and ideas to support coherence and cohesion
- To use structural and grammatical features
- To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Suggested Resources: (to include exemplars, wider reading, homework activities)

Extract from artichoke Hearts by Sita Brahmachar

Fictional Diary of an Emotional Wreck extract

Extract from the Diary of a Killer Cat by Anne Fine

Online Resources on how to write a diary entry and how to write in first person

YEAR 8. SPRING

S&L– Drama.

TASK: To present a scene.

Assessment Requirements:

- To plan and rehearse following discussion of character
- To appreciate the styles and techniques needed to make and shape a performance
- Show understanding of characters by creating straightforward roles using speech, gesture and movement
- Engage with situations and ideas, showing understanding of issues and relationships
- To begin to develop and sustain role
-

Suggested Resources: (to include exemplars, wider reading, homework activities)

- Actors reading a line from 'Gone with The Wind'
- TED talk on the body language
- Example of GCSE drama performance
- Example of a director at work

YEAR 8. SPRING

Extract Question.

TASK: What does this extract reveal to the audience about _____ at this point?

Assessment Requirements:

- To be able to read, understand and respond to text in a critical style
- To show an understanding of the key aspects of the text
- To be able to convey ideas coherently
- To develop an informed personal response
- To use textual references/quotations to support and illustrate interpretations
- To analyse language, form and structure used to create meanings and effects
- To use relevant subject terminology

Suggested Resources: (to include exemplars, wider reading, homework activities)

- Example extract question with examiner's Comments
- Tips from WJEC– how to answer an extract question
- Interpreting quotes table
- How to answer the extract question– YouTube Clip

YEAR 8. SPRING

Essay.

TASK: Show how _____ could be described as important to the play as a whole?

Assessment Requirements:

- To be able to read, understand and respond to text in a critical style
- To show an understanding of the key aspects of the text
- To be able to convey ideas coherently, To develop an informed personal response
- To use textual references/quotations to support and illustrate interpretations
- To analyse language, form and structure used to create meanings and effects
- To use relevant subject terminology
- To use a range of vocabulary and sentence structures for clarity, purpose and effect

Suggested Resources: (to include exemplars, wider reading, homework activities)

- How to write a 'Drama text' response– online resource
- How to write a literature essay– YouTube clip
- Inspector Goole character analysis– from WJEC

YEAR 8. SPRING

Write a Formal Letter.

TASK: Write a formal letter to _____ for the purpose of _____.

Assessment Requirements:

- To be able to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for purpose, audience and format
- To organise information and ideas to support coherence and cohesion
- To use structural and grammatical features
- To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Suggested Resources: (to include exemplars, wider reading, homework activities)

- Example letter of complaint
- BBC Bitesize– how to write formally
- JK Rowling's letter of rejection
- Siegfried Sasseon's letter opposing the war

YEAR 8. SUMMER

Write an Email.

TASK: Write an email to _____ for the purpose of _____.

Assessment Requirements:

- To be able to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for purpose, audience and format
- To organise information and ideas to support coherence and cohesion
- To use structural and grammatical features
- To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Suggested Resources: (to include exemplars, wider reading, homework activities)

- Write an email– BBC Bite size
- How to write an email
- Glossary– email
- Email templates
- A short history of email
- Suggested tasks

YEAR 8. SUMMER

Character Analysis.

TASK: What do you think of _____ and how they are presented in _____?

Assessment Requirements:

- To be able to read, understand and respond to text in a critical style
- To show an understanding of the key aspects of the text
- To be able to convey ideas coherently, To develop an informed personal response
- To use textual references/quotations to support and illustrate interpretations
- To analyse language, form and structure used to create meanings and effects
- To use relevant subject terminology

Suggested Resources: (to include exemplars, wider reading, homework activities)

- PEE Grid
- Tasks connected to The Landlady, Roald Dahl

YEAR 8. SUMMER

AO2 Task.

TASK: How has the writer used language, form and structure for effect?

Assessment Requirements:

- To be able to comment on writer's use of language, form and structure
- To make reference to meanings and effects
- To be able to use relevant subject terminology

Suggested Resources: (to include exemplars, wider reading, homework activities)

- BBC Bitesize Conflict Poetry
- Conflict Poetry AQA
- English Literature AO2 task
- Poetic devices– matching activity
- Write about the poem and its effect on you

YEAR 8. SUMMER

Exploding Question.

TASK: Write about the poem and its effect on you.

Assessment Requirements:

- To read , understand and responds to text and maintain a critical style
- To develop an informed personal response
- To be able to use textual references, including quotations, to support interpretations
- To analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate

Suggested Resources: (to include exemplars, wider reading, homework activities)

- **Poem explode**
- **How to explode a poem links**

YEAR 8. SUMMER**Write a Speech.****TASK: Write a formal persuasive speech to _____ based on _____.****Assessment Requirements:**

- To be able to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for purpose, audience and format
- To organise information and ideas to support coherence and cohesion
- To use structural and grammatical features
- To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Suggested Resources: (to include exemplars, wider reading, homework activities)

- I have a dream speech
- Starter– persuasive skills
- Persuasive writing– link to Mandela’s Journey to Freedom
- Persuasion skills
- Writing a speech/persuade– smoking ban

YEAR 8. SUMMER**S&L– Individual Presentation.****Assessment Requirements:**

To express straightforward ideas / information / feelings,

- To make an attempt to organise and structure his or her presentation,
- To make an attempt to meet the needs of the audience, and listen to questions / feedback and provide an appropriate response in a straight forward manner.
- To deliver with confidence– consider volume, tone and register

Suggested Resources: (to include exemplars, wider reading, homework activities)

- Address a Year 6 audience
- Ambitions talk
- Analysing a persuasive speech
- Better speeches
- How to write a good speech
- Improve our school

Assessment Requirements:

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Resources:

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Assessment Requirements:

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Resources:

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