

**St Peter's Long-Term Overview 2021-2022**

**Subject: KS3 English**

<b>Year 7</b>	<p><b>Topic:</b> The Novel: The Boy in the Striped Pyjamas</p>	<p><b>Topic:</b> Poetry: Ballads and Love Poetry</p>	<p><b>Topic:</b> Shakespeare: Introduction to Shakespeare's World and Plays</p>	<p><b>Topic:</b> Writing Unit: Non-fiction</p>	<p><b>Topic:</b> The Gothic Genre: Extracts from Gothic Fiction</p>	<p><b>Topic:</b> Writing Unit: Fiction (Short Stories and Extracts)</p>
	<p><b>Concept:</b></p> <p>Learn about the relevant <b>literary context</b> and how this affects a writer's purpose.</p> <p>Link WW2 knowledge from KS2 to the novel, using <b>transferable skills</b> (history links to English).</p> <p>Explore the Holocaust, <b>themes</b> of friendship and difference, discrimination and prejudice.</p> <p>Develop <b>inference</b> skills.</p> <p>Develop writing skills through using <b>varied sentence structures</b> for effect.</p>	<p><b>Concept:</b></p> <p><b>Context</b> in poetry and how this can affect understanding of a poem.</p> <p><b>Themes</b> in a range of ballads and love poetry from across the centuries.</p> <p>Understanding <b>form and structure</b> in poems.</p> <p>Look at some <b>unseen poetry</b>.</p> <p>Apply <b>language devices</b> to writing to <b>create dramatic effect</b>.</p> <p>Explore <b>informative writing</b> to be able to apply <b>informative devices</b> in writing.</p>	<p><b>Concept:</b></p> <p>Learn about the relevant <b>literary context</b> and how this affects a writer's purpose.</p> <p><b>Themes</b> in Shakespeare's plays.</p> <p>Discover Shakespeare's <b>histories, comedies and tragedies</b> and their <b>characteristics</b>.</p>	<p><b>Concept:</b></p> <p>Explore texts' <b>purpose, audience and format</b>.</p> <p>Create texts which are suitable for purpose, audience and format.</p> <p>Explore <b>persuasive writing</b> and be able to apply <b>persuasive devices</b> to own writing.</p>	<p><b>Concept:</b></p> <p>Explore the Gothic <b>genre</b>.</p> <p>Learn about the relevant <b>literary context</b> and how this affects a writer's purpose.</p> <p>Develop <b>inference</b> skills.</p> <p>Develop writing skills through using <b>varied sentence structures</b> for effect.</p>	<p><b>Concept:</b></p> <p>Explore texts' <b>purpose, audience and format</b>.</p> <p><b>Create</b> texts which are suitable for <b>purpose, audience and format</b>.</p> <p>Explore <b>descriptive writing</b> to be able to apply <b>descriptive devices</b> in writing.</p> <p>Use <b>images</b> as stimuli for writing.</p>
	<p><b>Skills:</b></p> <p><b>Writing:</b> Focus - Sentence Structures</p> <p>Use a range of sentence structures clearly (e.g. simple, compound and</p>	<p><b>Skills:</b></p> <p><b>Writing:</b> Focus - Sentence Structures</p> <p>Use a range of sentence structures clearly (e.g. simple, compound and</p>	<p><b>Skills:</b></p> <p><b>Writing:</b> Focus - Punctuation</p> <p>Use a full range of punctuation accurately, including commas, semicolons and colons.</p>	<p><b>Skills:</b></p> <p><b>Writing:</b> Focus - Punctuation</p> <p>Use a full range of punctuation accurately, including parenthetical devices (brackets and</p>	<p><b>Skills:</b></p> <p><b>Writing:</b> Focus - Paragraphing</p> <p>Use varied sentences and linked paragraphs to make writing cohesive.</p>	<p><b>Skills:</b></p> <p><b>Writing:</b> Focus - Paragraphing</p> <p>Use varied sentences and linked paragraphs to make writing cohesive.</p>

<p>complex) and use connectives in writing (although, on the other hand, and meanwhile).</p> <p><b>Reading:</b></p> <p>Explore how texts are affected by literary and historical context.</p> <p>Summarise ideas from across a text, inferring and evaluating layers of meaning.</p> <p>Provide an analysis of language, using subject terminology.</p>	<p>complex) and regularly use connectives in writing (although, on the other hand, and meanwhile).</p> <p>Create dramatic effect using language devices.</p> <p>Use a range of vocabulary.</p> <p><b>Reading:</b></p> <p>Summarise ideas from across a poem, inferring and evaluating layers of meaning.</p> <p>Provide an analysis of language and structure, using subject terminology.</p> <p>Compare conventions of texts from different periods and cultures.</p>	<p><b>Reading:</b></p> <p>Show understanding of how writers' ideas and viewpoints are shown across texts to influence the reader.</p> <p>Evaluate how structural devices convey the writer's viewpoints.</p>	<p>dashes) and punctuation for effect (exclamation marks, question marks and ellipses).</p> <p>Show a developed understanding of the purpose and audience of writing, drawing upon a range of stylistic devices.</p> <p><b>Reading:</b></p> <p>Show understanding of how writers' ideas and viewpoints are shown across texts to influence the reader.</p> <p>Explore similarities and differences between two texts, and explain how they are influenced by context.</p>	<p>Use connectives in writing (although, on the other hand, and meanwhile) to link ideas.</p> <p>Use a full range of punctuation accurately.</p> <p><b>Reading:</b></p> <p>Show understanding of how writers' ideas and viewpoints are shown across texts to influence the reader.</p> <p>Summarise ideas from across a text, inferring and evaluating layers of meaning.</p>	<p>Use connectives in writing (although, on the other hand, and meanwhile) to link ideas.</p> <p>Use a full range of punctuation accurately.</p> <p>Show a developed understanding of the purpose and audience of writing, drawing upon a range of stylistic devices.</p> <p><b>Reading:</b></p> <p>Show understanding of how writers' ideas and viewpoints are shown across texts to influence the reader.</p> <p>Summarise ideas from across a text, inferring and evaluating layers of meaning.</p>
<p><b>Outcome:</b></p> <p>Analysis of an extract from the novel focusing on analysing <b>language devices</b>.</p>	<p><b>Outcome:</b></p> <p>Write a newspaper article (<b>writing to inform</b>) based on themes and ideas from a poem or ballad.</p>	<p><b>Outcome:</b></p> <p>Analysis of <b>form and structural devices</b> in an extract from a play by Shakespeare.</p>	<p><b>Outcome:</b></p> <p>Create a persuasive piece of writing (<b>writing to persuade</b>) using persuasive devices.</p>	<p><b>Outcome:</b></p> <p>Analyse <b>language, form and structural devices</b> in an extract from the Gothic genre.</p>	<p><b>Outcome:</b></p> <p>Create a descriptive piece of writing (<b>writing to describe</b>) using descriptive devices.</p>

<b>Year 8</b>	<b>Topic:</b> The Novel: Cirque du Freak	<b>Topic:</b> 19 <sup>th</sup> Century Fiction: Extracts from Victorian Literature	<b>Topic:</b> Shakespeare: Much Ado About Nothing	<b>Topic:</b> Writing Unit	<b>Topic:</b> Transition Exam Preparation	<b>Topic:</b> Poetry: Power and Emotion
	<b>Concept:</b>  Explore the Gothic <b>genre</b> .  Learn about the relevant <b>literary context</b> and how this affects a writer's purpose.  <b>Read</b> a novel together as a class.  Develop <b>inference</b> skills.  Develop writing skills through using <b>varied sentence structures</b> for effect.	<b>Concept:</b>  Victorian Literature, the <b>features and language</b> of Victorian writing, Dickens and Dickens' London.  Develop <b>inference</b> skills.  Develop writing skills through using <b>varied sentence structures</b> for effect.  Explore <b>persuasive writing</b> to be able to apply <b>persuasive devices</b> in writing.	<b>Concept:</b>  Learn about the relevant <b>literary context</b> and how this affects a writer's purpose.  Explore <b>comedy: comic relief, dramatic irony</b> .  <b>Themes</b> in Much Ado About Nothing – gender, discrimination, jealousy, power, love.  Explore <b>characters</b> and their personalities and how the way Shakespeare presents them links to <b>historical context</b> .	<b>Concept:</b>  Explore texts' <b>purpose, audience</b> and <b>format</b> .  <b>Create</b> texts which are suitable for <b>purpose, audience</b> and <b>format</b> .  Explore <b>descriptive writing</b> to be able to apply <b>descriptive devices</b> in writing.  Use <b>images</b> as stimuli for writing.	<b>Concept:</b>  Preparation for the Year 8 Transition Exams.  Understand the format of the exam papers.  Develop confidence in the relevant reading and writing skills needed for the exams.	<b>Concept:</b>  <b>Context</b> in poetry and how this can affect understanding of a poem.  <b>Themes</b> in a range of poetry linked to themes of power and emotion.  Develop <b>inference</b> skills.  Understanding <b>form and structure</b> in poems.  Explore <b>informative writing</b> to be able to apply <b>informative devices</b> in writing.
	<b>Skills:</b>  <b>Writing: Focus - Sentence Structures</b>  Use a range of sentence structures clearly (e.g. simple, compound and complex) and use connectives in writing (although, on the other hand, and meanwhile).  <b>Reading:</b>	<b>Skills:</b>  <b>Writing: Focus - Sentence Structures</b>  Use a range of sentence structures clearly (e.g. simple, compound and complex) and use connectives in writing (although, on the other hand, and meanwhile).  Show a developed understanding of the purpose and audience of	<b>Skills:</b>  <b>Writing: Focus - Punctuation</b>  Use a range of sentence structures clearly (e.g. simple, compound and complex) and regularly use connectives in writing (although, on the other hand, and meanwhile).  Use a full range of punctuation accurately,	<b>Skills:</b>  <b>Writing: Focus - Punctuation</b>  Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.  Organise information and ideas, using structural and	<b>Skills:</b>  <b>Writing: Focus - Paragraphing</b>  Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.  Organise information and ideas, using	<b>Skills:</b>  <b>Writing: Focus - Paragraphing</b>  Use varied sentences and linked paragraphs to make writing cohesive.  Use connectives in writing (although, on the other hand, and meanwhile) to link ideas.  Use a full range of punctuation accurately.

<p>Show understanding of how writers' ideas and viewpoints are shown across texts to influence the reader.</p> <p>Evaluate how structural devices convey the writer's viewpoints.</p>	<p>writing, drawing upon a range of stylistic devices.</p> <p><b>Reading:</b></p> <p>Show understanding of how writers' ideas and viewpoints are shown across texts to influence the reader.</p> <p>Provide an analysis of language, using subject terminology.</p>	<p>including commas, semicolons and colons.</p> <p><b>Reading:</b></p> <p>Show understanding of how writers' ideas and viewpoints are shown across texts to influence the reader.</p> <p>Explore how texts are affected by literary and historical context.</p> <p>Summarise ideas from across a text, inferring and evaluating layers of meaning.</p> <p>Provide an analysis of language, using subject terminology.</p>	<p>grammatical features to support coherence and cohesion of texts.</p> <p>Use a full range of punctuation accurately, including commas, semicolons and colons.</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p><b>Reading:</b></p> <p>Show understanding of how writers' ideas and viewpoints are shown across texts to influence the reader.</p> <p>Summarise ideas from across a text, inferring and evaluating layers of meaning.</p> <p>Compare conventions of texts from different periods and cultures.</p>	<p>structural and grammatical features to support coherence and cohesion of texts.</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p><b>Reading:</b></p> <p>Read, understand and respond to texts</p> <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>Evaluate texts critically and support this with appropriate textual references.</p> <p>Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p><b>Reading:</b></p> <p>Summarise ideas from across a text, inferring and evaluating layers of meaning.</p> <p>Provide an analysis of language, using subject terminology.</p> <p>Evaluate how structural devices convey the writer's viewpoints.</p>
<p><b>Outcome:</b></p> <p>Analyse <b>form and structural devices</b> in an extract from the Gothic genre.</p>	<p><b>Outcome:</b></p> <p>Create a persuasive piece of writing (<b>writing to persuade</b>) using persuasive devices.</p>	<p><b>Outcome:</b></p> <p>Analyse <b>linguistic devices</b> incorporating <b>writer's viewpoint and perspective</b>.</p>	<p><b>Outcome:</b></p> <p>Create a descriptive piece of writing (<b>writing to describe</b>) based on a poem studied.</p>	<p><b>Outcome:</b></p> <p>Year 8 <b>Transition Exam: Reading and Writing Practice Questions/Papers</b></p>	<p><b>Outcome:</b></p> <p>Create an informative piece of writing for a newspaper/magazine or website (<b>writing to inform</b>) based on ideas from a poem.</p>

