

St Peter's Long-Term Overview 2021-2022

Subject: KS3 English

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

Year 8	Topic: The Novel: Cirque du Freak	Topic: 19 th Century Fiction: Extracts from Victorian Literature	Topic: Shakespeare: Much Ado About Nothing	Topic: Writing Unit	Topic: Transition Exam Preparation	Topic: Poetry: Power and Emotion
	Concept: Explore the Gothic genre . Learn about the relevant literary context and how this affects a writer's purpose. Read a novel together as a class. Develop inference skills. Develop writing skills through using varied sentence structures for effect.	Concept: Victorian Literature, the features and language of Victorian writing, Dickens and Dickens' London. Develop inference skills. Develop writing skills through using varied sentence structures for effect. Explore persuasive writing to be able to apply persuasive devices in writing.	Concept: Learn about the relevant literary context and how this affects a writer's purpose. Explore comedy: comic relief, dramatic irony . Themes in Much Ado About Nothing – gender, discrimination, jealousy, power, love. Explore characters and their personalities and how the way Shakespeare presents them links to historical context .	Concept: Explore texts' purpose, audience and format . Create texts which are suitable for purpose, audience and format . Explore descriptive writing to be able to apply descriptive devices in writing. Use images as stimuli for writing.	Concept: 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.	Concept: Context in poetry and how this can affect understanding of a poem. Themes in a range of poetry linked to themes of power and emotion. Develop inference skills. Understanding form and structure in poems. Explore informative writing to be able to apply informative devices in writing.
	Skills: Writing: Focus - Sentence Structures 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). Reading:	Skills: Writing: Focus - Sentence Structures 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	Skills: Writing: Focus - Punctuation 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,	Skills: Writing: Focus - Punctuation 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	Skills: Writing: Focus - Paragraphing Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using	Skills: Writing: Focus - Paragraphing 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>Reading:</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>Reading:</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>Reading:</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>Reading:</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>Reading:</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>Outcome:</p> <p>Analyse form and structural devices in an extract from the Gothic genre.</p>	<p>Outcome:</p> <p>Create a persuasive piece of writing (writing to persuade) using persuasive devices.</p>	<p>Outcome:</p> <p>Analyse linguistic devices incorporating writer's viewpoint and perspective.</p>	<p>Outcome:</p> <p>Create a descriptive piece of writing (writing to describe) based on a poem studied.</p>	<p>Outcome:</p> <p>Year 8 Transition Exam: Reading and Writing Practice Questions/Papers</p>	<p>Outcome:</p> <p>Create an informative piece of writing for a newspaper/magazine or website (writing to inform) based on ideas from a poem.</p>

