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| Key Stage 3 and Subject Long Term Plan for English | |
| Diagram  Description automatically generated | **School Pedagogy:**  Launchpad Tuition has a child centred pedagogy. The school adopts an inclusive, transformative pedagogy as we believe that a child’s ‘capacity to learn can change and be changed for the better as a result of what happens and what people do in the present’ (*Hart et al. 2004, P166*). Learning is about shared communication between staff and pupils. Implementation of our curriculum intent is underpinned by Rosenshine’s 10 Principles of Instruction (*Rosenshine, 2012*). All learning sessions include the following elements; reference to curriculum intent, recap of knowledge and skills, assessment for learning and pupil voice.  **Subject Specific Pedagogy:**  Pupils start each lesson with a review of learning in their last lesson using a variety of methods. New material is presented in small chunks with a focus on what, how and why questions to check understanding. Modelling is used to support pupils to practice new skills. Pupils are given ample opportunities to practice those new skills with regular feedback from their teacher. Scaffolding resources are available to support independent practice of reading, writing and spoken language skills. Pupils review prior learning at the beginning and the end of each topic to demonstrate explicit links between their learning. Tier 2 and Tier 3 vocabulary is taught within lessons.  **Subject Intent:**  The English department in each of our facilities aim to promote a passion for English within all students at Alternative Provision. The love of the subject is nurtured and will build on the vital foundations that students have already laid at Key Stages 1 and 2. The English department want all students to feel empowered by what they study, developing creativity for both the written and spoken word. Our students are immersed in a broad curriculum that allows them to research and theorise about the relationship between a writer’s context and their writing style. Students will develop the skills of empathy and enquiry for current literature as well as a thirst to know more about a world that has gone before them. |

| Key Stage and Subject Long Term Plan | Topic/Learning Pathway | Key Vocabulary | Links to previous learning (Component Skills) | Links to wider curriculum |
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| Autumn 1 | **Advertising**  **Intentions:**  **•**To promote and interest in the medium of the advertising world that surrounds our contemporary culture  •To explore how language can be used to persuade audiences  •To build confidence when analysing and using persuasive and rhetorical devices  •To allow pupils to create their own unique confectionary product and advertising campaign  **Content:**   * Recognise the purpose of advertising and the effect it has on its target audience * The purpose of logos and slogans and how they are created to target their audience * How advertising companies use various language techniques to buy their products * How advertising companies use various language techniques to buy their products * Analyse the effect of using pronouns in persuasive writing * look at how photographs and Images are chosen and how they link to the text * What a USP is and how to create one * Presentational features and how to use them effectively * Think of ideas for a new chocolate product * Plan ideas for a new chocolate product. * Create and conduct a survey, assessing and producing the results. * Write the text for your chocolate product advertisement. * Design a whole advertisement for your chocolate product | Tier 2 vocabulary  Identify, interpret explicit, implicit information, synthesise, infer, explain, comment, analyse, survey, audience, purpose, persuade  Tier 3 vocabulary  Rhetorical language, slogan, logo, USP, pronouns, persuasive language, rhyme, rhythm, alliteration, assonance, adjectives, verbs, emotive language, presentational features, layout | *(Due to the nature of our school links to previous learning can only be presumed according to the Government guidelines for the curriculum)*    **Reading**  develop an appreciation and love of reading, and read increasingly challenging material independently through:   * reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods ,forms and authors. The range will include high-quality works from: * English literature, both pre-1914 and contemporary, including prose, poetry and drama * Shakespeare * seminal world literature * choosing and reading books independently for challenge, interest and enjoyment. * re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons. * understand increasingly challenging texts through: * learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries * making inferences and referring to evidence in the text * knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension * checking their understanding to make sure that what they have read makes sense.   Read critically through:   * knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning * recognising a range of poetic conventions and understanding how these have been used * studying setting, plot, and characterisation, and the effects of these * understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play * making critical comparisons across texts * studying a range of authors, including at least two authors in depth each year.   **Writing**   * write accurately, fluently, effectively and at length for pleasure and information through: * writing for a wide range of purposes and audiences, including: * well-structured formal expository and narrative essays * stories, scripts, poetry and other imaginative writing * notes and polished scripts for talks and presentations * a range of other narrative and non-narrative texts, including arguments, and personal and formal letters * summarising and organising material, and supporting ideas and arguments with any necessary factual detail * applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form * drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing * plan, draft, edit and proof-read through: * considering how their writing reflects the audiences and purposes for which it was intended * amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness * paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules   **Spoken English**   * speak confidently and effectively, including through: * using Standard English confidently in a range of formal and informal contexts, including classroom discussion * giving short speeches and presentations, expressing their own ideas and keeping to the point * participating in formal debates and structured discussions, summarising and/or building on what has been said * improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. | Business, Media, Sociology |
| Autumn 2 | **The Boy in the Striped Pyjamas by John Boyne**  **Intentions:**  **•**To allow the pupils to gain a greater understanding of the human cost of the persecution of the Jews during WWII (cross-curricular with history)  •To allow them to access history through the art of fiction  •To explore how a child sees the social, moral and culture aspects of Hitler’s decision making (SCMS)  •To explore the contrast between the innocence and the horrors of the decisions of the people in power  •To try to empathise with the two children involved in this novel  **Content:**   * Explore the social and historical context of the novel by conducting research to develop a presentation * Analyse differing book covers and use inference to decipher what the novel is about. * Analyse two book blurbs, choose the most effective and explain why * Understand inference to see how the author creates mystery and intrigue * To analyse how the writer selects words and phrases to create emotions for the reader * Analyse how the writer uses words and phrases to create a sense of danger * Explore the effect of the writer's choice of narrator * Write empathetically as a character from the novel * Analyse a character's behaviour and motivation * Analyse and understand how the writer presents and contrasts two characters * Analyse a historical character from a moving image and through fiction * Understand character and context and to write empathetically as a character from the novel * Understand how writers use themes in their texts * Understand characters' thoughts and feelings * Understand the technique of foreshadowing and why it is used * Understand how and why an author uses inference * Comment and explain the author's craft with reference to the text * Write an alternative ending for the novel * Understand how a poet creates meaning through vocabulary choices and techniques. To explore the subject of the Holocaust through writing poetry | Tier 2 vocabulary  Social, historical, context, culture, morals, persecution, contrast, empathy, infer, explain, analyse, Identify, interpret explicit, implicit information,  Tier 3 vocabulary  Theme, adjectives, nouns, pronouns, verbs, adverbs, emotive language, thematic language, author’s craft, foreshadowing, metaphor, simile, personification, alliteration, assonance, rhyme, rhythm, narrative voice, | History, Sociology |
| Spring  1 & 2 | **Poetic Techniques**  **Intention:**   * To ascertain previous knowledge of poetic techniques and devices * To encourage enjoyment of the techniques of poetry and poetry itself * To have fun with these techniques   **Content:**   * establish what is meant by 'poetry' * Understand and create examples of imagery * alliteration and onomatopoeia and utilise both techniques in a poem * explore colour symbolism and create a piece of poetry on a chosen colour * learn about monologues and to create their own monologue |  |  |
| **WWI Poetry**  **Intentions:**  •To explore the social and historical context of WWI and the impact on individuals and society (SCMS)  **•**To explore the difference through the reality of war and the propaganda of war through photographs, posters, witness accounts and poetry  •To encourage pupils to expand their vocabulary and question what they are reading  •To create their own poetry by immersing themselves in the social and historical context of the times  •To develop their own research skills  **Content:**   * The social and historical context of WWI and the Battle of the Somme * Learn which two poems we are going to explore and compare, and the skills required * Read and analyse posters from WWI and understand propaganda and its purpose during WWI * Read and analyse photographs from WWI * Study vocabulary from the poems and match it to the appropriate theme * Learn about each poet and decipher which poet wrote which poem * Explore Jessie Pope's poem by asking questions of the text * Analyse Pope's poem and select and analyse words and phrases which infer her attitude to war * Analyse a poet’s use of structure to convey meaning and message * Explore an eyewitness account of a WWI gas attack * Create a poster to inform WWI soldiers what to do in the trenches in the event of a gas attack. * Explore Wilfred Owen's poem by asking questions of the text * Analyse Owen's poem and select and analyse words and phrases which infer his attitude to war * Analyse a poet's use of structure to convey meaning and message * Pretend that you are Wilfred Owen and write a letter to Jessie Pope about her use of propaganda * Free writing of poetry on the theme of war   **Extension Activities**   * Study a letter home by Wilfred Owen and pretend that you are Wilfred Owen and write a letter to Jessie Pope about her use of propaganda * analyse the impact of the diary entry * Exploring women’s role in WWI by analysing propaganda posters * Research task into Women and WWI creating power point presentation | Tier 2 vocabulary  Propaganda, social and historical context, genre  Tier 3 vocabulary  Nouns, verbs, adjectives, adverbs, simile, metaphor, personification, onomatopoeia, alliteration, assonance, sentence structure, repetition, symbolism, characterisation, juxtaposition, oxymoron, appeal to the senses, rhythm, emotive language, theme, stanza |  |
| Summer 1 | **Rhetoric**  **Intentions:**  •To allow pupils understand the place and the power of rhetoric in the real world  •To explore the social and historical context of the two speeches studied (SCMS)  •To allow pupils to link with their earlier learning from the persuasive techniques used in the advertising scheme  •To give pupil the confidence and the voice to create their own speeches  **Content**   * Listen to, and stablish the tone of voice of two speeches by Martin Luther King and George Bush * establish viewpoint and to analyse and comment on the use of rhetorical devices in these two speech texts * Analyse how a speech can be structured * How sentence structure and relative clause can be utilised in my speech * Plan and write a persuasive speech | Tier 2 vocabulary  Identify, interpret explicit, implicit information, synthesise, infer, explain, comment, analyse, audience, purpose, persuade  Tier 3 vocabulary  Rhetorical language, imperative language, pronouns, persuasive language, rhyme, rhythm, alliteration, assonance, adjectives, verbs, emotive language, structure, tone |  |
| Summer 2 | **Romeo & Juliet**  **Intentions:**  **•**To promote and interest in drama and theatre  •To encourage enjoyment when understanding, analysing, and evaluating dramatic texts.  •To build confidence in analysing complex texts and to expand vocabulary  •To experience Britain’s Literary Heritage and the social and historical context of Shakespeare’s times  •SCMS is discussed throughout Romeo & Juliet, such as arranged marriage, conflict, forbidden love, family, etc  **Content:**   * Work out 'who is who' in the play by watching the film trailer * Analyse Shakespeare's prologue to the play and highlight strong feelings * Re-write the Prologue in contemporary form * Act 1, scene 1 - the first brawl: analyse the scene and focus on strong feelings. * Act 1, Scene 5 - The Capulet Ball: analyse the scene and focus on strong feelings. * Act 2, scene 2 - the balcony scene: analyse Romeo's use of compliments and imagery * write a blog entry as Romeo or Juliet * Act 3, Scene 1 - The second brawl: analyse the scene and focus on strong feelings * Use the events of this scene to produce a newspaper report * Establish who has written several diary entries in the play * Explore and discuss who was to blame for the tragic deaths in the play and have a class debate * Create an alternative ending to the story of Romeo & Juliet | Tier 2 vocabulary  Social and historical context, Elizabethan, tragedy, Identify, interpret explicit, implicit information, synthesise, infer, explain, comment, analyse, audience, purpose, discuss, debate  Tier 3 vocabulary  Sonnet, prologue, iambic pentameter, soliloquy, monologue, dramatic irony, stagecraft, theme, adjectives, nouns, pronouns, verbs, adverbs, emotive language, thematic language, foreshadowing, metaphor, simile, personification, alliteration, assonance, rhyme, rhythm, narrative voice, symbolism | History |