



# English Long Term Plan

*Denewood Academy*



**English Intent:**

English at Denewood Academy is designed to re-ignite a passion for reading and writing through a sequenced and systematic approach using CUSP English resources. We aim to inspire and captivate imagination and creativity whilst building the essential skills and knowledge essential to succeed in English and in the wider world. There is an emphasis on oracy and vocabulary acquisition and revisiting concepts supports pupil retention and helps to break down barriers.

The English curriculum is split into two separate lessons: English Literature (Reading) and English Language.

In English Language lessons the Key Stage 2 curriculum covers the following:

- Poems which explore form
- Persuasive writing
- First Person Diary Entries
- Critical analysis of narrative poetry
- Third person adventure stories and news reports
- Stories from other countries
- Explanatory texts

As pupils time is limited at Denewood Academy, each theme is then revisited over the next two terms ensuring repetition to support the pupils understanding, while filling any attainment gaps for those who have just joined us.

Key Stage 2 pupils read and explore two novels during the year which have been specifically chosen for the suitability and engagement of the pupils. These can be found on the English Literature Spine. Our pupils' fluency and comprehension of reading is developed throughout whilst encouraging pupils' pleasure for reading. Pupils writing skills are developed through extending their vocabulary and grammar skills.

Building on from the foundation skills taught at Key Stage 2, Key Stage 3 pupils study a range and variety of genres and English components: Non-fiction writing; Autobiographical literature; War Poetry; Transactional writing; The Novel; Narrative Writing and Short Stories.

Key Stage 3 pupils read one or two novels during the year and pause to visit and embed English concepts. These novels can be found in the English Literature Spine.



## Key Stage 2

Autumn	Spring	Summer
<p><b>Reading:</b></p> <p>Pupils will read the novel – ‘Pig Heart Boy’. - See Literacy Spine</p> <p>At the end of the unit pupils will know:</p> <ul style="list-style-type: none"> <li>• Fiction can be used as a context to explore controversial issues</li> <li>• A supposition is a belief without proof</li> <li>• Words within questions may differ to those in the text</li> <li>• In a nonlinear narrative, events are told out of order</li> <li>• Wry humour is a form of dry humour, intended to mock</li> <li>• It is helpful to read a poem twice: once for an overall impression and twice for meaning</li> </ul> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Retrieve multiple examples from a text</li> <li>• Justify opinions using evidence from the text</li> <li>• Substitute words with synonyms to support understanding</li> <li>• Annotate a text to explain implied meaning</li> <li>• Analyse questions to clarify their intention</li> </ul>	<p><b>Reading:</b></p> <p>Pupils will read the novel ‘The Island’. - See Literacy Spine</p> <p>At the end of the unit pupils will know:</p> <ul style="list-style-type: none"> <li>• Prediction is a form of inference</li> <li>• Images can be used to both retrieve information and infer meaning</li> </ul> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Make feasible predictions based on given information</li> <li>• Use evidence to prove or disprove statements.</li> </ul> <p><b>Writing:</b></p> <p>At the end of the unit pupils will know:</p> <ul style="list-style-type: none"> <li>• A range of descriptive devices and techniques</li> <li>• How to develop an extended narrative over time</li> </ul>	<p><b>Reading:</b></p> <p>Pupils will explore novels written by Charles Dickens beginning with ‘Oliver Twist’. - See Literacy Spine</p> <p>At the start of the unit pupils will know@</p> <ul style="list-style-type: none"> <li>• The language we use changes over</li> <li>• Actions and dialogue can provide information about a character</li> <li>• Many children were exploited during Victorian times</li> <li>• Dickens used imagery and great detail in his writing</li> <li>• Antonyms and synonyms can be used to support retrieval</li> <li>• Dickens championed the poor</li> </ul> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Find and copy specified information</li> <li>• Use evidence from the text to justify inference</li> <li>• Use question words as a guide to the type of information to be retrieved</li> <li>• Use life experiences to support inference</li> </ul>



<ul style="list-style-type: none"> <li>• Structure a response to a text verbally</li> </ul> <p><b>Writing:</b></p> <p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• The past progressive tense shows on-going actions that took place in the past</li> <li>• Relative clauses are used to give additional information about a noun by using a relative pronoun</li> <li>• The passive voice conveys a formal tone</li> <li>• Multiple viewpoints need to be represented in a discussion</li> <li>• How to plan a narrative and interweave a moral</li> <li>• Characters are portrayed through their actions, what is said and how it is said</li> <li>• How figurative language can be used to enhance images for the reader</li> <li>• Making eye contact, changing facial expressions or using gestures adds impact to words</li> <li>• The present progressive tense indicates actions that are ongoing now</li> <li>• The passive verb form places emphasis on the object of a sentence</li> <li>• Who Shakespeare was and how significant his writing is to our literary heritage</li> <li>• A sonnet has fourteen lines of ten syllables</li> </ul>	<ul style="list-style-type: none"> <li>• How to balance description, dialogue and action</li> <li>• The structure and register of a news report</li> <li>• How to form the progressive form of the past tense</li> <li>• Pronouns and conjunctions are cohesive devices</li> <li>• The past progressive tense shows actions that took place in the past over time</li> <li>• Relative clauses are used to give additional information about a noun by using a relative pronoun</li> <li>• How to plan a narrative and interweave a moral</li> <li>• Characters are portrayed through their actions, what is said and how it is said</li> </ul> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Plan, structure and execute an extended narrative</li> <li>• Consciously vary sentence structures</li> <li>• Use dialogue to help tell the story</li> <li>• Consciously control formality</li> <li>• Write precisely and concisely</li> <li>• Use modal verbs to indicate possibility and certainty</li> <li>• Sequence and describe events chronologically and factually</li> </ul>	<ul style="list-style-type: none"> <li>• Can prove or disprove statements using evidence</li> <li>• Can infer meaning from a whole text</li> </ul> <p><b>Writing:</b></p> <p>At the end of the unit pupils will know:</p> <ul style="list-style-type: none"> <li>• The main conventions used in the organisation and presentation of a news report</li> <li>• Colloquialisms and contractions are examples of informal language structures</li> <li>• Who Shakespeare was and his cultural significance</li> <li>• A sonnet has fourteen lines of ten syllables</li> <li>• Points should be elaborated upon by offering further details and examples</li> <li>• Humour can be used to engage the listener in a formal speech</li> <li>• Free verse poetry lacks a consistent rhyming pattern or meter</li> <li>• A haiku is comprised of seventeen syllables</li> <li>• How to plan a narrative and interweave a moral</li> <li>• Characters are portrayed through their actions, what is said and how it is said</li> </ul>
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<p>Be able to:</p> <ul style="list-style-type: none"> <li>• Sequence and describe events chronologically and factually</li> <li>• Use conjunctions, adverbs and prepositions to express time, place and cause</li> <li>• Edit their writing according to specific criteria</li> <li>• Deliver a speech using appropriate formality and expression</li> <li>• Balance description, action and dialogue in a narrative</li> <li>• Use and sustain the first person perspective</li> <li>• Use a given poetic structure to inform their own writing</li> <li>• Learn a poem by heart and perform it using intonation, volume and movement</li> <li>• Use precise tier 3 vocabulary to convey an expert voice</li> <li>• Use organisational and presentational devices to help the reader navigate a text</li> </ul>	<ul style="list-style-type: none"> <li>• Use conjunctions, adverbs and prepositions to express time, place and cause</li> <li>• Develop settings, characters and atmosphere through precise description</li> <li>• Use and sustain the first person perspective</li> <li>• Use cohesive devices to make links within and between paragraphs</li> </ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Plan in note form under headings</li> <li>• Use cohesive devices to aid the flow of writing</li> <li>• Use and sustain a formal tone, making deliberate exceptions for direct quotations</li> <li>• Use technical terminology to comment on the themes and structure of a sonnet</li> <li>• Compare sonnets and justify preferences</li> <li>• Learn a poem by heart and perform it using movement and varying intonation and volume</li> <li>• Select emotive language to convey strength of meaning</li> <li>• Sustain a formal tone using the subjunctive and passive verb forms</li> <li>• Make precise vocabulary choices to enhance meaning</li> <li>• Learn a poem by heart and perform it using appropriate intonation, volume and movement</li> <li>• Develop settings, characters and atmosphere through precise description</li> <li>• Use and sustain the first person perspective</li> </ul>
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### Key Stage 3

Autumn	Spring	Summer
<p><b>Language:</b></p> <p>The focus of the unit is centred around a study of non-narrative text forms. Pupils will be immersed in reading and writing a range of non-narrative texts, exploring their structural and grammatical conventions. The theme of the unit is the use of Artificial Intelligence in modern life and its impact on the human race. Throughout the unit, Pupils will build their knowledge of AI, how it is used and the potential ethical considerations around its development.</p> <p>Reading, writing and oracy are explicitly taught, modelled and practised throughout the unit.</p> <p><b>Literature:</b></p> <p>The unit is centred around a study of the fiction text <i>The Graveyard Book</i> by Neil Gaiman. Pupils will be immersed in reading this novel alongside supporting extracts from two heritage texts: <i>The Jungle Book</i> (1894) by Rudyard Kipling and <i>A Christmas Carol</i> (1843) by Charles Dickens. Throughout the unit, pupils will identify similarities between the plots in different texts, compare how different characters are portrayed</p>	<p><b>Language:</b></p> <p>This unit looks specifically at forms of communication and how we craft our communication for different audiences. The unit is accompanied by various opinion pieces, information texts and examples of written communications, including texts, emails and letters. The purpose of the unit is to engage pupils deeply in thinking about the context, purpose and audience for their communications and how these impact on language selection and use. This unit allows pupils to explore a range of non-narrative texts and develop their skills for interrogating and crafting these. The unit carefully balances pupils' oracy, reading and writing skills and includes diagnostic assessments throughout to support teachers in reshaping their planning according to the needs of their class.</p> <p><b>Literature:</b></p> <p>The unit is centred around a study of two Shakespeare plays- <i>A Midsummers Night Dream</i> and <i>Julius Ceasar</i>. Pupils will read a number of extracts to support them in undertaking an in-depth study of a key relationship from each text.</p>	<p><b>Language:</b></p> <p>In this unit, pupils will identify the themes from the other units that relate to being human. They will identify the features of a good presentation and explain the impact of each one in relation to the audience. They must respectfully challenge each other, justifying their opinion.</p> <p>Pupils will consolidate all the skills learnt previously and connect them with the tasks in this unit.</p> <p><b>Literature:</b></p> <p>The unit is centred around a study of extracts from <i>Death of a Salesman</i> by Arthur Miller and the poems <i>Human Family</i> by Maya Angelou and <i>On Being Human</i> by C. S. Lewis. Pupils will read a number of extracts from the play to support them in understanding the structural and stylistic conventions of play scripts, including dramatisation and characterisation. Pupils will critically analyse the language and poetic devices used in both poems. They will compare and contrast all three texts, looking specifically at their treatment of common themes.</p>



<p>and explore a given theme. They will build their knowledge of a range of literary devices and will start to use quotations to prove or disprove statements about a text. Reading, writing and oracy are explicitly taught, modelled and practised throughout the unit.</p> <p>Pupils will have the opportunity to learn new language and learn about the language as well as build their confidence in reading fluently and responding to key questions that are relevant to their life in the modern world.</p>	<p>Throughout the unit, pupils will explore how these relationships are portrayed. They will learn the conventions of comparison and will build their understanding of how to use, explain and analyse quotations to both evidence and develop points.</p> <p>Reading, writing and oracy are explicitly taught, modelled and practised throughout the unit. Pupils will have the opportunity to learn a new language and learn about language as well as build their confidence in reading fluently and responding to key questions that are relevant to their life in the modern world.</p>	<p>Pupils will build their understanding of how to use, explain and analyse quotations to both evidence and develop points.</p> <p>Reading, writing and oracy are explicitly taught, modelled and practised throughout the unit.</p> <p>Pupils will have the opportunity to learn new language and learn about language as well as build their confidence in reading fluently and responding to key questions that are relevant to their life in the modern world.</p>
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