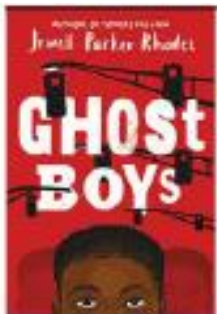
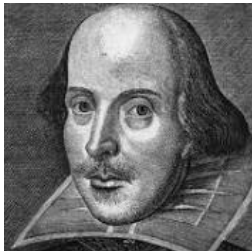




Key Stage 3: Long Term Plan

Year 7

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1 & 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>“Ghost Boys” (Fiction)</u> Students will begin reading the novel using the “Faster Read” approach to develop reading stamina and build comprehension and inference skills, with an aim to establish students early on in secondary school as confident and engaged readers. This reading will be complimented by exploring links between the text and context to develop a deeper understanding of the text and key themes related to it. A “Closer Read” will follow, introducing students to how writers create meanings and effects through chosen methods. 	<u>Power and Propaganda: Non-Fiction Texts</u> Students will be introduced to the concept of non-fiction / transactional writing by exposing them to a variety of texts with different purposes, intended audiences, forms and genres. Alongside this, they will study different rhetorical styles and techniques to develop their understanding of how writer’s use methods to express their viewpoints and opinions on certain topics. 	<u>Introduction to Shakespeare</u> Students will be introduced to the life and times of Shakespeare through a broad scheme of learning that covers a variety of key scenes and extracts from Shakespeare’s plays and a selection of poems, in order to familiarise themselves with Shakespearean language, culture and context. 	<u>Introduction to Poetry</u> Students will explore a range of poems across different ages and will be introduced to a range of methods used by poets, relating to both language and structure, as well as different poetic forms. Students will be introduced to key skills including how to read a poem, how to write about poetry, and how to begin analysing poetry for meaning. 	<u>“Trash” (Fiction)</u> Students will revisit the concept of the “Faster Read” with the aim of – as confident and interested readers - producing informed and personal responses to the text and achieving a strong understanding of the story arc and characters. A study of links between the text and context will be utilised to support their understanding. This will be followed by a “Closer Read” to develop students’ ability to explore how writers create meanings and effects through chosen methods. 