

**ENGLISH      KEY STAGE 3      2016 – 17**

AUTUMN 2016		SPRING 2017		SUMMER 2017	
<i>Remembrance</i>		<i>Walton Hall</i>		<i>“Macbeth”</i>	
				<i>“The Highwayman”</i>	
				<i>“Harry Potter’s Chamber of Secrets”</i>	
<b>GROUP 3</b>					
<b>Reading</b>	Past & current newspaper extracts about war/effects of war.	Use texts and photographs to find historical information about WH	Reading abridged abstracts from the play with some reference to well known quotations.	Reading and abridged version of the poem with a focus on the narrative.	Descriptive language of fantasy settings
<b>Writing</b>	Write short newspaper accounts	Write simple newspaper articles about WH	Write about the main themes and characters of the story using simple sentences	Write the story of The Highwayman using a variety of templates	TBC
<b>S &amp; L</b>	Delivering assembly	Interviewing past student/staff of WH	Engage in discussions about plot and characters	Listening to detail for key words in the poem	TBC
<b>GROUP 2</b>					
<b>Reading</b>	Recognising language of Propaganda in WW1 posters	Reading <b>Sales particulars</b> , past & present	Reading abridged version of the play with reference to well known quotations	Reading the poem with reference to illustrations and following the narrative	Harry Potter’s Chamber of Secrets (Connectives, descriptive writing, evidence from text.)
<b>Writing</b>	Record and present information about propaganda in posters	Re-writing WH particulars in modern day language	Write about the story and characters using compound sentences with a focus on conjunctions	Create a glossary of words used in the poem. Write compound sentences with a focus on adjectives	TBC
<b>S &amp; L</b>	Delivering assembly	Giving a ‘sales pitch’	Question and answer sessions (devise a Macbeth Quiz)	Listen carefully and follow narrative	TBC
<b>GROUP 1</b>					
<b>Reading</b>	<b>Biographies</b> of war veteran’s past & present.	Reading short <b>autobiographical</b> accounts of people who attended/worked at Walton Hall.	Reading larger abstracts from the play with greater focus on Shakespearean text	Focus on reading strategies, different word types and predicting meaning	Performance Poetry

<b>Writing</b>	Write about individuals whose lives have been affected by or contributed to effects of war	Writing autobiography as if a member of the household at WH in 1848	Plan and draft sequential writing using complete sentences and paragraphs	Write a 'newspaper report' based on the narrative with focus on SPAG	<b>TBC</b>
<b>S &amp; L</b>	Delivering assembly	Interviews to support writing tasks	Using dialogue to practise clarity, speed and phrasing	Follow the gist of the narrative and make contributions to discussions about the poem	<b>TBC</b>