**Music Stuff SOW (Long-Term)**

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| **Subject** | **English** | **Year** | **Year 8** |
| **Term** | **Autumn 1** | **Spring 1** | **Summer 1** |
| **Unit of learning** | **Fiction reading – BFG**[This Photo](https://www.flickr.com/photos/121483302%40N02/13953811469/in/photolist-) by Unknown Author is licensed under [CC BY-SA](https://creativecommons.org/licenses/by-sa/3.0/) | **Speaking and listening/****Drama - Frankenstein** | **Nineteenth Century Fiction – Coraline and Alice** [This Photo](https://niknaksoldpeculiarblog.blogspot.com/2013/05/coraline-just-for-kids.html) by Unknown Author is licensed under [CC BY-SA](https://creativecommons.org/licenses/by-sa/3.0/) |
| **Intent** | Develop comprehension and inference skills. Explicit vocabulary teaching. Explore characterisation. Use text types in novel to inspire writing e.g. Diary writing | Graphic novel, Scientific discovery, French Revolution, The Grand Tour and the Shelley’s Confidence building of reading & speaking aloud in role to the class and 1:1.Features of a play- staging/setting Focus on vocabulary for effect and structure. Develop listening skills and summarising main points of plot | Fantasy- other worlds Comparing characters in 2 texts Setting, plot, characterisation Making inferences and referring to evidence Creative writing on setting and atmosphere in a story -vocabulary choices. Developing SPaG with nonfiction texts, particularly punctuation: colons, semicolons, commas and apostrophes. |
| **Term** | **Autumn 2** | **Spring 2** | **Summer 2** |
| **Unit of learning** | **Non-Fiction Reading - Autobiographies** | **Fiction – introduction to Shakespeare** | **Poetry – weather** |
| **Intent** | Range of autobiographical books and extracts Features of autobiographical writing Explicit teaching of vocabulary Purpose, audience, context Beginning to use evidence from the text | Introduction to Shakespeare and Elizabethan theatre Watch performance of play and write reviews (features) Explore Shakespeare’s language and the Supernatural Explore plot lines and staging Developing SPaG with fictional texts, particularly complex sentences, different ways to start a sentence, powerful adjectives & adverbs & expanded noun phrases. Focus on accurate use of commas, semi-colons and colons. | Explore themes Exploring poetry conventions Introducing MOPVAPERSpoetic devices. Writing poetry on theme Poetic conventions and use Language analysis using PEEL structure |
| Rationale: | Introduction to KS3 English curriculum studying a range of fiction and non-fiction books, including Shakespeare, to build reading confidence.Improve basic SPaG skills and increase knowledge of range of vocabulary through explicit vocabulary teaching as these currently are low.Focus on word and sentence level skills in reading and writing to strengthen literacy foundation throughout the year. Revisiting story structure- beginning, middle, end- and how writing impacts reader. |

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| **Subject** | **English** | **Year** | **9** |
| **Term** | **Autumn 1** | **Spring 1** | **Summer 1** |
| **Unit of learning** | **A book cover with a yellow bird and a white circle  Description automatically generatedFiction reading –** **The Hunger Games** | **A black and white picture of a person  Description automatically generatedSpeaking and****Listening/Drama - Frankenstein** | **A book cover with a cartoon of a child  Description automatically generatedNineteenth Century****Fiction – Oliver Twist** |
| **Intent** | Range of dystopian fiction to build on comprehension and inference skills. Strong focus on explicit vocabulary teaching. Use texts as a model for creative writing - language & structure. | Graphic novel Confidence building of reading & speaking aloud to the class and 1:1. Confidence building of reading & speaking aloud in role to the class and 1:1. Features of a play- staging/setting Develop listening skills and summarising main points of plot. Focus on vocabulary for effect and structure. Empathy | Victorian England - Continuing to explore setting, plot, characterisation Making inferences and referring to evidence Figurative language and Effects of vocabulary choices MOPVAPERSWriting about language using PEEL. Developing SPaG with nonfiction texts, particularly punctuation: colons, semicolons, commas and apostrophes. Writing a persuasive argument. |
| **Term** | **Autumn 2** | **Spring 2** | **Summer 2** |
| **Unit of learning** | **Literary Non-Fiction reading – Speeches and letters** | **A person holding a sword  Description automatically generatedFiction – Shakespeare (MacBeth)**  | **War Poetry** |
| **Intent** | Range of extracts to develop knowledge of and exposure to literary non-fiction writing, particularly (persuasive) argument features. Strong focus on explicit vocabulary teaching. Study language, form and structure- letter conventions. Formal and informal styles.To use non-fiction texts as a model for non-fiction writing - language & structure. | Witches, the supernatural and the gunpowder plot Characters and relationships Writer’s techniques MOPVAPERS Rhetorical devices Develop story structure as part of planning. Writing in role. Building on SPaG with fictional texts, particularly complex sentences, different ways to start a sentence, powerful adjectives & adverbs & expanded adverbial phrases. Focus on accurate use of punctuation. Focus on accurate use of commas, semi-colons and colons. | Explore war poetry over the centuries Revisit poetic conventions and effects MOPVAPERS Writing about poetry Comparing writing about poetry- conventions of comparative writing |
| Rationale: | Focus on teaching reading through quality books and reading material. Engaging content to support students speaking and listening, reading and writing skills following a common sequence of immerse, analyse and plan and write. Long term plan works alongside English progression framework that map small steps in learning.  |