

Key Stage 3 English Curriculum Formal Pathway Long-Term Plan

Key Outcomes	Preparing for Key Stage 4
Employment	Subject option choices - thinking about university and college, picking the right subjects for future career goals, exploring different careers, Structured careers advisory sessions, Employer experiences, continue to build personal / vocational profile - use in careers sessions, Transition to new settings, Starting micro-enterprises, Careers education, Career one to one meetings.
Independent Living	Travel training, Making decisions about what to spend money on, Making own food, Socialising, Independent living skills, Enrichment Activities,
Community Inclusion	Making decisions about how to spend free time, Managing social media and other technology, Online gaming and staying safe, Belonging to different groups, Friendships and relationships, Understanding the bigger picture and building resilience
Health	Relationship and Sex education, Immunisation - tetanus, Managing more complex health needs, Understanding what the GP can help you with, Annual health check with GP if registered Learning Disability, Mental health and wellbeing, Drug and alcohol education, Switching the screens off and getting a good night's Sleep. Physical Exercise.

Planning Year	PY1 Autumn	P1 Spring	PY1 Summer	PY2 Autumn	PY2 Spring	PY2 Summer	PY3 Autumn	PY3 Spring	PY3 Summer
Theme	New Beginnings	Explorers	Our Planet	Reach for the Stars	Chain Reactions	Food Glorious Food	World at War	Steering the Way	Modern Life
Employment	✓.	✓.	.	✓.	✓.	.		✓.	.
Independent Living	✓.	✓.	.	.	✓.	✓.	.	✓.	.
Community Inclusion	.	.	✓.	✓.	.	.	✓.	.	✓.
Health	.	.	✓.		.	✓.	✓.		✓.



Key Stage 3 English Curriculum

Hallmoor uses the Talk for Writing process to teach English. Content is selected based on average data outcomes for pupils appropriate to the pathway. We teach Spoken Language, Reading Comprehension, Writing Transcription, Handwriting, Writing – Composition and Writing - vocabulary, grammar and punctuation. Reading – word reading is also reinforced during English lessons even though it is taught in separate phonics lessons.

The selected text through which the content is taught relates to the termly themes. Books are chosen mainly from the Talk for Writing Reading Spine. The breadth of study covers reading of a wide range of fiction and non-fiction, including whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors, including high-quality works from English literature, both pre-1914 and contemporary, including prose, poetry and drama; Shakespeare and seminal world literature, Work from the 19th, 20th and 21st centuries.

Poetry since 1789 including representative Romantic poetry. A clear focus and outcome is stated on the long - term plans for each text which develops a wide variety of English skills.

Teachers use the English teachers guide taken from Talk for Writing guidance to create the medium-term teaching plans. Text is rewritten or extracts taken to match suitability to the pupils in each class.

English: Key Stage 3 Long-Term Plan – Formal Pathway Planning Year 1

Term	Term Theme	Curriculum Coverage	Text Type	Text	Focus	Outcome
Autumn 1	New Beginnings	Fiction	Quests and Journeys	Lion the witch and wardrobe	Suspense	Write an adventure story, finding information that will give you an amazing power. For example, finding a scroll that reveals how to fly or teleport to a far-off land.
Autumn 2		Poetry	Acrostic	The Magic Box Kit Wright	Simile	Write an acrostic poem that would be read out loud. Keeping the explorer theme.
Spring 1	Explorers	Fiction Authors form history	Beating the Baddie	Danny the Champion of the world Roald Dahl (1975)	Dialogue	Create a cartoon strip demonstrating dialogue between two or more characters doing something to help others.
Spring 2		Non-Fiction	Recount Chronological	Explorers -News paper articles	Tabloid News Article	List achievements of an explorer and present findings in chronological order.
Summer 1	Our Planet	Fiction	Meeting Somebody	Secret Garden (1911) Frances Hodgson Burnett	Settings	Describe a place that makes you feel happy. Explore why it makes you feel that way.
Summer 2		Non-Fiction	Non-Chronological Report	Gardening information books	Leaflets	Select information about several plants that have fascinating properties such as how they scatter seeds or if they can be used in medicine. Create a leaflet presenting your findings.

Term	Term Theme	Curriculum Coverage	Text Type	Text	Focus	Outcome
Autumn 1	Reach for the Stars	Non-Fiction	Report Description	Stars -posters and leaflets	Information Poster	Gather information from an encyclopaedia/ information books and other sources related to outer space and the stars. Create an information poster using the key facts discovered. Reference sources of information
Autumn 2		Play/ Fiction	Rescues	A Midsummer Night's Dream Shakespeare (1594-1596)	Characterisation	Write a short play between two or more characters. Ensure your play is about someone being rescued. State who is speaking each line. Re-enact the short story.
Spring 1	Chain Reactions	Fiction	Repetitive Tale	The Iron Man Ted Hughes	Openings and Endings	Create a short story showing how one event leads onto another. Focus on the opening and ending of the story. Choose a type of story to base on such, scary, funny, helpful, Adventure
Spring 2		Non-Fiction	Instructions	Instructional texts Recipes and how to guides	Sequenced instructions	Include the features of instructional texts, using a recipe or activity using imperative (bossy) verbs to tell people what to do to replicate activity
Summer 1	Food Glorious Food	Fiction	Character Flaw	Oliver Twist Charles Dickens (1838)	Description	To Create a character profile in the form of wanted posters.
Summer 2		Poetry	Narrative	The Lady of Shalott (1832) Alfred Lord Tennyson	Personification	Explore rhyming words related to a first meeting of a person. Describing the setting and the person. This may include how they made you feel.

Term	Term Theme	Curriculum Coverage	Text Type	Text	Focus	Outcome
Autumn 1	World at War	Fiction	Losing and Finding	The Amazing Adolphus Tips Michael Morpurgo (2006)	Settings	Short stories on losing something precious and finding again. Describe feelings of losing and then finding again.
Autumn 2		Poetry	Narrative	For the Fallen Laurence Binyon (1914) Green fields of France	Imagery	When disaster has struck, write a descriptive poem reflecting on all the things that have happened because of the situation.
Spring 1	Steering the Way	Fiction	Transformation	Gangster Granny David Walliams (2013)	Action/suspense	An unexpected person becoming an action character. Creating suspense in the build up of the story.
Spring 2		Non-Fiction	Persuasion-Opinion or argument	Samples of formal Letters	Formal letter	Write a formal letter to express an opinion or to provide an argument to bring about change (eg: Letter to Headteacher about improving environment)
Summer 1	Modern Life	Fiction	<u>Quest and Journey</u>	Around the World in 80 Days Jules Verne (1873)	Description	Comparison of the ages. Describe the journey compared to the story in modern times. What methods would be used to travel. Be creative.
Summer 2		Fiction	Classical Stories	Once upon an online David Bedford (2016)	Dialogue	Rewrite a classic story, involving technology and an alternative ending

Teaching Guide for Key Stage 3 English Formal Pathway

Key Stage 3	Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
Mainstream Year 4 Key Stage 3 Formal Planning Year 1, 2 and 3	<p style="text-align: center;">Consolidate</p> <p>Primary Formal Planning Years 5 & 6</p> <p style="text-align: center;">Introduce</p> <p>Fiction</p> <ul style="list-style-type: none"> • Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids) • Plan opening: using Description/action • Paragraphs: to organise each part of story to indicate a change in place or jump in time • Build in suspense writing to introduce the dilemma • Developed 5 parts to story Introduction Build-up Problem / Dilemma Resolution Ending Clear distinction between resolution and ending. Ending should include reflection on events or the characters. <p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p style="text-align: center;">Introduce</p> <ul style="list-style-type: none"> • Secure use of planning tools: Text map/ washing line/ 'Boxing -up' grid • Paragraphs to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives Use of bullet points, diagrams • Introduction • Middle section(s) • Ending Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader • Appropriate choice of pronoun or noun across sentences to aid cohesion 	<p style="text-align: center;">Consolidate</p> <p>Primary Formal Planning Years 5 & 6</p> <p style="text-align: center;">Introduce</p> <ul style="list-style-type: none"> • Standard English for verb inflections instead of local spoken forms • Long and short sentences: Long sentences to enhance description or information • Short sentences to move events on quickly e.g. It was midnight. It's great fun. Start with a simile e.g. As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road. • Secure use of simple / embellished simple sentences • Secure use of compound sentences (Coordination) using coordinating conjunction and / or / but / so / for / nor / yet (coordinating conjunctions) • Develop complex sentences: (Subordination) • Main and subordinate clauses with range of subordinating conjunctions. (See Connectives and Sentence Signposts doc.) - 'ed' clauses as starters e.g. Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post. • Expanded '-ing' clauses as starters e.g. Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves. • Drop in '-ing' clauses as starters e.g. Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses. Sentence of 3 for action e.g. Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather. Repetition to persuade e.g. Find us to find the fun Dialogue - verb + adverb - "Hello," she whispered, shyly. Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition 	<p style="text-align: center;">Consolidate</p> <p>Primary Formal Planning Years 5 & 6</p> <p style="text-align: center;">Introduce</p> <ul style="list-style-type: none"> • Prepositions at underneath since towards beneath beyond • Conditionals - could, should, would • Comparative and superlative adjectives e.g. small...smaller...smallest good...better...best • Proper nouns refers to a particular person or thing e.g. Monday, Jessica, October, England • The grammatical difference between plural and possessive -s • Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) 	<p style="text-align: center;">Consolidate</p> <p>Primary Formal Planning Years 5 & 6</p> <p style="text-align: center;">Introduce</p> <ul style="list-style-type: none"> • Commas to mark clauses and to mark off fronted adverbials • Full punctuation for direct speech Each new speaker on a new line Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella! • Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) as opposed to s to mark a plural 	<p style="text-align: center;">Consolidate</p> <ul style="list-style-type: none"> • Punctuation Finger spaces Letter Word Sentence • Statement <ul style="list-style-type: none"> ○ question ○ exclamation ○ Command • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • 'Speech marks' • Direct speech • Inverted commas • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 – description/action • Colon – instructions • Singular/ plural • Suffix/ Prefix Word family • Consonant/Vowel • Adjective / noun / noun phrase • Verb / Adverb • Bossy verbs – imperative • Tense (past, present, future) • Connective /Conjunction • Preposition • Determiner/ generaliser • Subordinate clause /relative • Clause • Adverbial • Fronted adverbial • Pronoun relative/possessive • Alliteration Simile – 'as' / 'like' • Synonyms <p style="text-align: center;">Introduce</p> <ul style="list-style-type: none"> • Pronoun • Possessive pronoun • Adverbial • Fronted adverbial • Apostrophe – plural possession

Note: In the Punctuation and Terminology columns any terms in blue are a statutory requirement of the National Curriculum in England.

Key Stage 3	Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mainstream Year 5 Key Stage 3 Formal Planning Year 3</p>	<p style="text-align: center;"><u>Consolidate</u></p> <p>Key Stage 3 Planning Years 1 & 2</p> <p style="text-align: center;"><u>Introduce</u></p> <ul style="list-style-type: none"> • Secure independent use of planning tools Story mountain /grids/flow diagrams (Refer to Story Types grids) • Plan opening using: Description /action/dialogue • Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs. • Use 5 part story structure Writing could start at any of the 5 points. This may include flashbacks • Introduction -should include action / description -character or setting / dialogue • Build-up -develop suspense techniques • Problem / Dilemma -may be more than one problem to be resolved • Resolution -clear links with dilemma • Ending -character could reflect on events, any changes or lessons, look forward to the future ask a question . <p>Non -Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p style="text-align: center;"><u>Introduce</u></p> <p>Independent planning across all genres and application Secure use of range of layouts suitable to text. Structure: Introduction / Middle / Ending Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in Express own opinions clearly Consistently maintain viewpoint Summary clear at the end to appeal directly to the reader</p>	<p style="text-align: center;"><u>Consolidate</u></p> <p>Key Stage 3 Planning Years 1 & 2</p> <p style="text-align: center;"><u>Introduce</u></p> <ul style="list-style-type: none"> • Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun. • Secure use of simple / embellished simple sentences • Secure use of compound sentences • Develop complex sentences: (Subordination) • Main and subordinate clauses with full range of conjunctions: (See Connectives and Sentence Signposts doc.) • Expanded -ed clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees. • Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature. • Drop in -'ed' clause e.g. Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen. • Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect • Moving sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudlythrough the lonely streetsat midnight • Use of rhetorical questions • Stage directions in speech (speech + verb + action) e.g. "Stop!" he shouted, picking up the stick and running after the thief. • Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely) 	<p style="text-align: center;"><u>Consolidate</u></p> <p>Key Stage 3 Planning Years 1 & 2</p> <p style="text-align: center;"><u>Introduce</u></p> <ul style="list-style-type: none"> • Metaphor • Personification • Onomatopoeia • Empty words e.g. someone, somewhere was out to get him • Developed use of technical language • Converting nouns or adjectives into verbs using suffixes (e.g. - ate; -ise; -ify) Verb prefixes (e.g. dis-, de-, mis-, over- and re-) 	<p style="text-align: center;"><u>Consolidate</u></p> <p>Key Stage 3 Planning Years 1 & 2</p> <p style="text-align: center;"><u>Introduce</u></p> <ul style="list-style-type: none"> ○ Rhetorical question ○ Dashes ○ Brackets/dashes/commas for parenthesis ○ Colons ○ Use of commas to clarify meaning or avoid ambiguity 	<p style="text-align: center;"><u>Consolidate</u></p> <ul style="list-style-type: none"> • Punctuation Letter / Word Sentence <ul style="list-style-type: none"> ○ Statement ○ question ○ exclamation ○ Command • Full stops / Capitals • Question/ Exclamation mark • 'Speech marks' • Direct speech • Inverted commas • Bullet points • Apostrophe contractions only/possession • Commas for sentence of 3 – description/action • Colon – instructions • Parenthesis/bracket/dash • Singular/ plural • Suffix/ Prefix • Word family • Consonant/Vowel • Adjective / noun / noun phrase • Verb / Adverb • Bossy verbs - imperative • Tense (past, present, future) • Conjunction/Connective • Preposition • Determiner/ generaliser • Clause • Subordinate clause • Relative clause • Relative pronoun • Alliteration Simile – 'as'/ 'like' • Synonyms <p style="text-align: center;"><u>Introduce</u></p> <ul style="list-style-type: none"> • Relative clause/ pronoun • Modal verb • Parenthesis • Bracket – dash • Determiner • Cohesion • Ambiguity • Metaphor • Personification • Onomatopoeia • Rhetorical question

Teaching Guide for Key Stage 3 English Semi-Formal Pathway

Note: In the Punctuation and Terminology columns any terms in blue are a statutory requirement of the National Curriculum in England.

PRIMARY	Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
Mainstream Year Reception Key Stage 3 Planning Years 1, 2 and 3	<p style="text-align: center;"><u>Consolidate</u></p> <p>Primary Semi-Formal Ladders</p> <p style="text-align: center;"><u>Introduce</u></p> <p>Fiction</p> <ul style="list-style-type: none"> • Planning Tool -Story map /story mountain • • Whole class retelling of story • • Understanding of beginning/ middle / end • • Retell simple 5-part story: Once upon a time First / Then / Next But So Finally,.....happily ever after <p>Non-fiction</p> <ul style="list-style-type: none"> • Factual writing closely linked to a story • Simple factual sentences based around a theme • Names • Labels • Captions • Lists • Diagrams • Message 	<p style="text-align: center;"><u>Consolidate</u></p> <p>Primary Semi-Formal Ladders</p> <p style="text-align: center;"><u>Introduce</u></p> <ul style="list-style-type: none"> • Simple sentences • Simple Connectives: and who until but • Say a sentence, write and read it back to check it makes sense. • • Compound sentences using connectives (coordinating conjunctions) and / but • -‘ly’ openers Luckily / Unfortunately, • ‘Run’ - Repetition for rhythm: e.g. He walked and he walked • • Repetition in description e.g. a lean cat, a mean cat 	<p style="text-align: center;"><u>Consolidate</u></p> <p>Primary Semi-Formal Ladders</p> <p style="text-align: center;"><u>Introduce</u></p> <ul style="list-style-type: none"> • Determiners the a my your an this that his her their some all • Prepositions: up down in into out to onto • Adjectives e.g. old, little, big, small, quiet • Adverbs e.g. luckily, unfortunately, fortunately • Similes – using ‘like’ 	<p style="text-align: center;"><u>Consolidate</u></p> <p>Primary Semi-Formal Ladders</p> <p style="text-align: center;"><u>Introduce</u></p> <ul style="list-style-type: none"> • Finger spaces • Full stops • Capital letters 	<p style="text-align: center;"><u>Consolidate</u></p> <ul style="list-style-type: none"> • Finger spaces • Letter Word • Sentence • Full stops • Capital letter • Simile – ‘like’