



KS3 English Medium Term Planning

Cry Baby by Jill Atkins: English: B chambers

Cry, Baby by Jill Atkins (64 pages, approx 6,000 words).

Designed for KS2–KS3 (Levels 3–6) under the English National Curriculum (English language and reading)

3 sessions per week (total 9 sessions), plus a final comprehension test and assessment criteria. Each session includes: Learning Objective, Success Criteria, Task (with differentiated/levelled options), Moral/Narrative association, and Outcome.

Overview

- **Duration:** 3 weeks, 3 sessions per week = 9 sessions
 - **Levels:** Level 3 (lower secondary/upper primary) to Level 6 (lower KS3)
 - **Key curriculum links:**
 - Reading fiction: Pupils develop positive attitudes to reading and understanding of what they read.
 - Comprehension: retrieving, summarising and explaining ideas, distinguishing between fact and opinion, making inferences.
 - Writing: planning, drafting, editing, and vocabulary development.
 - Spoken Language: discussion, presentation.
 - **Moral/Narrative Themes:** consequences of decisions, responsibility, voice and identity, peer pressure, life changes.
 - **End of unit:** comprehension test + reflective writing; assessment criteria aligned to Levels 3-6.
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Week 1

Session 1 (Chapter 1) – Introduction and setting the scene

- **Learning Objective:** Pupils will be able to summarise the opening situation of the story and identify the main character and setting.
 - **Success Criteria:**
 - I can say who the main character is and what her situation is at the start.
 - I can describe where and when the story takes place.
 - I can pick out key vocabulary that sets the tone.
 - **Task:**
 - *Level 3/4:* Read pages 1-8. Then in pairs write a short paragraph: “Who is Charlie? Where is she? What does she expect from this year?”
 - *Level 5/6:* Read pages 1-8. Then write a short summary (approx. 150 words) of the opening situation, and underline 5 words you think set the tone (e.g., “fantastic year”, “growing up too fast”). Then discuss in class what tone you think the author is creating.
 - **Moral/Narrative Association:** The idea of expectations vs reality — Charlie expects a “fantastic year” but hints that things may change. A theme: the importance of honesty with oneself about life changes.
 - **Outcome:** Pupils produce a short paragraph or summary identifying Charlie, her expectations and the setting, and share with class.
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Session 2 (Chapter 2) – Rising action and change

- **Learning Objective:** Pupils will identify how the author builds tension and begins to introduce conflict/changes.
- **Success Criteria:**
 - I can identify at least two moments of tension or change.
 - I can explain how the author uses language (verbs, adjectives) to show change.
 - I can begin to infer how Charlie is feeling.
- **Task:**



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- *Level 3/4*: Read pages 9-16. In groups list the events that mark change. Choose one event and draw a “change moment” cartoon strip (3-4 boxes) showing what happens.
 - *Level 5/6*: Read pages 9-16. Then write an inference paragraph: “How is Charlie feeling at this point and why?” Use evidence from the text (quotations). Then identify 3 language techniques (e.g., metaphor, emotive adjective) the author uses and explain their effect.
 - **Moral/Narrative Association**: Change can be unsettling and sometimes unplanned — the narrative begins to show how life can shift suddenly. We reflect on how we respond to change.
 - **Outcome**: Pupils present cartoon strips or inference paragraphs, and share language techniques used in class.
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Session 3 (Chapter 3) – Character development and decision-making

- **Learning Objective**: Pupils will explore how characters are developed and begin to understand the decisions they face.
 - **Success Criteria**:
 - I can name the characters introduced and describe their traits.
 - I can identify a key decision point for the main character.
 - I can discuss the possible consequences of that decision.
 - **Task**:
 - *Level 3/4*: Read pages 17-24. Complete a character grid: character, trait, evidence from text. Then in pairs choose the “decision moment” and discuss: “What might happen next?”
 - *Level 5/6*: Read pages 17-24. Write a short essay (approx. 200 words) on: “Charlie’s decision: what are her options? What are the likely consequences and what might she choose?” Support with textual evidence.
 - **Moral/Narrative Association**: Decision-making under pressure — we consider how decisions affect life, and how young people cope when choices become serious.
 - **Outcome**: Character grids, pair discussions, and essays summarising decision and consequences shared and reflected on.
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Week 2

Session 4 (Chapter 4) – Conflict and peer-pressure

- **Learning Objective:** Pupils will understand how peer pressure and conflict are portrayed in the story and relate to real-life.
 - **Success Criteria:**
 - I can identify instances of peer pressure or conflict in the chapter.
 - I can explain how the author shows the effect on Charlie (emotionally, socially).
 - I can relate the scenario to a broader moral theme (peer influence).
 - **Task:**
 - *Level 3/4:* Read pages 25-32. In small groups list the peer-pressure moments. Then role-play one scene: “Charlie talking to her friend/parent”.
 - *Level 5/6:* Read pages 25-32. Write a diary-entry from Charlie’s perspective after one of these moments, showing how she feels and what she is thinking. Then write a reflection: “What would I do in Charlie’s situation?”
 - **Moral/Narrative Association:** Peer pressure often leads young people to make decisions they might regret. We explore this moral: **Be aware of influences and consequences.**
 - **Outcome:** Role-plays and diary entries, shared with class, followed by class discussion of peer-pressure themes.
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Session 5 (Chapter 5) – Consequences and reflection

- **Learning Objective:** Pupils will analyse consequences of characters’ choices and begin to reflect on the narrative’s moral implications.
- **Success Criteria:**
 - I can summarise a key consequence in the chapter.
 - I can link that consequence to the choice that caused it.
 - I can reflect on how I would feel in that situation or what I might do differently.
- **Task:**
 - *Level 3/4:* Read pages 33-40. On a “cause-and-effect” worksheet map out: Choice → Consequence. Then in pairs discuss: “What might Charlie regret?”



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- *Level 5/6:* Read pages 33-40. Write a balanced argument: "Should Charlie keep going with her decision or change course?" Use evidence from text and reflect on moral implications.
 - **Moral/Narrative Association:** Every action leads to a reaction — responsibility comes with choices. The narrative invites reflection: **Think before you act.**
 - **Outcome:** Cause-and-effect worksheets and argument essays presented and peer-reviewed.
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Session 6 (Chapter 6) – Voice, identity and change of path

- **Learning Objective:** Pupils will explore changes in Charlie's identity/voice and how the author signals a turning point.
 - **Success Criteria:**
 - I can identify how Charlie's voice/thoughts change.
 - I can explain how the author signals that a turning point is happening (language/structure).
 - I can predict what might happen next based on evidence.
 - **Task:**
 - *Level 3/4:* Read pages 41-48. In groups create a "before & after" chart for Charlie: who she was at start vs who she is becoming. Then draw a visual representation (sketch/picture) of her turning point moment.
 - *Level 5/6:* Read pages 41-48. Write a "prediction and justification" piece: "What change is happening? What will Charlie do next and why?" Use textual evidence and discuss identity themes. Then begin drafting a short piece of creative writing: "Write the scene where Charlie realises she must change" (200 words).
 - **Moral/Narrative Association:** Recognising when you need to change — identity is not fixed and sometimes you must act. The story encourages: **You can choose to change your path.**
 - **Outcome:** Charts, sketches and creative writing drafts shared and peer-assessed.
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Week 3

Session 7 (Chapter 7) – Climax/Turning point confrontation

- **Learning Objective:** Pupils will identify the climax/turning point of the narrative and how language builds to it.
 - **Success Criteria:**
 - I can locate the climax/turning point in the story.
 - I can explain how the author builds suspense or emotion.
 - I can comment on how the characters respond and what this means for them.
 - **Task:**
 - *Level 3/4:* Read pages 49-56. Mark the moment you think is the climax. Then in pairs discuss: “What happens, who is affected, how does Charlie respond?” and create a mind-map of emotions.
 - *Level 5/6:* Read pages 49-56. Write an analytical paragraph: “How does the author build suspense/emotion at the turning point? Which words/devices...” Then write a short script (3-5 lines each) for a scene immediately following the climax, focusing on character reactions and future decisions.
 - **Moral/Narrative Association:** In life, turning points force action and reveal true character. The narrative shows: **True change often comes at difficult moments.**
 - **Outcome:** Mind-maps, discussions, analytical paragraphs and short scripts shared in class.
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Session 8 (Chapter 8/Conclusion) – Resolution and reflection

- **Learning Objective:** Pupils will summarise how the story resolves and reflect on the message/theme of the book.
- **Success Criteria:**
 - I can summarise the resolution of the story.
 - I can identify the themes (e.g., responsibility, change, identity).
 - I can reflect on what I have learned from the story and how it applies to real life.
- **Task:**
 - *Level 3/4:* Read pages 57-64. In groups prepare a “storyboard” of 6 key moments: Beginning → Middle → Climax → Resolution. Then as a group discuss: “What is the message of the story?”



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- *Level 5/6:* Read pages 57-64. Write a reflective essay (approx. 250 words): “What is the author’s message and how does it relate to Charlie’s journey and to me (or a young person today)?” Use examples from the text. Then, create a poster or infographic summarising the theme/message and key supporting moments from the book.
 - **Moral/Narrative Association:** Wrap-up: Even after crisis, there is room for reflection and growth. The narrative invites: **Growth comes after challenge.**
 - **Outcome:** Storyboards, group discussion and essays/posters displayed and discussed.
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Session 9 – End of unit: Comprehension test and creative extension

- **Learning Objective:** Pupils will show their understanding of the text (whole book) and extend their thinking through creative writing.
 - **Success Criteria:**
 - I can answer retrieval and inference questions about the text.
 - I can write clearly and coherently in response to the text.
 - I can extend my thinking into a new creative piece based on the book’s themes.
 - **Task:**
 - **Comprehension test** (approx. 30 minutes):
 - Section A: 10 retrieval questions (e.g., Who is Charlie? What happens at the party?).
 - Section B: 8 inference/interpretation questions (e.g., How does Charlie feel at X? Why did she decide Y?).
 - Section C: Short written response (approx. 150 words): “If you were Charlie, what would you do next and why? Link to themes of the book.”
 - **Creative extension** (homework or class time): Choose one of:
 - Write a diary entry from Charlie six months later reflecting on how her life has changed.
 - Write a letter to Charlie from a friend, giving advice after reading her story.
 - Develop a graphic novel page (6–8 panels) showing Charlie’s turning point moment.
 - **Moral/Narrative Association:** Consolidation - reflecting on what we have learned about choices, consequences and growth. The test and creative piece allow pupils to internalise the moral: **We have agency to shape our lives.**
 - **Outcome:** Completed test papers, creative pieces collected. Display/share creative work in class.
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Assessment Criteria

For Levels 3-6, using a simplified rubric:

Level	Reading comprehension (retrieval & inference)	Analysis & writing (structure, use of evidence)	Personal response/creativity
Level 3	Can retrieve basic facts from text. Little inference.	Simple sentences, some structure, minimal quotes.	Some attempt at personal response, basic creativity.
Level 4	Retrieves facts accurately, begins to infer meaning.	Clear structure, some evidence/quotes, paragraphs.	Good personal response, creative attempt, relates to themes.
Level 5	Retrieves and infers reliably, explains some author choices.	Structured writing, good use of quotes/evidence, clear paragraphs and linking.	Thoughtful personal response, strong creativity, clear connection to themes.
Level 6	Confident retrieval and inference, explains author's craft and impact.	Well-structured essay, sophisticated language, strong evidence and explanation.	Highly reflective personal response, original creative piece, strong thematic awareness.

Assessment in the unit:

- Use Session tasks (summaries, essays, role-plays) to monitor progress.
 - At end of unit: Use comprehension test (Session 9) to assess reading skills; creative extension to assess personal response and writing.
 - Provide feedback highlighting: accuracy of comprehension, depth of inference, clarity of writing, use of evidence, originality in creative work, awareness of theme/moral.
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Additional Notes & Differentiation

- **Differentiation:** Tasks are clearly levelled (Level 3/4 vs Level 5/6). Teachers can further support weaker students with scaffolding sheets (vocabulary banks, sentence starters) and extend stronger students with challenge tasks (e.g., deeper literary analysis, alternative ending).
 - **Vocabulary focus:** Each session pick 5–10 key words (tier 2/3) to pre-teach (e.g., “pregnant”, “ruined”, “responsibility”, “expectation”, “consequence”, “identity”).
 - **Group work & paired talk:** Encourage talk before writing to build understanding.
 - **Link to PSHE/Citizenship:** Particularly through moral themes (choices, peer pressure, responsibility) there's cross-curricular potential.
 - **Homework:** After Sessions 1-8, short homework of 10–15 mins: e.g., reading next part, vocabulary practice, journal reflection.
 - **Resources needed:** Copies of the book, worksheets (character grid, cause-effect mapping, timetable/storyboard), role-play props or sketching material, test paper.
 - **Monitoring:** Teachers should check pupil progress at each session, mark the tasks, and note which pupils are ready to move to next level or need support.
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