

Year 7 English

Subject Title	English
Setting information	Mixed ability in tutor groups
Time allowed	8 lessons per fortnight including one timetabled lesson in the library.
Homework information	Set once per week. Tasks often involve creative responses to texts, creative writing, research, independent reading and learning key words. At certain points in the year, longer research or project style tasks are set.

Term	Topics	Skills	Assessment
1	<p>New Beginnings: Transition Unit An introduction to creative writing based on extracts and images</p>	<p>Descriptive and narrative writing skills:</p> <ul style="list-style-type: none"> • Writing with accurate spelling; and accurate and varied punctuation, grammar and vocabulary • Adhering to genre • Establishing setting • Characterisation • Use of effective imagery • Use of effective narrative structures. 	<p><u>Creative writing skills:</u> Writing an opening to a story based on image.</p>
1	<p>Media Advertising A mini Spoken Language unit in which students explore language and understanding through analysing media and creating their own products and advertisements.</p>	<ul style="list-style-type: none"> - Understanding how producers of advertisements target an audience - Understanding and analysing how producers communicate meaning to an audience through use of branding and graphology - Understanding the concept of brand identity 	<p><u>Spoken Language: preparing and delivering a persuasive pitch for their products in small groups.</u></p>

	<p>Skills for Success – Creative Thinking</p>	<ul style="list-style-type: none"> - Understanding the concept of representation in the media - Understanding and analysing how persuasive language is used in advertising. - Craft and practise speaking and listening skills 	
2 and 3	<p>Memorable Characters Class reading and analysis of a novel alongside various fiction texts/extracts for comparison.</p>	<p><u>Reading skills (literary texts):</u></p> <ul style="list-style-type: none"> - Forming interpretations of texts - Supporting interpretations with textual references - Analysing writers’ methods (ie language, narrative structure, character, theme, setting and genre) - Understanding relationships between texts and the contexts in which they were written - Understanding authorial intent - Retrieving information from texts - Evaluating writers’ methods - Making inferences <p><u>Narrative writing skills:</u></p> <ul style="list-style-type: none"> • Writing with accurate spelling; and accurate and varied punctuation, grammar and vocabulary • Adhering to genre • Establishing setting • Characterisation • Use of effective imagery • Use of effective narrative structures 	<p><u>Skills in reading and interpreting literary texts:</u></p> <p>1. <u>Formative initial assessment</u> focused on a how a character is presented in an extract</p> <p>2. <u>Assessment:</u> Analysis of how a character is presented in chosen class reader (using extract as starting point)</p> <p>3. <u>Creative writing skills:</u> Narrative writing – writing an extra chapter to the class reader or ‘Boy’</p>
4	<p>Survival of the Fittest - exploration of ideas about survival through non-fiction extracts and poetry</p> <p>Skills for Success – Effective Communication</p>	<p><u>Reading skills (non-fiction texts):</u></p> <ul style="list-style-type: none"> - Retrieving information from texts - Analysing language and structural features and devices - Evaluating writers’ methods - Making inferences 	<p><u>Skills in writing for a particular purpose and audience or to express a point of view:</u></p> <p>1. Writing a letter of application to become Young Ambassador for Catlin Arctic Survey research project.</p>

		<p><u>Transactional (non-fiction) writing skills:</u></p> <ul style="list-style-type: none"> - Writing to express a viewpoint - Writing in different styles and genres - Writing for different purposes: to inform, explain, argue and persuade - Writing with accurate spelling; accurate and varied punctuation, grammar and vocabulary (with particular emphasis on organisation and structure) <p><u>Additional skills:</u> Research, planning and notetaking.</p>	<p>2. Writing a newspaper article about a survivor</p>
5	<p>Survival of the Fittest - exploration of ideas about survival through non-fiction extracts and poetry</p> <p>This part of the unit begins by asking pupils to consider ‘What is poetry?’ then continues with the reading, analysis and comparison of animal poems from an anthology.</p>	<p><u>Reading skills (literary texts):</u></p> <ul style="list-style-type: none"> - Forming interpretations of poetry texts including developing understanding of what poetry is and how it differs from prose - Supporting interpretations with textual references - Analysing writers’ methods in poetry: simile, metaphor, personification; alliteration, rhythm, rhyme; and shape, structure. - Understanding relationships between texts and the contexts in which they were written - Understanding authorial intent - comparing writers’ methods. 	<p><u>Skills in reading and interpreting literary texts:</u></p> <p>1. Comparative analysis of two poems.</p>
6	<p>Shakespeare: A Midsummer Night’s Dream</p>	<p><u>Reading skills (literary texts):</u></p> <ul style="list-style-type: none"> - Forming interpretations of texts - Supporting interpretations with textual references - Analysing language, form and structure including Introducing genre conventions, Shakespearean 	<p><u>Skills in reading and interpreting literary texts:</u></p> <p>1. Writing an analysis of how humour is created in a particular scene.</p> <p>2. Writing a letter offering a director advice on how to direct a chosen scene.</p>

		<p>comedy and multi plot narratives</p> <ul style="list-style-type: none"> - Understanding texts and the contexts in which they were written ie Exploring the historical context of Shakespeare’s theatre; The Globe, The Queen’s Men; classical allusions. - Understanding authorial intent e.g. to create humour - Developing literacy skills through decoding unfamiliar vocabulary - Exploring performance aspects through taking on a role and conveying emotions through performance; understanding the purpose of director. 	
Through out the year	Library Programme	<p><u>Introduction to the Library</u></p> <ul style="list-style-type: none"> - Understanding library systems and how to use the library - Order Bookbuzz books <p><u>Group Reading</u></p> <ul style="list-style-type: none"> - Independent and shared reading of Bookbuzz books in groups in the library and at home. Group analysis of characterisation, setting, conflict, plot, and review book <p><u>Non-Fiction Project</u></p> <ul style="list-style-type: none"> - Using the library catalogue system - Developing research skills – focus on books rather than electronic sources <p>Developing note-taking skills</p> <p><u>Group Reading</u></p> <ul style="list-style-type: none"> - Reading a book in small groups. - Reviewing a book in an engaging way; developing presentation skills 	<p><u>Skills in writing for a particular purpose and audience:</u></p> <p>Writing to inform other students their age about a topic/interest of their choice</p>

Links to websites and revision materials:

Poetry form: <https://www.bbc.co.uk/bitesize/topics/zmbj382>
Characterisation: <https://www.bbc.co.uk/bitesize/guides/z3v-wq6f/revision/1>

Analysing

setting: <https://www.bbc.co.uk/bitesize/guides/z8ktpv4/revision/3>

Revision of punctuation: <https://www.ef.co.uk/english-resources/english-grammar/punctuation/>

Grammar

revision: https://www.grammarbook.com/english_rules.asp

Spelling: <https://www.bbc.co.uk/teach/skillswise/spelling/z6c6d6f>

Revision of non-fiction

texts: <https://www.bbc.co.uk/bitesize/guides/z97mxnb/revision/1>

'A Midsummer Night's Dream' on BBC

Bitesize: <https://www.bbc.co.uk/bitesize/topics/zxgcwmn>