



# FRAMEWORK FOR LEARNING



## CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

## HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

## SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

## SUBJECT

## ENGLISH

## INTENT

Studying English at CHS South allows learners to be submersed in a vast array of texts that will challenge, inspire and excite them. We aim to provide students with the tools and knowledge needed to learn to appreciate the beauty of language through exploration of the writer's craft. With a huge emphasis on creativity and the discovering and utilising of their voice, opinions and ideas are shared and developed through exploratory talk, which is an integral part of our curriculum. We pride ourselves on our strong moral purpose to prepare students not only for the classroom, but for life beyond – offering opportunity upon opportunity to explore current topics, widening their understanding of the world in which they live. Sharing our passion for this subject helps to ignite a passion for reading, writing and all things English related in our students. Some incredibly challenging texts and concepts are explored through accessible and relatable thematic links, pushing students to think outside of the box and develop their own blossoming opinions on the written word. We aim to inspire, to challenge and to help develop happy, creative and successful learners through our expertly planned, colourful curriculum.



## YEAR GROUP

### YEAR 7

## RATIONAL / NARRATIVE

During Year 7, students will be exploring a variety of fiction and non-fiction texts and analyse how a writer communicates messages through linguistic devices. Students will be expected to respond creatively to reading material and extend their own use of linguistic devices in creative writing. Exploratory talk will also be introduced where students will 'find their voice' and showcase their perspective on the key topics throughout the year.

## TERM KNOWLEDGE

### AUTUMN 1

#### Transition - Adventure

- Explore the 9 reading strategies in relation to theme of Identity, linked to our transition text The Lion Above the Door
- Apply reading strategies to nonfiction and fiction texts

#### Adventure Writing

- Students will study a selection of the following; Alice in Wonderland/Robinson Crusoe/ Sea of Monsters/ Harry Potter/A Kid Who Comes from Space as a stimulus to write their own adventure narrative
- Knowledge of how figurative language and vocabulary choice presents meaning
- Overview of plot
- How the setting presents meaning and establishes tone
- Structure and pace
- Characterisation

### AUTUMN 2

#### Non-Fiction: Unlocking Secrets

- Students will develop their knowledge of 'secrets' from past including the rise of fake news, social media and conspiracy theories. Students will explore the power of rhetoric and will build on their skills of discursive writing in the form of article writing. Current affairs from 20th-21st century texts, including social media, conspiracy theories, making judgements on key events
- Linguistic devices within non-fiction texts
- Knowing how to identify the purpose, audience and context of writing
- Exploring a new form of writing, non-fiction, further enhancing knowledge of reading strategies for a new text form

### SPRING 1

#### Contemporary Novel: The Giver

- All Year 7 students will build on their knowledge of the adventure genre by reading the dystopian novel, The Giver. This provides students with a greater challenge due to the nature of reading a full novel, combined with exploring the genre of dystopia.
- The Giver provides opportunity for Year 7 students to grapple with their personal identities, and explore wider issues of control, identity and community which will feed into subsequent units of work
- Characterisation and how this is used to present meaning – students will develop their understanding of the importance of being an individual, differentiating themselves from their

### SPRING 2

#### Poetry Identity & Culture

- Students will explore poetry from a variety of voices to better understand their identity. This builds on thematic links from The Giver in terms of personal development, and also supports their practice of the reading strategies.
- Explore a range of poetry from different eras, establishing their knowledge of identity throughout time
- How to grapple with various styles and forms of poetry, discovering the meaning behind this
- Explore the contextual relevance of each poem, linking to the social / historical period in which it was written
- Exploring the meaning of identity and how this is reflected in the poems (geographical

### SUMMER 1

#### Shakespeare - The Tempest

- All Year 7 students will study The Tempest. This will build on their knowledge from previous units, as they will continue to grapple with issues around identity, morality and adventure. The added complexity of reading Shakespearean English will allow for a greater level of challenge.
- Students will begin the unit with a creative writing segment to introduce key themes such as betrayal and danger. Students will develop their use of structural features, a bridge between the Adventure unit this year and the 'Writing to Thrill' unit that is coming next year
- The whole plot of the play will be explored in depth

### SUMMER 2

#### Shakespeare - The Tempest / Discursive Writing

- Students will complete their reading of The Tempest and end the school year with a discursive writing unit. This form of writing builds on the writing skills already established as students are grappling with presenting a well-formed argument, utilising their personal beliefs as well as reflecting on the world around them. Knowledge gained throughout Year 7 will allow for students to end the school year with a stronger voice, identity and reading / writing skills
- Study of a variety of styles of non-fiction forms of writing, particularly the use of speeches and articles



<ul style="list-style-type: none"> <li>• Key themes</li> <li>• Narrative voice</li> <li>• Narrative Writing</li> <li>• Constructing an adventure story</li> <li>• Building characterisation</li> <li>• Incorporating linguistic devices into writing</li> <li>• Developing a clear, structured narrative based on the theme of adventure.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of different voices and perspectives within texts</li> <li>• Utilising the knowledge gained from reading to support comprehension</li> <li>• Engaging with a fiction class reader to further enhance reading comprehension and to encourage the reading of a wide range of texts. This is built on the reading skills established in Autumn.</li> </ul>	<p>peers and establishing an identity</p> <ul style="list-style-type: none"> <li>• Inferring meaning from the structure and pace of a whole narrative</li> <li>• Understanding overarching themes of dystopia, individuality, rules and control</li> <li>• *Social and historical context of dystopian writing from an American author</li> <li>• The methods used by the writer to convey key ideas</li> <li>• Reading strategies will be developed, particularly inference skills</li> <li>• Project based learning will ensure students are communicating their understanding of texts in creative ways and with the support of different subject areas</li> <li>• Crafting our Grammar (CoG) will be explored explicitly looking at ways in which students can develop their analytical writing</li> <li>• Introduction of the Ark Curriculum will establish greater accuracy in grammatical</li> </ul>	<p>location, culture or heritage)</p> <ul style="list-style-type: none"> <li>• Develop appreciation of poetry as a form of expression</li> <li>• Poetic conventions and understanding how these have been used to evoke meaning</li> <li>• Building on the knowledge gained from Ark curriculum to allow for further appreciation of poetic form.</li> </ul>	<ul style="list-style-type: none"> <li>• Characterisation and the symbolism behind each character</li> <li>• Themes such as revenge, morality and justice which leads on to similar themes to be looked at in some Year 8 units (social justice, Animal Farm, Julius Caesar)</li> <li>• The methods used by Shakespeare to convey key ideas such as vocabulary choices, linguistic devices and structural shifts</li> <li>• Contextual issues surrounding the play such as colonisation and Shakespeare's life <ul style="list-style-type: none"> <li>• The play as a form</li> <li>• Continuing to build on knowledge gained from Ark curriculum of grammar and syntax.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explore social and Environmental issues concerning our community and country, reflecting on the wider impact of these issues</li> <li>• Environmental issues surrounding the wider area and the planet</li> <li>• Creating successful persuasive campaigns and writing, utilising knowledge of rhetoric and linguistic devices</li> <li>• Writing and performing Ignite speeches, using knowledge gained from across the school year around how they can use their perspective and voice to change the world around them</li> <li>• Continuing to build on knowledge gained from Ark curriculum of grammar and syntax.</li> </ul>
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## SKILLS

<ul style="list-style-type: none"> <li>Engage with a range of classic adventure tales and explore how the themes are embedded within the story</li> <li>Develop a love of reading</li> <li>Show an awareness of the writer's methods</li> <li>Include subject terminology confidently when writing responses</li> <li>Plan stories and descriptions successfully to ensure that they clear</li> <li>Produce a complete narrative linked to the theme of adventure</li> <li>Embed a range of linguistic devices into their own narrative</li> <li>Showcase their adventure story through reading and sharing with peers.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an awareness of different styles of non-fiction texts and analyse the impact on the reader</li> <li>Read and research set topics related to the theme of 'unlocking secrets'</li> <li>Explore current affairs surrounding these topics and develop a wider appreciation of key events in history</li> <li>To select and retrieve relevant information from a text</li> <li>To synthesise pertinent information</li> <li>To use evidence to ensure arguments are developed and secure</li> <li>To explore their own 'voice' when writing non-fiction texts</li> <li>Include linguistic devices to enhance arguments in written responses.</li> <li>To present their own view on topics covered and present this convincingly both orally and through written work.</li> </ul>	<p>structures when writing analytically.</p> <ul style="list-style-type: none"> <li>Read a full novel using the 9 reading strategies introduced in Autumn 1, Reader's Theatre and Disciplinary Reading skills such as 'prediction' and breaking down information.'</li> <li>Show an awareness of the writer's methods, making inferences and referring to evidence in the text to analyse this effectively.</li> <li>Identify and comment on how figurative language and vocabulary choice presents meaning</li> <li>Include subject terminology confidently when analysing and writing responses</li> <li>Embed a range of quotes and references to support their ideas</li> <li>Plan essays successfully to ensure that they are clearly explained</li> <li>Structure a coherent and well-structured essay</li> <li>Explore the contextual background of a text and how that links</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate different styles and forms of poetry</li> <li>Explore different eras and voices within a range of poems</li> <li>Analyse the form and structure of poems and the deeper messages within these</li> <li>Include subject terminology confidently when analysing and writing responses</li> <li>Plan essays successfully to ensure that they are clearly explained</li> <li>Analyse the use of language and its impact on the reader including use of vocabulary, form and structural features</li> <li>Embed a range of quotes to support their ideas</li> <li>Develop their knowledge of poetic devices</li> <li>Create own performance poetry linking to the theme of identity.</li> <li>Utilising skills gained from Ark Curriculum to improve grammar and syntax when writing analytically.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the play's concepts and themes</li> <li>Explore the wider messages and how they link to the wider world we live in today, particularly in terms of colonisation and revenge</li> <li>Develop awareness of characterisation and symbols within the play</li> <li>Show an awareness of Shakespeare's methods</li> <li>Include subject terminology confidently when analysing and writing responses</li> <li>Embed a range of quotes and references to support ideas</li> <li>Plan essays successfully to ensure that they are clearly explained</li> <li>Structure a coherent and well-structured essay</li> <li>Analyse the use of language and its impact on the reader</li> <li>Explore the contextual background of the play and how that links with the ideas within that text</li> </ul>	<ul style="list-style-type: none"> <li>To hone their reading analysis skills by completing an essay on The Tempest for the Progress Test</li> <li>To further enhance skills of rhetoric, informing their own perspectives and voices to persuade others of their point of view</li> <li>To use structural features to develop well-formed and arguments</li> <li>To research different environmental issues</li> <li>To present a non-fiction piece of writing which supplements the product created for their project</li> <li>Utilising skills gained from Ark Curriculum to improve grammar and syntax when writing analytically and creatively.</li> </ul>
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## READING, WRITING, TALK, NUMERACY

<ul style="list-style-type: none"> <li>• Variety of different reading strategies used when exploring the transition text – asking questions and breaking down information in particular.</li> <li>• Creative writing opportunities throughout the unit</li> <li>• Oracy strategies used to present and share creative writing projects</li> <li>• Fortnightly library lessons will allow for reading strategies and communication skills to be developed, further supporting an appreciation and love of reading</li> <li>• Crafting our Grammar (CoG) will be explored explicitly looking at ways in which students can develop their creative writing</li> </ul>	<ul style="list-style-type: none"> <li>• Debating and decoding skills will be developed as students’ grapple with the various mysteries.</li> <li>• Oracy strategies such as listening and responding will also be focused on to ensure all points of views are explored.</li> <li>• Discursive writing opportunities applying their knowledge of purpose, audience and context of writing</li> <li>• Crafting our Grammar (CoG) will be explored explicitly looking at ways in which students can develop their persuasive writing through the grammatical choices that they make</li> <li>• Fortnightly library lessons will allow for reading strategies and communication skills to be developed, further supporting an appreciation and love of reading</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that students develop the quality of their analysis of literature in an SQI style essay.</li> <li>• Utilising the knowledge gained from Ark lessons to develop analytical writing and syntax</li> <li>• Students will discuss and debate key plot and characterisation decisions made by the author when studying the novel</li> <li>• Fortnightly library lessons will allow for reading strategies and communication skills to be developed, further supporting an appreciation and love of reading</li> <li>• Fortnightly exploration of the Ark curriculum will enhance student’s grammar and syntax.</li> </ul>	<ul style="list-style-type: none"> <li>• Visualisation and debating skills will be developed when reading a variety of poems from different eras and cultures.</li> <li>• Performance poetry will be explored which will encourage students to be creative through writing and talk.</li> <li>• Exploratory talk will be developed as we delve into the anthology and develop our ‘Ignite’ speeches in preparation for Summer 2.</li> <li>• Crafting our Grammar (CoG) will be explored explicitly looking at ways in which students can develop their analytical writing.</li> <li>• Fortnightly library lessons will allow for reading strategies and communication skills to be developed, further supporting an appreciation and love of reading</li> <li>• Fortnightly exploration of the Ark curriculum will enhance student’s grammar and syntax.</li> </ul>	<ul style="list-style-type: none"> <li>• Characters within the play will be brought to life through drama and role play, particularly through Reader’s Theatre.</li> <li>• Students decode language and debate deeper meanings of themes within the play.</li> <li>• Crafting our Grammar (CoG) will be explored explicitly looking at ways in which students can develop their analytical writing.</li> <li>• Fortnightly library lessons will develop an appreciation for a love of reading</li> <li>• Fortnightly library lessons will allow for reading strategies and communication skills to be developed, further supporting an appreciation and love of reading</li> <li>• Fortnightly exploration of the Ark curriculum will enhance student’s grammar and syntax.</li> </ul>	<ul style="list-style-type: none"> <li>• Characters within the play will be brought to life through drama and role play</li> <li>• Students decode language and debate deeper meanings of themes within the play</li> <li>• Collection of data and research for team projects will strengthen students’ interpersonal skills and team building skills</li> <li>• Discursive writing opportunities to consolidate findings of research project</li> <li>• Students will use their oracy strategies to deliver their ‘Ignite’ speech</li> <li>• Students will develop their writing and communication skills in tandem for their persuasive campaign</li> <li>• Crafting our Grammar (CoG) will be explored explicitly looking at ways in which students can develop their discursive writing</li> <li>• Fortnightly library lessons will allow for reading strategies and communication skills to be developed, further supporting an appreciation and love of reading</li> </ul>
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<p><b>TIER 2 VOCABULARY</b></p> <p><b>TIER 3 VOCABULARY</b></p> <p><b>PSPSMC, BRITISH VALUES AND DIVERSITY</b></p>						<ul style="list-style-type: none"> <li>Fortnightly exploration of the Ark curriculum will enhance student's grammar and syntax.</li> </ul>
	Contrast Create Describe Review Role	Debate Discuss Evaluate Interpret Method	Analyse Annotate Context Suggest Method	Analyse Annotate Comment Structure Context	Analyse Annotate Consider Context Method	Consider Create Debate Develop Discuss
	Protagonist Genre Atmosphere Perspective Characterisation	Verification Phenomenon Enigmatic Scrutinise Perplex Bewildered	Dystopia Development Allegory Rituals	Metre Enjambment Tone Narrative voice Identity Perspective	Isolation Justice Hierarchy Colonisation Emancipated Vengeance Protection	Evolution Community Exploitation Innovation Viral Disseminate Environmentalist Eco system Audacious
<p>Social/Cultural: Students will explore a wide range of genres developing their social and cultural knowledge of texts.            British Values: Pupils will engage with and explore different periods and be exposed to British History in Literature.</p>	<p>British Values discussions surrounding individual liberty.            Social skills will be built as they learn how to structure their own arguments and respond to others'.            Personal awareness of own views on situations where students should provide justifications for their opinions ensuring they are using evidence to support their ideas.            They will be encouraged to view topics with a balanced view and use what evidence they are presented with to support them in making a decision.            Diversity:</p>	<p>Social/Cultural contexts will be explored. Students will explore what life is like for children in other cultures and relate this to their lives and communities.            Moral literacy will be strengthened as students explore key events such as the ending scene, exploring the justification.            British Values and the notion of justice and freedom will be explored.            Diversity:            Students will read and reflect upon the voices of the protagonist's family and community, reflecting on their varied perspectives on key events. Reading a</p>	<p>Personal confidence will be developed as students access the theme of identity and grasp a stronger understanding of the world around them.            Cultural significance of the poems they are reading will be explored and how it may apply to their own culture.            British Values will be explored as students will be asked to interpret identities and think about how this relates to their communities, as well as tolerance and respect for others.            Spiritual awareness and individualism will be explored, as well as what makes up an identity.</p>	<p>British values such as liberty, tolerance, and respect will be explored when considering the theme of colonisation, revenge and power in The Tempest.            Personal confidence will be developed as students begin to write their Ignite speeches this half term exploring what issues matter to them and rehearsing for a performance.            Diversity:            Students will explore and reflect on the impact of colonisation within the context of the play, and how this has impacted the world that we live in today.</p>	<p>British values will be explored as students talk, read, and write about environmental issues that matter to them, as well as personal awareness on how environmental issues are impacting all of us and our future.            Students will personally reflect on their stance on worldly issues and explore how they can contribute to a better society            Diversity:            Students will hear from a variety of voices petitioning for a better world. Students will reflect on how climate change impacts people of different walks of life, therefore being inspired</p>	





		<p>Students will read and explore opinions around the rise of social media and will debate the relevance of conspiracy theories. This will hone their skills of tolerance and respect when considering the diverse opinions of others.</p>	<p>dystopian novel will give an alternative perspective to the current world we live in.</p>	<p>Diversity: Students will read and discover poems from a variety of different voices and poets of different experiences to widen their cultural capital. Poetry linking to different racial, cultural and social identities will be explored in depth.</p>		<p>to make a change within their own communities.</p>
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