

# English Teaching and Learning Portfolio

## Year 7

### The Writing Curriculum

#### Suspense Stories

- LO: To create a piece of narrative writing which creates suspense by using a wide range of sentence structures and types to achieve this.
- LO: How music can create suspense.
- LO: Foreshadowing
- LO: Part of speech-nouns, verbs adjectives and adverbs
- LO: Collaborative writing
- LO: Recap on the terms noun, adjective, verb and adverb.
- LO: Explore how language choices create an effect on the reader.
- LO: Explore how sentence lengths create suspense.
- LO: Explore how sentence lengths and punctuation create a dramatic point.
- LO: Explore cliff hangers: predict what happens next.
- LO: How voice over can create suspense.
- LO: Options – write a short story, answer some challenging questions, create a character's journal through doodles and extracts.
- LO: Explore how language choices reveal context.
- LO: Make notes on narrative structure.
- LO: Explore how sentence lengths and punctuation create an effect.
- LO: Explore how word choices create an effect.
- LO: Explore the author's choice of resolution.
- LO: Punctuating speech
- LO: Looking at context through word choices
- LO: Following the narrative structure
- LO: To give an opinion on the writer's choice of resolution.
- LO: Write a suspense story
- LO: Proof reading your own writing
- LO: Peer assess using a marking ladder
- LO: Giving feed forward comments
- LO: Edit and correct your writing

#### Introduction to Shakespeare

- LO: Learn about William's Shakespeare's life
- LO: Making notes on a Power Point and a video
- LO: Who Was William Shakespeare?
- LO: Family History and Early Life
- LO: Anne Hathaway
- LO: London and The Lord Chamberlain's Men
- LO: Owner of Property and Landlord
- LO: The Globe and Shakespeare's Plays
- LO: Shakespeare's Legacy
- LO: Sonnets
- LO: All's Well That Ends Well
- LO: Using information to create a new text
- LO: Learn about The Globe Theatre
- LO: Learn about what it was like to visit the Globe Theatre in Shakespeare's time
- LO: Illustrate and label the Globe Theatre
- LO: Identify key historic facts
- LO: Write a summary of a tragedy play
- LO: Write a summary of a comedy play
- LO: Explore a film review
- LO: Tragedy, Comedy or History?
- LO: Richard III
- LO: Macbeth
- LO: A Midsummer Night's Dream
- LO: Hamlet
- LO: Love's Labour's Lost
- LO: All's Well That Ends Well
- LO: Anthony and Cleopatra
- LO: Much Ado about Nothing
- LO: Othello

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LO: Setting description using sound  
LO: Character and foreshadowing  
LO: Women in Shakespeare's time  
LO: Foreshadowing comes true  
LO: Daggers for King Duncan  
LO: Shakespearean insults  
LO: All Hail Macbeth! King of Scotland  
LO: A Trap for Banquo  
LO: Using Shakespeare's language  
LO: Something wicked this way comes  
LO: To understand the use of the supernatural in Elizabethan times  
LO: Witches in Shakespeare's time  
LO: Deadly British animals and plants  
LO: The Perfect Potion using imperative verbs  
LO: Preparing for battle  
LO: Birnham wood comes to Dunsinane  
LO: Drawing the story  
LO: Preparing to write a film review  
LO: Explore a film review  
LO: Background research for a film review  
LO: Write a film review  
LO: Proof reading your own writing  
LO: Peer assess using a marking ladder  
LO: Giving feed forward comments  
LO: Edit and correct your writing

## The Reading Curriculum

### Holes

LO: Predicting setting  
LO: Reading for information  
LO: Explore mood through setting  
LO: Reading for information  
LO: Exploring Stanley Yelnats using quotations  
LO: Exploring Mr Sir using quotations  
LO: Exploring messages in a keyword  
LO: Writing a PEEL paragraph using alternative interpretations  
LO: Exploring alternative interpretations in a word  
LO: Summary of the sub-plot  
LO: Show understanding of events  
LO: Making predictions  
LO: Exploring the Warden using quotations  
LO: How to write PEEL  
LO: Exploring character development  
LO: Creating a newspaper article  
LO: Exploring atmosphere through weather  
LO: Product Design  
LO: Marketing your product  
LO: Exploring features of 'The Western'  
LO: Exploring genre  
LO: Exploring the social historical context of the novel  
LO: "The History and People of the Wild West"  
LO: Character evaluation  
LO: Hero and villain vocabulary  
LO: Who are the heroes and villains in 'Holes'?

### Charlie and the Chocolate Factory

LO: To learn about Roald Dahl, the author of "Charlie and the Chocolate Factory".  
LO: Study a character Introducing Charlie  
LO: Study the setting The Factory  
LO: Study a technique Creating Suspense  
LO: To explore how Roald Dahl creates suspense  
LO: The Plot

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LO: To explore how Roald Dahl creates sympathy for the Bucket family  
LO - To develop knowledge and understanding of how Roald Dahl presents the character of Willy Wonka  
LO: Study another character Augustus Gloop  
LO: To check understanding of what is read  
LO: To write an effective description  
LO: To consolidate understanding of the story and characters through sequencing  
LO: To use inference and deduction skills to work out how the story will end  
LO: Writing about character using evidence from the text