


SUBJECT: ENGLISH

| YEAR GROUP | Year 7 | | | | | |
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| Rationale | The KS3 curriculum builds on the skills taught at KS2 while beginning to establish the foundations for KS4. Students read a range of fiction and non-fiction: prose, poetry and drama texts, both extracts and in their entirety. They read for a range of different purposes, are taught how to respond critically to texts that they have read, but are also encouraged to read for enjoyment. Staff in the English department feel that literature can promote awareness of essential citizenship skills and broaden social, historical and cultural horizons. Students write in a variety of styles and participate in group discussion and formal presentations. All activities, resources and learning are differentiated so that they are age and ability appropriate. | | | | | |
| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
| Topic/Unit | Reading fiction | Reading fiction: | Reading fiction: | Reading fiction: | Reading fiction/drama: | Fiction Writing: |
| Knowledge and Understanding | A Selection of Roald Dahl's 'Tales of the Unexpected' Introduction to concept of character development Writing non-fiction: Autobiographical genre. Writer's techniques and SPAG- re: Y7 Writing Challenges | A Selection of Roald Dahl's 'Tales of the Unexpected' Y7 Poetry Anthology Writer's Craft E.g. effects of vocab, imagery Writing: Character Analysis Essay Writing. Writer's techniques and SPAG Writing Challenges Poetry Structures: Eg. Haiku, acrostic, limerick | Class teacher chooses a novel from the Y7 selection. Reading non-fiction: ie. Letters understanding /analysing persuasive argument Writing non-fiction: Letter writing Format, punctuation, tone of a formal and informal letter. Writer's techniques and SPAG- re Y7 Writing Challenges | Class teacher continues reading novel from the Y7 selection. Writing non-fiction: Format and construction of speech writing (Citizenship) Writer's techniques and SPAG re Writing Challenges Speaking and Listening: Presentation of a written speech | Read and analyse selected extracts from 'A Midsummer Night's Dream' Non-fiction Reading: Exploring the context and back-ground to Shakespeare and his life Writing Challenges | Empathy writing as a character from the play Speaking and Listening: Performance Poetry Writing Challenges |
| Skills and Understanding | Reading: Reading Comprehension Inference and deduction. Writer's craft. Personal response to text Writing nonfiction: Be able to craft writing according to Writing Challenge guidance. Be able to write autobiographically Plot, vocabulary choices | Reading: Reading Comprehension Inference and deduction Writer's craft Personal response to text Analytical Writing: Develop skills of written literary analysis. Be able to craft writing according to Writing Challenge guidance. Be able to analyse and write poems demonstrating understanding of: similes, metaphors, | Reading: Reading Comprehension Inference and deduction Writer's craft Personal response to text Writing nonfiction: Be able to write a letter following the correct format and punctuation. Be able to respond formally to someone's opinion Be able to craft writing according to Writing Challenge guidance | Reading: Reading Comprehension Inference and deduction Writer's craft Personal response to text Writing nonfiction: Be able to write a speech using the correct format and punctuation. Be able to craft writing according to Writing Challenge guidance. Be able to present a formal speech | Reading: Reading and understanding of the play. Analysing Shakespeare's language and techniques Extended writing about extracts Demon-strating an understanding of character, plot and atmosphere Beginning to select key vocabulary choices and reflect on their significance. Introduction to library research skills Collate and record | Reading: Reading Comprehension Inference and deduction Writer's craft Personal response to text Writing non-fiction: Be able to craft writing according to Writing Challenge guidance Speaking and Listening: Understand the concept of and be able to deliver a performance poem |



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| | | personification, alliteration | | | research on Shakespeare Use this information to inform understanding and writing about 'A Midsummer Night's Dream' | |
| Assessments | Baseline Assessment: writing an autobiographical story | Core Assessment: Fiction Reading: Write a character analysis essay | Core Assessment nonfiction writing Writing a persuasive letter using the correct tone and address | Core Assessment: spoken English & citizenship: Plan, draft, write and deliver a speech giving opinions or being | Core Assessment: writing: Shakespeare: Explore an extract from 'A <i>Midsummer Night's Dream</i> ' | Fiction Writing: Imagine you are... (writing as a character Ongoing Assessments of writing and speaking and listening |

- Unless explicitly stated, speaking and listening skills are developed as an integral part of the teaching of reading and writing.
- A programme of library visits gives Y7 pupils the opportunity to develop research skills and a love of reading.
- A 'First News' programme engages pupils with recent events and to develop their 'locate and retrieve' reading skills.