

TERM	Year 7
T1 KNOWLEDGE	<p>BASELINE WRITING:</p> <ul style="list-style-type: none"> • the content of the KS3 writing mark scheme • the range of punctuation that can be used for effect <p>ADVENTURE FICTION:</p> <ul style="list-style-type: none"> • the key narrative terms used to describe the features and structure of a text • a range of suspense techniques used by writers • to consolidate knowledge about the rules of speech punctuation and how to integrate it into narrative detail • narrative sequencing and the effect of a writer's choices. • the structure of a cohesive and effective PEE paragraph. •
T1 SKILLS	<p>BASELINE WRITING:</p> <ul style="list-style-type: none"> • to identify and use a range of techniques that writers use to engage their reader • to plan, draft and write an independent response to a picture • To edit for accuracy, cohesion and interest <p>ADVENTURE FICTION:</p> <p>Reading</p> <ul style="list-style-type: none"> • to analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology • to evaluate texts critically and support this with appropriate textual references • to know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning • to study the effectiveness and impact of the grammatical features of the texts they read • to be able to write using a PEEL structure which shows understanding of a writer's techniques <p>Writing</p> <ul style="list-style-type: none"> • to be able to independently choose a method of planning to create an original narrative. • to apply their growing knowledge of vocabulary, grammar and text structure to their writing

	<ul style="list-style-type: none"> • to use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation • to draw on knowledge of literary and rhetorical devices from their reading to enhance the impact of their writing • to plan, draft, edit and proof-read through considering how their writing reflects the audiences and purposes for which it was intended; and amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
T2 KNOWLEDGE	<p>DYSTOPIAN FICTION:</p> <ul style="list-style-type: none"> • the features of dystopian fiction (plot, character and setting) • the language used when exploring dystopian fiction • consolidation of the PEE and PEEL structure for responding to a text • the structure of a formal essay <p>INTRODUCTION TO DICKENS:</p> <ul style="list-style-type: none"> • the importance of the social and historical context of a text • to consolidate knowledge of subordinate clause openers to add variety to a non-fiction text • how to use semicolons to write a complex list • what pathetic fallacy is and how to recognise it in a text • a range of figurative language terms
T2 SKILLS	<p>DYSTOPIAN FICTION:</p> <ul style="list-style-type: none"> • to annotate a text with key features of a genre • to analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology • to evaluate texts critically and support this with appropriate textual references • to know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning • to plan and write an extended reading response to a text (formal essay) <p>INTRODUCTION TO DICKENS:</p>

	<ul style="list-style-type: none"> • to extend and apply the grammatical knowledge in the key stage 2 programme of study to analyse more challenging texts • to use standard English confidently in their own writing • to discuss language with precise and confident use of linguistic and literary terminology • to be able to analyse a quotation in detail to make inferences about a character • to explain how the social and historical context of a text influences its language and themes • to be able to identify and analyse a range of narrative techniques in a text (including figurative language)
SUMMATIVE ASSESSMENT 1	<p>Reading:</p> <ul style="list-style-type: none"> • T2 - Essay on Chapter One of 'The Hunger Games' - How does Suzanne Collins create a believable dystopian society?' (mark /24) (response to a series of questions for SEND pupils who require it) <p>Writing:</p> <ul style="list-style-type: none"> • T1 - Baseline writing piece, marked with a TA (technical accuracy) mark from the middle schools' KS3 mark scheme (mark /16) • T1 - build up to a creature attack (mark /40)
T3 KNOWLEDGE	<p>FRANKENSTEIN - THE PLAY:</p> <ul style="list-style-type: none"> • the social and historical context of a text (Enlightenment) and how it can help the reader understand the writer's choices • the features of a playscript compared to prose • how the stage directions of a playscript can add to our understanding of character and atmosphere • the techniques used to write effectively as a character • how to use a range of punctuation for a specific effect (to reveal details of a character)
T3 SKILLS	<p>FRANKENSTEIN - THE PLAY:</p> <p>Reading</p> <ul style="list-style-type: none"> • to compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts (the playscript of 'Frankenstein' with Mary Shelley's original text) • to show understanding of the relationships between texts and the contexts in which they were written

	<ul style="list-style-type: none"> to know and understand the differences between spoken and written language, including differences associated with formal and informal registers <p>Writing</p> <ul style="list-style-type: none"> to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register to use stage directions in an original script to use persuasive techniques in an original speech to use a range of language techniques to write effectively as a character to use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation to draw on knowledge of literary and rhetorical devices from their reading to enhance the impact of their writing to plan, draft, edit and proof-read through considering how their writing reflects the audiences and purposes for which it was intended; and amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness to participate in formal debates and structured discussions, summarising and/or building on what has been said (the innocence/guilt of Victor Frankenstein)
T4 KNOWLEDGE	<p>POETRY - PEOPLE AND PLACES:</p> <ul style="list-style-type: none"> a range of poetic techniques that a poet's language choices are often influenced by their sense of place SLIME as a way of analysing a poem (structure, language, imagery, meaning, effect)
T4 SKILLS	<p>POETRY - PEOPLE AND PLACES:</p> <ul style="list-style-type: none"> to annotate poems for language techniques to identify and interpret explicit and implicit information and ideas to select evidence from different texts to show understanding of the relationships between texts and the contexts in which they were written to know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning to recognise a range of poetic conventions and understand how these have been used

	<ul style="list-style-type: none"> • to organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts • to discuss language with precise and confident use of linguistic and literary terminology
SUMMATIVE ASSESSMENT 2	<p>Reading:</p> <ul style="list-style-type: none"> • T4 - Essay - How does (the poet) present the importance of cultural identity? (mark /24) <p>Writing:</p> <ul style="list-style-type: none"> • T3– a ‘discovered’ letter from a character
T5 KNOWLEDGE	<p>‘THE BONE SPARROW’ - NOVEL STUDY:</p> <ul style="list-style-type: none"> • to consolidate knowledge of close reading strategies and Y7 reading focuses: independent selection of evidence, PEEL structure, importance of context, identification of language techniques • the language features of an informal blog
T5 SKILLS	<p>‘THE BONE SPARROW’ - NOVEL STUDY:</p> <p>Reading</p> <ul style="list-style-type: none"> • to identify and interpret explicit and implicit information and ideas • to evaluate texts critically and support this with appropriate textual references • to know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning <p>Writing</p> <ul style="list-style-type: none"> • to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register • to use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation • to use the language features of a blog in a piece of informal writing • to plan, draft, edit and proof-read through considering how their writing reflects the audiences and purposes for which it was intended; and amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
T6 KNOWLEDGE	<p>HISTORY OF LANGUAGE:</p>

	<ul style="list-style-type: none"> • Latin and Greek influences on Modern English • The features of Old English and Middle English • The language and characters in The Canterbury Tales (Chaucer) <p>INTRODUCTION TO SHAKESPEARE:</p> <ul style="list-style-type: none"> • Shakespeare's life and times • the features of Shakespearean comedy and tragedy • the story of 'Twelfth Night' and how to recognise the comedy features within it • iambic pentameter • the rhyme scheme of a sonnet
T6 SKILLS	<p>HISTORY OF LANGUAGE:</p> <ul style="list-style-type: none"> • to identify and interpret explicit and implicit information and ideas • to show understanding of the relationships between texts and the contexts in which they were written • to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register • to extend and apply the grammatical knowledge in the key stage 2 programme of study to analyse more challenging texts <p>INTRODUCTION TO SHAKESPEARE:</p> <ul style="list-style-type: none"> • to use strategies to understand unfamiliar language • to explain the features of a Shakespearean comedy • to identify and interpret explicit and implicit information and ideas • to evaluate texts critically and support this with appropriate textual references • to recognise a range of poetic conventions and understand how these have been used to organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
SUMMATIVE ASSESSMENT 3	<p>Reading:</p> <ul style="list-style-type: none"> • T6 - End of Year 7 assessment - reading response to an extract (mark /24)

	Writing:
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- T5 - Informal writing - Queenie's blog from the refugee camp (mark /40)
- T6 - Writing assessment (mark /40)

Curriculum Enrichment	
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