

TERM	Year 7
T1 KNOWLEDGE	BASELINE WRITING: - the content of the KS3 writing mark scheme - the range of punctuation that can be used for effect ADVENTURE FICTION: - 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	BASELINE WRITING: - 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 ADVENTURE FICTION: Reading - 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 Writing - 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

	• 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	DYSTOPIAN FICTION: • 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 INTRODUCTION TO DICKENS: • 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	DYSTOPIAN FICTION: • 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) INTRODUCTION TO DICKENS:

	• 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	Reading: • 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) Writing: • 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	FRANKENSTEIN - THE PLAY: • 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	FRANKENSTEIN - THE PLAY: Reading • 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

	- to know and understand the differences between spoken and written language, including differences associated with formal and informal registers Writing - 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	POETRY - PEOPLE AND PLACES: - 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	POETRY - PEOPLE AND PLACES: - 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

	- 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	Reading: - T4 - Essay - How does (the poet) present the importance of cultural identity? (mark /24) Writing: - T3– a ‘discovered’ letter from a character
T5 KNOWLEDGE	‘THE BONE SPARROW’ - NOVEL STUDY: - 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	‘THE BONE SPARROW’ - NOVEL STUDY: Reading - 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 Writing - 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	HISTORY OF LANGUAGE:

	• Latin and Greek influences on Modern English • The features of Old English and Middle English • The language and characters in The Canterbury Tales (Chaucer) INTRODUCTION TO SHAKESPEARE: • 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	HISTORY OF LANGUAGE: • 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 INTRODUCTION TO SHAKESPEARE: • 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	Reading: • T6 - End of Year 7 assessment - reading response to an extract (mark /24)

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