



**English**

**Year 07**

	<p><b>Intent</b>  <b>To develop knowledge acquired in KS2 and connect this learning with our KS3 curriculum.</b>  <b>To provide an in-depth understanding of meaning in literary texts, developing awareness of the context in which they're produced and received</b>  <b>To understand the significance of the hero character in narratives and how these are constructed by writers</b>  <b>To develop their own writing voice, through encouragement of close crafting, working in a range of textual forms</b>  <b>To explore the significance of Shakespeare's work and his prominence within the Literary canon</b></p> <p>Homeworks alternate between spelling and project-based tasks and all Y7 pupils also have a one-hour LRC lesson, which includes private reading time, each fortnight. Knowledge Organisers support the learning and understanding in all units.</p>		
	<p><b>Unit 1: Favourite Fiction</b></p>	<p><b>Unit 2: Making My Mark</b></p>	<p><b>Unit 3: Shakespearean Comedy – The Tempest</b></p>
<p><b>Knowledge</b> (facts, information, concepts and key terminology)</p>	<ul style="list-style-type: none"> <li>• What does fiction do &amp; what kinds of things it does to the reader.</li> <li>• How to explain what an author does in each little bit of text – a quotation - &amp; how little bits of text work</li> <li>• What must a first page do. And to appreciate how the writer engages the reader.</li> <li>• Know what is evocative and emotive in fiction. To know what is happening with our emotions when we read</li> <li>• What the secret is of a good story. How mystery &amp; suspense are created.</li> <li>• Embedding quotations from a piece of fiction when writing a detailed story review</li> </ul>	<ul style="list-style-type: none"> <li>• What is meant by rhetoric</li> <li>• Key linguistic components of rhetoric</li> <li>• The effect and impact of these leading linguistic components of rhetoric</li> <li>• The structural components of discourses where rhetoric is commonly used: speech, letter, editorial article.</li> <li>• Components of analytical writing</li> <li>• Writing more controlled sentences</li> <li>• Components of writing for different purposes</li> <li>• Components of a formal speech to an audience</li> </ul>	<ul style="list-style-type: none"> <li>• The key conventions of Shakespearean Comedy</li> <li>• Figurative language devices and their effect</li> <li>• Dramatic structuring devices</li> <li>• The use of the dramatic irony, bawdy language, mistaken identity to create humour.</li> <li>• The historical influence on the play's production</li> <li>• The different audience responses over time to the characters of Caliban and to Miranda.</li> <li>• Components of analytical writing</li> <li>• Components of writing to entertain and writing to persuade.</li> </ul>
<p><b>Understanding</b> (ability to connect and synthesise knowledge within a context)</p>	<p>By the end of this term we want pupils to understand how fiction works and how they can write about it, explaining how and why they are engaged, how and why an author uses some of the techniques and approaches they use, and finally how this is exemplified in brief quotations from a text. Students writing should be getting more controlled, more reflective and begin to meet the needs of their readers more.</p>	<p>By the end of this term we want pupils to understand how writers and speakers use language to create an impact and potentially create change. Also, students will understand how they can use language to influence an audience in a number of different contexts, writing in a range of text forms.</p>	<p>By the end of this term we want pupils to understand how Shakespeare uses comedy conventions to create impacts on his audience. Also, we want pupils to understand how The Tempest reflects the world in which it was written, and can have relevance to audiences today. Also, students will understand how they can control their choices and use of language to craft their own sophisticated writing.</p>
<p><b>Skills</b> (successful application of knowledge and understanding to a specific task)</p>	<ul style="list-style-type: none"> <li>• Reading for meaning</li> <li>• Generating personal responses and inferences</li> <li>• Selecting quotations for discussion</li> <li>• Discussing and writing about the effects of writers' methods</li> <li>• Identifying connections between texts of the same genre</li> <li>• Identifying and discussing the effects of literary tropes</li> <li>• Constructing narrative writing and descriptive writing</li> <li>• Using creative devices to generate effects on the reading</li> <li>• Crafting writing at sentence level</li> <li>• Using effective vocabulary and punctuation to enhance meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Reading for meaning</li> <li>• Generating personal responses and inferences</li> <li>• Selecting quotations for discussion</li> <li>• Discussing and writing about the effects of writers' methods</li> <li>• Identifying and discussing the effects of rhetoric</li> <li>• Constructing letters, speeches and editorial pieces</li> <li>• Using creative devices to generate effects on the reading</li> <li>• Using rhetoric to generate effects on the reading</li> <li>• Crafting writing at sentence level to affect different audiences</li> <li>• Using effective vocabulary and punctuation to enhance meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Reading for meaning</li> <li>• Generating personal responses and inferences</li> <li>• Selecting quotations for discussion</li> <li>• Discussing and writing about the effects of writers' methods as well as the play in performance</li> <li>• Identifying and discussing the effects of Shakespeare's language choices</li> <li>• Constructing imaginative descriptive writing</li> <li>• Using creative devices to generate effects on the reading</li> <li>• Crafting writing at sentence level</li> <li>• Using effective vocabulary and punctuation to enhance meaning</li> </ul>
<p><b>Formal Assessments</b> (those done by all/vast majority of the cohort)</p>	<p>Reading assessment to be completed at the end of the unit assessing understanding of how fiction works – in general and in small parts (quotations)          Writing assessments to be completed to assess progress in controlling word and sentence choice.</p>	<p>Reading assessment to be completed at the end of the unit assessing understanding of how a speaker/writer makes an impact on their audience.          Writing assessments to be completed to assess how students are refining their choices of word, sentence and technique.</p>	<p>Reading assessment to be completed at the end of the unit on assessing understanding of how meaning has been created in the play.          Writing assessments to be completed to assess making of more deliberate choices and mastery of techniques practiced.</p>

By the end of the year students will be able to use quotations and evidence to support their interpretation of texts and they will be able to explain the effects of this evidence. They will be able to identify methods writers use and explain their purpose. In Writing, pupils will be able to write well-sequenced, paragraphed work with clarity of audience and purpose; they will utilise a good range of vocabulary and linguistic methods as well as an accurate range of punctuation.

