

YEAR 7 English Scheme of Work

Rationale: In Year 7, students explore myths, legends and the fantasy genre which allows for an exciting transition from primary school with texts such as Harry Potter sparking their interest whilst also allowing for a level of familiarity with our new starters. Through communication with parents and students, it is evident that there is a decline of interest in reading for pleasure for some students as they transition into secondary school, particularly of more diverse and challenging texts.

With low levels of Literacy upon entry, texts are specifically chosen to be accessible yet challenging, exciting and engaging and to promote a love of Literature both independently and within the classroom setting. Our curriculum design also means that units are differentiated to meet the needs of all ability learners but with a consistent approach. The English Curriculum at UAH has been designed and produced by the English department staff as a collaborative process, with a focused working group, to develop the essential reading, writing and Spoken Language skills required to be effective communicators across all subjects and to meet the needs of our cohort to inspire a love of English. At the heart of the curriculum is an appreciation of Literature across time and genres.

Intent	Implementation	Impact
<p><u>English curriculum</u></p> <ul style="list-style-type: none"> To meet the needs of our students To enable all students to progress and achieve their potential To inspire a love of English and Literature To develop cultural capital through experiencing texts through culture, genre and time To develop the essential reading, writing and spoken skills To become effective communicators A broad and balanced curriculum spanning a wide range of fiction and non-fiction texts <p><u>Reading</u></p> <ul style="list-style-type: none"> To read for meaning and understanding, including inference To support ideas with effective evidence To be part of a collaborative reading experience in school To engage with varied and challenging reading material, in order to develop critical, independent thinking skills To participate in enrichment activities To encourage and promote reading for pleasure <p><u>Spoken Language</u></p> <ul style="list-style-type: none"> To understand the differences between spoken and written English To become confident and proficient speakers To develop skills in talk, debate and discussion To work collaboratively in order to listen, shape and share opinions <p><u>Writing</u></p> <ul style="list-style-type: none"> To write for a range of purposes and audiences using conventions successfully To write with confidence, fluency and accuracy To support the development of a broad and rich vocabulary To explicitly teach the key skills of spelling, punctuation and grammar To use subject terms with accuracy and precision To plan, draft and edit work as part of the writing process 	<p><u>English Curriculum</u></p> <ul style="list-style-type: none"> Four hours a week usually with the same teacher Texts have been specifically chosen to be accessible and challenging; exciting and engaging and to promote a love of Literature Knowledge and skills are developed through the teaching of literary texts – narrative, poetry, drama and non-fiction Builds connections across genres and years Builds on prior knowledge from each unit and throughout each year Explorative and creative approach in years 7 to 9 which teaches essential exam skills through imaginative and engaging tasks Units are differentiated to meet the needs of all ability learners The teaching of Literacy and vocabulary is embedded throughout the curriculum Revision and repetition of key skills in English Thematic approach to each year group Sequencing of units is consistent across KS3 to build on skills from earlier units Begin each year with a novel to support settling and engagement In Year 7, one lesson per week in term one has been designed with a specific spelling, punctuation, grammar or vocabulary focus Created by members of the English Department using published resources and lessons of their own design Homework currently being built into the schemes with activities to consolidate learning Medium term plans and power points for individual lessons created to ensure they are engaging Power points structured to follow a sequence of lessons but teachers are expected to differentiate according to the needs of their group <p><u>Reading</u></p> <ul style="list-style-type: none"> Through whole texts and extracts Whole group reading in the classroom is facilitated by challenging yet engaging text choices Independent reading is routinely practised in lessons Reading for pleasure is promoted through joint initiatives between the English department and the library Opportunities for enrichment are built in as an integral and enjoyable aspect of the curriculum for all year groups Reading and spelling ages are tested on transition 	<ul style="list-style-type: none"> Common assessments, progress tests for units and end of year exams Student response to specific targets set by teacher Shared Learning Journey for every student at the beginning of each unit Student voice feedback – questionnaire Continuous review of the curriculum by staff and students following each unit

	<ul style="list-style-type: none"> Fresh Start programme supports specific students in small groups by trained specialists <p><u>Spoken Language</u></p> <ul style="list-style-type: none"> Spoken Language embedded into schemes of work Opportunities for discussion and debate are routinely practised in the classroom Opportunities for more formal, structured talk such as presentations are incorporated into schemes of work throughout Key Stage Three <p><u>Writing</u></p> <ul style="list-style-type: none"> During the first term of each KS3 Year, students are explicitly taught creative writing skills to develop imagination, flair and originality To respond to themes and ideas in texts in a creative and personal way Respond critically and analytically using structures to scaffold writing <i>Annotate, model, write</i> approach; <i>I do, we do, you do</i> approach 	
Autumn Term 1	Spring Term 1	Summer Term 1
<p><u>Year 7 – Novel Study – Harry Potter</u> 1</p> <p>The novel is used as a transition from KS2 and ALL pupils study Harry Potter.</p> <p>Pupils explore characterisation and how writers use techniques to develop a protagonist and antagonist, description and setting, narrative perspective including first and third person. Pupils develop the reading skills of selecting implicit and explicit information from a text and annotating extracts for language techniques using inference skills. Pupils develop analytical writing skills to produce PEE paragraphs about character and/or setting and use their understanding of the first person by writing as a character in the novel.</p> <p><u>Literacy – Creative Writing</u></p> <p>Pupils are introduced to the key terms associated with creative writing, writing for effect, characterisation, using the senses for descriptive writing and creating a setting.</p> <p><u>Assessment</u> - Creative Writing</p>	<p><u>Year 7 – Themed Unit – Myths / Legends / Fantasy</u> 1</p> <p>Pupils explore extracts from the genre consisting of fiction and non-fiction literature, including newspaper articles, persuasive texts and adverts.</p> <p>Pupils will experience literature across time and the genre. Pupils develop reading skills by identifying and understanding the different viewpoints and perspectives of writers through the use of inference skills and implied meaning, summarising texts, making and gathering notes and selecting and analysing quotations. Pupils also develop writing skills using persuasive techniques.</p> <p><u>Assessment</u> – Non-Fiction – Reading – Paper 2 Q3</p>	<p><u>Year 7 – Shakespeare – A Midsummer Night's Dream</u> 1479</p> <p>In Year 7 pupils are introduced to the context of Shakespearean writing encompassing Elizabethan England, witchcraft, The Globe Theatre, Life and Times of William Shakespeare, patriarchy and religion. This unit is an introduction and appreciation of Shakespearean comedy through the study of A Midsummer Night's Dream. Pupils develop reading skills through exploring the conventions of Shakespearean Comedy including resolution in marriages, mistaken identity and disguise, physical humour, fantastical characters, word play and dramatic irony. Pupils explore the theme of love and the characterisation of Helena, Hermia, Lysander and Demetrius. Pupils develop analytical, evaluative, and descriptive writing skills. Pupils annotate speeches and develop an analytical response particularly focusing on imagery, word play and physical humour. Pupils' understanding of Shakespearean comedy conventions are enhanced and consolidated with the RSC Live Stream of the play.</p> <p><u>Assessment – Literature – How does Shakespeare present a given character?</u></p>
Autumn Term 2	Spring Term 2	Summer Term 3
<p><u>Year 7 – Novel Study – Harry Potter</u> 1</p> <p>The novel is used as a transition from KS2 and pupils study Harry Potter.</p> <p>Pupils explore characterisation and how writers use techniques to develop a protagonist and antagonist, description and setting, narrative perspective including first and third person. Pupils develop the reading skills of selecting</p>	<p><u>Year 7 – Poetry – Origin Stories</u> 19</p> <p>In Year 7, pupils study a range of post and Pre-1914 Poetry exploring Origin Stories and how poets create meaning and effect. Pupils are introduced to a number of poetic techniques including imagery, poetic voice, form, theme, structure and language. Pupils develop reading skills by developing a critical style through annotating poems for poetic techniques and developing analytical</p>	<p><u>Year 7 – Play Text – His Dark Materials</u> 149</p> <p>In Year 7, pupils explore dramatic voice, dialogue, use of stage directions for characterisation and setting and they are taught to use and analyse dramatic vocabulary such as acts, scenes, audience, lighting, costume, props and set.</p> <p><u>Assessment – END OF YEAR EXAM – Harry Potter extract</u></p>

<p>implicit and explicit information from a text and annotating extracts for language techniques using inference skills. Pupils develop analytical writing skills to produce PEE paragraphs about character and/or setting and use their understanding of the first person by writing as a character in the novel.</p> <p><u>Literacy – Creative Writing</u></p> <p>Pupils are introduced to the key terms associated with creative writing, writing for effect, characterisation, using the senses for descriptive writing and creating a setting.</p> <p><u>Assessment</u> - Creative Writing</p>	<p>paragraphs, using appropriate subject terminology. Pupils learn how rhyme and imagery is used to create specific effects. They learn how to embed context in analysis and they work on their planning and redrafting skills. Pupils develop analytical writing skills by analysing how a poem fits the theme of Origin Stories.</p> <p><u>Assessment – Respond to a taught poem</u></p>	
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