



Year 7 LONG-TERM SEQUENCE for ENGLISH



The curriculum for this stage of students' education has been designed to expose students to a range of text types from varied time periods and writers, as a reflection of the expectations at KS3. Our aim is to secure and build on the literacy skills of KS2, giving students a firm foundation to develop their knowledge. All students should have a grasp of reading skills with an appreciation of language and writers' craft. In writing all students should be able to adapt their writing to suit audience, purpose and form, with an awareness of the power of language.

<p>HALF TERM 1: <u>Curious and Active</u> Literature over Time: STUDENTS MUST KNOW: In Reading:</p> <ul style="list-style-type: none"> • Know about the lives and influences of iconic English writers. • Understand how literature has changed and evolved over time. • Understand how writers have used different forms. <p>In Writing:</p> <ul style="list-style-type: none"> • How to organise and structure information. • How to spell and punctuate with increasing accuracy. • How to select ambitious vocabulary <p>HOW THIS WILL BE ASSESSED: Blackwell standardised spelling test. Knowledge test on writers of the era. Standardised writing assessment on the life of an author.</p>	<p>HALF TERM 2: <u>Compassionate and Hopeful</u> Whole text study of Benjamin Zephaniah's novel, 'Refugee Boy.' STUDENTS MUST KNOW: In Reading</p> <ul style="list-style-type: none"> • How to retrieve information from a text • How to support their ideas with evidence • How to identify the writer's methods and their effects • How texts are influenced by context <p>In Writing</p> <ul style="list-style-type: none"> • How to select vocabulary for effect • How structure a description • How to apply a range of sentences for specific effect • The importance of creating an accurate text <p>HOW THIS WILL BE ASSESSED: Through a response to a selected extract from the text and a formal letter.</p>	<p>HALF TERM 3: <u>Loving and Faith-filled</u> Childhood in the 19th and 21st Century. STUDENTS MUST KNOW: In Reading</p> <ul style="list-style-type: none"> • How to demonstrate secure comprehension of the texts • How to apply language terminology and write about their effects • How to write a comparative summary <p>In Writing/Speaking:</p> <ul style="list-style-type: none"> • How to create a persuasive text • How to structure a speech to for deliberate effect • How to use a range of punctuation • How to vary sentences for deliberate effect • How to make ambitious vocabulary choices • To speak in standard English. <p>HOW THIS WILL BE ASSESSED: A comparison of non-fiction texts from the 19th and 21st century and a written speech.</p>
<p>HALF TERM 4: <u>Loving and Faith-filled</u> Whole play study of 'Oliver Twist.' STUDENTS MUST KNOW: In Reading</p> <ul style="list-style-type: none"> • How to demonstrate a comprehension of the text • How to analyse the effects the writer tries to create through language • How to select relevant quotations • How context influences a writer's choices <p>In writing/Speaking</p> <ul style="list-style-type: none"> • How to create an authentic voice. • How to empathise with a character. • How to structure a monologue to engage an audience. <p>HOW THIS WILL BE ASSESSED: Through a response to how a theme is presented across the play as a whole.</p>	<p>HALF TERM 5: <u>Discerning and Prophetic</u> An introduction to poetry. STUDENTS MUST KNOW: In Reading</p> <ul style="list-style-type: none"> • How to demonstrate a comprehension of the texts • How to apply language terminology and offer their effects • How writers use structure effectively • How to read with fluency and intonation • How to compare methods and/or ideas <p>HOW THIS WILL BE ASSESSED: Knowledge of poetic terms and a response to an unseen poem.</p>	<p>HALF TERM 6: <u>Tolerance and Acceptance</u> Study of a modern novel, Darren Shan's 'Cirque du Freak'. STUDENTS MUST KNOW: In Reading</p> <ul style="list-style-type: none"> • How to read with fluency and intonation • How to demonstrate greater comprehension through inference • How to analyse the effects the writer tries to create through language • How to select relevant quotations <p>In Writing</p> <ul style="list-style-type: none"> • How to structure the opening of a narrative. • How to select vocabulary for specific effect with accurate spelling • How to vary sentences and paragraphs for effect. <p>HOW THIS WILL BE ASSESSED: Writing the opening to a story and a response to a selected extract in the novel. Blackwell spellings retest.</p>



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Embedding this knowledge can be supported at home by reading a range of text types (including novels, newspapers and biographies), reading aloud to an adult and discussing meaning, proof reading written work together, enjoying texts in action at the cinema or theatre and visiting places of interest like museums.