



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 a developing 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: The Origins of Literature STUDENTS MUST KNOW: <u>In Reading:</u> Know different myths and how they are used for different purposes. Understand how writers are influenced by literary traditions and historical events. Understand how writers have used different forms including epic poetry. How to select evidence from a text to support their ideas about a character. Know the methods writers use to create characters and be able to label these methods using Tier 3 vocabulary. Know how to explain why a writer might make a particular language choice, considering the effect a writer might want to achieve. <u>In Writing:</u> Strategies to spell regular and complex spellings with increasing accuracy. How to organise and structure information. HOW THIS WILL BE ASSESSED: Blackwell standardised spelling test + Reading Assessment</p>	<p>HALF TERM 2: Benjamin Zephaniah's novel, 'Refugee Boy.' STUDENTS MUST KNOW: <u>In Reading:</u> Strategies to support understanding and engaging with a novel including making predictions, summarising, skimming and scanning. How to retrieve information from a text. How to support their ideas with evidence from the text. How to identify the writer's methods. How to analyse the intended effects of writers' choices using the WHAT, HOW, WHY model. How the novel is influenced by the context in which it was written. <u>In Writing:</u> How to select and use Tier 2 vocabulary to influence your reader How structure a letter using topic sentences, paragraphs and a range of discourse markers. How to apply a range of sentence styles and lengths. The importance of creating an accurate text HOW THIS WILL BE ASSESSED: Through a formal letter in which students give their views on the treatment of refugees.</p>	<p>HALF TERM 3: Childhood in the 19th and 21st Century. STUDENTS MUST KNOW: <u>In Reading:</u> How to demonstrate a secure understanding of non-fiction texts by using a range of reading strategies including considering the writers' attitudes and perspectives. How to identify explicit information. How to identify implicit information by making inferences. How to make links between two texts written in different eras. How to support interpretations through quotations. How to summarise information from two texts. Connectives to use to compare and contrast texts. How to write a comparative summary. How texts are influenced by the contexts in which they written. What life in Victorian England was like for children from different classes and how this compares with modern children's lives Famous Victorian writers and literary children. HOW THIS WILL BE ASSESSED: A comparison of non-fiction texts from the 19th and 21st century.</p>
<p>HALF TERM 4: Whole play study of 'Oliver Twist.' STUDENTS MUST KNOW: <u>In Reading:</u> The events of the play including how characters and relationships develop across the play. Tier 2 vocabulary to describe characters and their relationships with other characters. Tier 3 vocabulary to accurately identify the features of a play. How to support interpretations of characters with relevant quotations. How the writer uses setting. How Dickens was influenced by social contexts of the Victorian era. How to analyse the intended effects of the writer's choices. How to write an extended piece of writing using an extract from the play as a starting point. How to make links in extended writing to other moments in the play to support interpretations. HOW THIS WILL BE ASSESSED: Through a response to how a character is presented across the play.</p>	<p>HALF TERM 5: An Introduction to Poetry. STUDENTS MUST KNOW: <u>In Reading:</u> Reading strategies for understanding and analysing unseen poetry including the introduction of the MLIST Tier 3 vocabulary to accurately identify the language and structural features of poetry. Tier 3 vocabulary to accurately identify different poetic forms. Tier 2 vocabulary to describe the tone of a poem How to analyse writers' choices using the WHAT, HOW, WHY MODEL. How to write an extended response to a single poem. HOW THIS WILL BE ASSESSED: Standardised reading assessment on an unseen poem.</p>	<p>HALF TERM 6: An Introduction to Gothic Literature STUDENTS MUST KNOW: <u>In Reading:</u> The conventions of Gothic literature. The origins of Gothic literature. Iconic Gothic writers and stories. How writers create Gothic settings. How writers create Gothic characters. How to create a Gothic description. Tier 2 vocabulary to describe gothic settings and characters. How to vary sentence openings. How to vary sentence lengths and styles to achieve an intended effect. How to use increasingly sophisticated structural features to achieve an intended effect including varying paragraph lengths. HOW THIS WILL BE ASSESSED: Writing the opening to a story. Blackwell spellings progress test.</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.