

Years 7 Long Term Planning 2018/19

The core aims of the Key Stage 3 English Curriculum are to encourage learners to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- develop competency in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- to embed core skills which will prove fundamental for GCSE study and beyond

All schemes of learning are tailored to new GCSE specification requirements for English Language and English Literature. These are:

- The study of a whole text by William Shakespeare
- The study of Pre-19th Century literature
- The study of unseen texts (both fiction and non-fiction)
- The study of a post-1914 prose or drama
- The study of Poetry across the ages
- The study of unseen non-fiction and media texts
- The study of unseen fiction texts
- Writing for genre, audience and purpose
- Written communication (Spelling, punctuation, grammar and register)

Promoting and Developing Literacy

Reading:

- All learners will be expected to have their own reading book of suitable quality and age appropriateness every lesson. All lessons are to start with learners reading either their own book or reading provided by the teacher, which is then reflected upon using guided questioning.
- Learners will also have a 25 minutes 'Book Club' reading session on Wednesdays. This time can also be used for reading, discussion, review etc
- Students will be set home learning each week which asked them to complete an online reading log of their own book through the 'Biblinasium' system.

Writing and SPAG:

- Every Monday, learners will complete a 200 word challenge. This is a piece of writing linked to a specific theme or topic shared by the teacher which encourages writing within a range of different forms. These pieces will be peer/self-assessed using the department '200 Word Challenge' proforma.
- Learners will be tested using 'Vernon' spellings system at 3 points throughout the year (September, January and April). These will determine each learner's personalized 'spelling group'. Weekly spelling lists will be set on Wednesdays and assessed the following Wednesday. This will form part of home learning.
- Half-termly SPAG test. In week 6/7 of each term learners will complete a SPAG test as a way of consolidating knowledge gained in literacy lessons.
- Friday 'DIRT' time should also enable learners to reflect upon key literacy errors.

Literacy Weekly Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
10 minutes reading and reflection 200 word challenge	10 minutes reading and reflection	Literacy Lesson 25 minutes guided reading and discussion Personalized spelling test Punctuation/Grammar focus (see literacy curriculum) Check and set Literacy home learning (Biblionasium reading logs and spellings)	10 minutes reading and reflection	10 minutes reading and reflection Weekly Task & DIRT time

Assessment:

Each scheme of learning will conclude with a formal timed assessments focused on core reading or writing skills. The assessments and marking criteria will be modelled on GCSE frameworks and the school's data entry policies. Formative assessment will take place continuously with either written or verbal feedback **at least** once a week. Dedicated DIRT time on a Friday will allow for peer/self-assessment as well as live marking. **Please refer to department feedback templates.**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Subject: English Year 7	<p><u>Autobiography and Biography Unit: Who are you? Who am I?</u></p> <p>Baseline Assessments (W1)</p> <p>Reading: Analysis of extract from <i>Cider with Rosie</i></p> <p>Writing: An extract from an autobiography</p>	<p><u>The Tempest by William Shakespeare</u></p> <p>Reading: Character study of Caliban</p> <p>Writing: Description of a storm</p>	<p><u>Poetry Across Time</u></p> <p>Reading: Analysis of poetry from different time periods</p>	<p><u>Creative Writing: Short Stories and Gothic writing</u></p> <p>Writing to Describe and narrate (500 words short story competition link)</p>	<p><u>Boy in the Striped Pyjamas by John Boyne</u></p> <p>Reading: Analysing and interpreting the language of the text.</p>	<p><u>Boy in the Striped Pyjamas by John Boyne Continued...</u></p> <p>Reading: Analysing and interpreting the language of the text.</p> <p>Writing: A piece of discursive/journalistic writing inspired by the text</p>
	<p><u>Literacy Curriculum:</u></p> <p>W1 - Ideas for improving spelling W2 - Phonetics W3 - Plurals W4 - Prefixes and Suffixes W5 - Homophones</p>	<p><u>Literacy Curriculum:</u></p> <p>W1 - Apostrophe W2 - Commas (comma splice) W3 - Colons W4 - Semi-colons W5 - Dashes/Hyphens W6 - Brackets/Parenthesis W7 - Ellipses W8 - Direct Speech</p>	<p><u>Literacy Curriculum:</u></p> <p>W1 - Nouns (Common and Proper) W2 - Pronouns W3 - Verbs (auxiliary and main) W4 - Adjectives and adverbs W5 - Determiners W6 - Prepositions W7 - Conjunctions (coordinating and subordinating)</p>	<p><u>Literacy Curriculum:</u></p> <p>Simple, complex and compound sentences Declarative Interrogative Exclamatory Imperative Tenses (simple present, simple past, simple present singular, simple present plural, simple past singular and</p>	<p><u>Literacy Curriculum:</u></p> <p>Setting out paragraphs Why we change paragraph Different types of connectives - Addition - Sequence - Examples - Cause and effect - Compare and contrast - Qualify</p>	<p><u>Literacy Curriculum:</u></p> <p>Revision: Focus on key areas of difficulty acknowledged throughout the year.</p>

				simple past plural) Active and passive voice	- Purpose - Sum up	
Assessment Objectives	<u>Curriculum Skills:</u> Reading R1,2,3,4 and 5 Writing W1,2,3,4,5,6 and 7 Communication C1	<u>Curriculum Skills:</u> Reading R1,2,3, 4 and 7 Writing W1,2,3,4,5,6 and 7 Communication C4	<u>Curriculum Skills:</u> Reading R1,2,3,4,6 and 7 Writing W1,2,3,4,5,6 and 7	<u>Curriculum Skills:</u> Writing W1,2,3,4,5,6 and 7	<u>Curriculum Skills:</u> Reading R1,2,3 and 4	<u>Curriculum Skills:</u> Reading R1,2,3,4,5,6 and 7 Writing W1,2,3,4,5,6,7
	<u>Assessments:</u> To be completed AP week (W5)	<u>Assessments:</u> To be completed AP week (W5)	<u>Assessments:</u> To be completed AP week (W4)	<u>Assessments:</u> To be completed AP week (W4)	<u>Assessments:</u> To be completed AP week (W5)	<u>Assessments:</u> To be completed AP week (W5)
	<u>Writing Assessment:</u> One chapter from own autobiography (40 min)	<u>Reading Assessment:</u> Analysis of an extract exploring how Shakespeare creates the character of Caliban (40 min)	<u>Reading Assessment:</u> Structured interpretation and analysis questions (40 min)	<u>Writing Assessment:</u> Describe an image or write a short story inspired by a picture/theme (40 min) *500 word short story entry also compulsory (but not assessed)	<u>Reading Assessment:</u> Close analysis of an extract (40 min)	<u>Reading Assessment:</u> Close analysis of an extract (40 min) <u>Writing:</u> Discursive or Journalistic writing (40 min)

See level framework for assessment guidance

Outline of Assessment Objectives for Year 7:

Reading Skills	
Reading, understanding and responding	R1: Summarising and synthesising information
	R2: Demonstrating knowledge and understanding
Evidencing, Analysing and interpreting	R3: Extracting evidence
	R4: Analysing and interpreting writers' methods
Comparing, criticising and contextualising	R5: Comparing and contrasting
	R6: Criticising and evaluating
	R7: Applying context

Writing Skills	
Composition, Communication and Vocabulary	W1: Communicating clearly using appropriate register
	W2: GAP (Genre, Audience and Purpose)
	W3: Using a range of vocabulary
Text Structure and Organisation	W4: Structuring ideas
	W5: Appropriate and accurate punctuation and grammar
Spelling, Punctuation and Grammar	W5: Appropriate and accurate punctuation and grammar
	W6: Spelling accuracy

Communication Skills	
Presenting	C1: Delivering an independent presentation
Discussing	C2: Engaging in a balanced and well informed discussion
Debating	C3: Debating and arguing a specific point of view
Performing	C4: Role-play and dramatization
Listening	C5: Listening and responding