

CNCS
Year 7 English: Curriculum Overview

Rationale: In Year 7 students will build on prior knowledge from KS2 and develop their skills in reading and writing through being introduced to a range of fiction and non-fiction texts, such as poetry, prose, drama, articles and speeches. Using a thematic approach, students will learn how to understand and analyse texts for deeper meaning and be able to comment on how writers use language to create meaning. Students will revisit and be introduced to a range of specific subject terminology, learning how to identify and discuss this appropriately as well as to implement it within their own writing. Furthermore, students will be given opportunities to develop their own personal responses to topics (such as activism and cultural poetry) and consider how to communicate this orally to develop their speaking and listening skills.

A learner in Year 7 will know/ have studied:

The significance of plot, character and theme within A Monster Calls/The Boy in the Striped Pyjamas (novel).
A range of non-fiction sources focused on the theme of childhood and activism (voices and identity) considering the social/historical/cultural impacts of this.
A range of poems from other cultures considering writer’s craft and the social/ moral/ cultural contexts of this.
The significance of plot, character, theme and stagecraft within A Midsummer’s Night’s Dream and the impact of drama on an audience.

A learner in Year 7 will be able to:

Reading: understand key parts of a text, identify key information from a text, identify aspects of subject terminology, select relevant words/ phrases and textual references, begin to develop analysis of writer’s language and structural features, begin to analyse the effect on the reader.

Writing: develop creative writing skills focused on using figurative language effectively to describe setting and character, plan a coherent and controlled narrative, confidently plan and produce a range of non-fiction resources including letters, diaries and articles.

SPaG: use capital letters, full stops, simple, compound, complex sentences, commas, apostrophes and speech marks with accuracy, develop their use of higher order SPaG skills such as hyphens, dashes, colons and semi colons.

Term	Outline	Assessment	Home Learning	Key Skills/ End Point
1.1 Childhood (7 weeks) 1.2 Activism (7 weeks)	<p style="text-align: center;"><u>Term 1: Voices and Identity</u></p> <p>Within our transition term, students will develop their love for reading and literature focusing on fiction extract in the unit: Childhood and exploring how this theme is presented through the works of writers such as: Roald Dahl, Lewis Carroll, RJ Palacio, Mark Haddon, Harper Lee. Students will explore extracts through an analytical lens, developing their comprehension and ability to discuss writers’ choices. Furthermore, they will have opportunities to respond creatively through monologue and diary writing. In 1.2, students will turn their attention to the theme of ‘Activism’ and</p>	1.1 Pitstop: Reading (Comprehension, Terminology, Explanation and Inference) 1.1 End Assessment: Writing (Diary Writing) 1.2 Pitstop: Reading (Comprehension,	Week 1-4 ‘All about Me’ project – set on Classcharts Week 4 – Onwards KS2 SPaG Skills- set on Seneca	Students will recap reading and writing skills expected at the end of KS2 and begin to develop analysis skills through developing their reading fluency. Students can understand and summarise an extract and identify keys parts of the text to demonstrate their comprehension skills, knowledge of subject terminology and begin to analyse meaning and effect of writer’s choices. Students can write accurately and fluently demonstrating their understanding of SPaG skills. Skills interleaved:

	learn about a range of child activists such as: Greta Thunberg, Malala Yousafzai, Sonita Alizadeh, Marley Dias and explore a range of contemporary issues. Students will respond through their own speech writing and their ability to express their views orally.	Terminology, Explanation and Inference) 1.2 End Assessment: Speaking and Listening (Speech Performance)		<ul style="list-style-type: none"> • Reading and comprehension (KS2) • Awareness of the writer (KS2) • Writing for different purposes (KS2)
2.1 Novel Study (6 weeks)	Students will continue to develop their understanding of literature by reading either A Monster Calls or The Boy in the Striped Pyjamas with a key focus on plot, presentation of characters, relationships and themes. Students will also explore contextual factors impacting the production of the text specifically focusing on social/moral/historical context of morals and fables. Students will begin to analyse the novel by identifying key quotations, exploring meaning and effects using a range of subject terminology and expressing their perceptions through character monologues.	2.1 Pitstop: Reading (Comprehension, Terminology, Explanation and Inference and SPaG) 2.1 End: Reading and Writing (Comprehension, Terminology, Explanation and Inference, SPaG and Speaking and Listening: Monologue)	Week 1 – Vocabulary Week 2 & 3 – KS2 SPaG Skills on Seneca Week 4 – Diary Writing Week 5 & 6 – KS2 SPaG Skills on Seneca	Students can understand a text and respond to questions based on character/theme/relationships using key evidence to support their ideas. Students will have read a novel in depth and will have developed their ability to discuss and debate key themes and ideas. Students can use descriptive devices with confidence to achieve effects and write with purpose. Skills interleaved: <ul style="list-style-type: none"> • Reading and comprehension (KS2) • Understand plot, characters and themes (KS2) • Awareness of the writer (KS2) • Use different writing styles (KS2)
2.2 Creative Writing (6 weeks)	Within term 2.2, students will explore writer's craft through the topic of magic and fantasy. Students will develop their writing skills focusing specifically on use of figurative language and descriptive devices to create a controlled narrative. Specific SPaG skills will be recapped with a focus planning, drafting, writing and editing work.	2.2 Pitstop: Writing (Terminology, Description of Character/ Setting) 2.2 End: Writing (Narrative Writing & SPaG)	Week 1 – Vocabulary Week 2 & 3 – KS2 SPaG Skills on Seneca Week 4 – Creative Writing Week 5 & 6 – KS2 SPaG Skills on Seneca	<u>Students can understand the meaning of fiction extracts and begin to consider how writer's use figurative techniques to create effects on the reader. Students can also plan and implement a range of creative devices with accuracy and effect focusing on description and control.</u> Skills interleaved: <ul style="list-style-type: none"> • Reading and comprehension (KS2) • Awareness of the writer's method (KS2) • Use of accurate SPaG (KS2)

<p>3.1 Poems from Other Cultures (5 weeks)</p>	<p>Students will explore the story/message in each of the poems in the Poems from Other Cultures anthology and develop their love of spoken word through identification of relevant evidence in poems, analysing writer's crafts and methods and developing an understanding of poetic techniques. Furthermore, students will hone their speaking and listening skills with a focus on: diction, clarity, tone and communication.</p>	<p>3.1 Pitstop: Reading (Poetic Terminology, Poem Response)</p> <p>3.1 End: Poetry Performance (Terminology & Poetry Project Performance)</p>	<p>Week 1 – Vocabulary</p> <p>Week 2 & 3 – KS3 SPaG Skills on Seneca</p> <p>Week 4 – Speech Writing</p> <p>Week 5 & 6 – KS3 SPaG Skills on Seneca</p>	<p>Students can understand and respond to a thematic question based on one of the poems from the poetry anthology. They can understand the key messages and themes within the poem, identify aspects of key poetic terminology, retrieve key quotations and begin to analyse language, structure and tone. Students can confidently learn and perform a poem in a group and are able to communicate their ideas verbally with fluency and confidence.</p> <p>Skills interleaved:</p> <ul style="list-style-type: none"> • Performance skills (KS2) • Improvisation (KS2) • Speaking to an audience (KS2)
<p>3.2 A Midsummer Night's Dream (7 weeks)</p>	<p>Students will further their love of literary heritage through Shakespeare's A Midsummer Night's Dream. Students will develop understanding of plot; presentation and developments of key characters, key themes, relationships between characters and social/moral/historical context of Shakespearean theatre, patriarchal society and limitations on women, beliefs in magic and the supernatural, knowledge of dramatic devices.</p>	<p>3.2 Pitstop: Reading and Writing (Comprehension, Dramatic Terminology & SPaG)</p> <p>3.2 End: Reading and Writing (Comprehension & Character Monologue Performance)</p>	<p>Week 1 – Vocabulary</p> <p>Week 2 & 3 – A Midsummer Night's Dream on Seneca</p> <p>Week 4 – Character Profile</p> <p>Week 5 & 6 – A Midsummer Night's Dream on Seneca</p>	<p>Students can understand and appreciate Shakespeare's presentation of plot, character and theme and begin to analyse key dramatic terminology. Students can use descriptive devices with confidence and produce a range of writing (diary / letter/ monologue) to consolidate their knowledge of plot and character.</p> <p>Skills interleaved:</p> <ul style="list-style-type: none"> • Reading and comprehension (KS2) • Understand plot, characters and themes (KS2) • Performance skills (KS2) • Awareness of the writer's method (KS2)
<p>Wider Reading Opportunities: Students will have a fortnightly library lesson where they will select a book of their choice to read for pleasure. Students will explore a range of key literary figures monthly through our literary calendar including; Charles Dickens, Rudyard Kipling, J. M Barrie and more.</p>				