



Year 7 English

Aims:

- *To encourage students to develop their academic (tier 2) vocabulary and to be able to use it proficiently within their own written work*
- *To develop a love for reading and to encourage students to engage with a range of different texts from different writers and perspectives*
- *To develop students' abilities to write for different audiences and purposes*
- *To promote the importance of oracy skills both in and out of lessons*
- *To encourage students to think critically about the world around them and to relate their reading to their social/historical contexts*

Content:

Within their curriculum English lessons, students will be focusing upon a range of novels, plays and poems that encourage students to develop a love of literature and to engage with the world around them. The English curriculum also focusses upon non-fiction texts such as biographies and newspaper articles, as well as developing students' confidence in writing for specific genres. Technical accuracy will be taught implicitly throughout all of these lessons with opportunities to support students who require intervention.

In conjunction with this, students will receive a discrete Literacy lesson in the Learning Resource Centre where students will be given targeted support in developing their vocabulary and spelling, as well as dedicated time to engage in independent reading and to complete Accelerated Reader quizzes.

Curriculum Map

Year	Term	Curriculum	Assessment
7	Term 1	Autobiography unit- Students reflect upon the key moments of their life so far and select a moment that has particularly defined them in order to produce an extended piece of autobiographical writing. The Explorer by Katherine Rundell- Students read the text, which follows a group of young people who find themselves stranded in the Amazon rainforest after a plane crash. Students explore the text to analyse how Rundell has linked her writing to its wider social context, to explore how she has used characterisation in order to allow us to identify with the key figures within the story and to explain how she has used language to achieve specific effects.	Writing assessment x2 Reading assessment Speaking and Listening assessment Accelerated Reader quizzes Spelling tests
	Term 2	Introduction to Poetic form- students explore a range of different forms of poetry from a variety of different poets. Students will be given the opportunity to create their own work as well as to analyse the work of a range of influential writers from across the world.	Reading assessment Writing assessment Accelerated Reader quizzes Spelling tests



		Canterbury Tales- Students read a modern stage adaptation of Geoffrey Chaucer's seminal text, engaging in a range of storytelling techniques, exploring the key features of a drama text and producing their own characters.	
	Term 3	Our Day Out by Willy Russell- Students explore the social contexts of 1970s Liverpool and relate this to their understanding of Russell's tale of childhood freedom in the face of adversity. Charity speech- Students take on the role of representatives from a charity of their choice as they produce a speech to persuade their classmates to award £10m to further their cause.	Writing assessment x2 Reading assessment Speaking and Listening assessment Accelerated Reader quizzes Spelling tests

Assessment:

Students will be assessed near the end of each project with at least one formal essay/assessment which will evaluate students' abilities within one key area of the subject. There will be opportunities on a week by week basis for students to self and peer assess their spelling test, as well as to complete regular Accelerated Reader quizzes which will provide students with immediate feedback on how they are progressing with their reading skills.

Extended Learning:

Students will be given a weekly word list to learn which is personalised to students own specific abilities. Furthermore, students will be given the chance to complete research tasks in preparation for lessons and to complete written tasks based upon their learning within lessons. Students are also expected to read regularly and to complete Accelerated Reader quizzes from home as well as at school.

Connection to the JTFS Approach

Whole School Theme	How does <i>English</i> support this?
STRIPE	The first term encourages students to reflective with their own experiences, as well as to evaluate other students' work in order to give effective feedback. The second term requires students to be self-managers in how they use their learning to arrive at specific conclusions. The final term encourages student to be innovative by using a range of persuasive devices when creating their own speeches.
STEAM	Students explore how charities might use research to cure a range of diseases. The decline of the ship-building industry and the impact that this had upon 1970s Liverpool in Our Day Out.
Literacy	Multiple opportunities for students to use reading, writing, and speaking and listening skills.
Numeracy	Tension graphs and analysis of written data sets.
SMSC, British Values and Citizenship	The role that charities play within the world that we live in as well as a range of moral dilemmas emerging from the texts being studied.