## Year 7 - English

|  | **Human Nature** | **Critical Thinking** | **Morality** |
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| **Unit 1: Writing to Inform - Beowulf** | **Unit 2: Poetry - Ballads** | **Unit 3: Writing to Persuade** | **Unit 4: Comparison - Shakespeare’s heroes and villains** | **Unit 5: Novel Study - Character**  | **Unit 6: Novel Study - descriptive writing** |
| Learning outcomes/ composite knowledge:Pupils will be able to… | * LO1: plan an informative article.
* LO2: compose organised paragraphs for non-fiction texts.
* LO3: apply rhetorical devices which suit the purpose and audience of a non-fiction text.
 | * LO1: comment on the mood, atmosphere and tone of a piece of poetry.
* LO2: provide a personal response to a poem.
 | * LO1: plan a persuasive leaflet.
* LO2: compose an organissed and structured leaflet.
* LO3: apply rhetorical devices which suit the purpose and audience of a non-fiction text.
 | * LO1: explain what is similar and different about characters from different texts.
* LO2: comment and explain how a character is presented to the reader.
 | * LO1: comment and explain how a character is presented to the reader.
* LO2: provide a personal response to a character.
 | * LO1: plan a piece of descriptive writing.
* LO2: compose organised descriptive paragraphs.
* LO3: apply punctuation and sentence structures to descriptive writing to add detail.
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| Knowledge Components | Literary Studies | * Know the context of Beowulf.
* Know how the character of Grendel is presented to the reader.
* Know how a writer uses different techniques in fiction to interest their reader.
* Know how a writer uses different techniques in non-fiction to interest their reader.
* Know how writers use structure to present ideas in an information text.
 | * Know the form of ballads
* Know the context of the ballads being studied.
* Know the devices used in poetry.
* Know how comprehension strategies can improve our understanding of a poem.
* Know how literary techniques are used across a poem to develop meanings.
* Know how an author may structure a poem to shape our response to its theme.
 | * Know the form of a variety of non-ficiton texts.
* Know the presentational features of a variety of non-fiction texts.
* Know what bias is and how it can be used to persuade.
 | * Know how Shakespeare’s work is influential.
* Know the context surrounding the characters in extracts.
* Know how scripts are structured.
* Know how writers create heroic characters.
* Know how writers create villains.
* Know how writers present characters through their relationship with other characters.
* Know that characters are a construct.
 | * Know how to locate and retrieve evidence to support personal response.
* know how an author may structure a text to shape our response to a character
* Know how to recognise an author’s intentions
* Know the context around a novel
* Know how to recognise a character as a construct
* Know a variety of techniques an author may use in order to influence our response
 | * Know how writers use a variety of literary techniques in descriptive writing.
* Know how a writer uses language to create meaning for the reader.
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| Linguistics & grammar | * Know how writers use punctuation in clauses and sentences to create effects.
* Know how vocabulary can be used to create an authoritative voice.
 | * Know how vocabulary choices in a poem create a specific mood or atmosphere.
* Know how writers use grammar in poetry to create meanings.
 | * Know how writers use language to create an informal tone.
* Know how writers use language to present information.
* Know the tier 2 vocabulary used to articulate ideas and opinions persuasively .
 | * Know compare and contrast connectives.
* Know the words and phrases used to introduce evidence in a reading response.
* Know how writers use vocabulary to present characters to their audience.
 | * Know how to identify words or phrases that help create a personal response.
* Know the tier 2 and 3 vocabulary so that emotions or impressions can be articulated
 | * Know how linking words and phrases can be used in descriptive writing.
* Know how writers use punctuation in clauses and sentences to create effects.
* Know how writers use vocabulary to develop ideas across a piece of description.
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| Complex composition | * Know how to generate ideas for information texts.
* Know how to apply the conventions of information texts to my own writing.
* Know how the purpose and audience of a text influences the ideas in my text.
* Know the structural features used in an article.
 | * Know how to respond to a poem using point, evidence, explanation.
 | * Know how to generate non-fiction writing ideas.
* Know how to organise ideas within paragraphs.
* Know how to sequence paragraphs to link ideas.
* Know how to use sentence length to add appropriate detail to descriptions.
* Know the connectives used to sequence ideas.
 | * Know how to respond to a character using point, evidence, explanation.
* Know how to write academically when comparing and contrasting.
 | * Know how to write academically about our response to a character
 | * Know how to generate descriptive writing ideas.
* Know how to organise ideas within paragraphs.
* Know how to sequence paragraphs to link ideas.
* Know how to use sentence length to add appropriate detail to descriptions.
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| Rhetoric  | * Know how to develop a personal viewpoint within non-fiction writing.
* Know how rhetorical techniques can be used in information texts.
 |  | * Know how writers use rhetorical techniques to advertise.
* Know how writers combine language and images to advertise.
 |  | * Know how writers can present a social viewpoint through fiction writing.
 | * Know how writers can present a social viewpoint through fiction writing.
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| National Curriculum reference  | * reading seminal world literature.
* studying setting, plot, and characterisation, and the effects of these.
* write accurately, fluently, effectively and at length for pleasure and information.
* consolidate and build on their knowledge of grammar and vocabulary.
 | * reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.
* English literature, both pre-1914 and contemporary, including prose, poetry and drama.
* making inferences and referring to evidence in the text
* knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
 | * learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
* knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
* applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
* drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
 | * reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.
* reading Shakespeare.
* making critical comparisons across texts.
 | * read easily, fluently and with good understanding, including whole novels.
* 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.
* use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
 | * knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
* studying setting, plot, and characterisation, and the effects of these.
* drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
* amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.
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| Common misconceptions | * Articles are only found in newspapers.
* Articles must include the 5 Ws.
* Information texts cannot use rhetoric.
* Younger audiences will only be interested in simple vocabulary.
* Information texts must be formal.
 | * Poems can only be short/long/rhyme.
* Mood and atmosphere are the same.
* Poems cannot tell stories.
* Poems are an example of fiction only.
 | * Advertisements are only on TV.
* Leaflets are not a form of advertisements.
* Images in non-fiction texts are only there to break the writing up.
* Adverts do not use rhetorical devices - they are just giving information.
 | * Shakespeare is still alive.
* Shakespeare’s stories do not relate to modern life.
* Heroes and villains are only found in superhero stories.
* When comparing characters you must have both similarities and differences.
 | * Commas are used when you ‘take a breath’.
* The author always writes from personal (autobiographical) experience.
* To distinguish perspectives of characters from that of the author.
* There isn’t anything I can do to improve my reading ability.
* Quotations need to be whole sentences.
 | * Descriptive writing begins and ends with adjectives.
* Narrative and descriptive writing are exactly the same.
* Descriptions are only based on settings.
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| Exemplar Composite Task(s) | * Write an informative article for Year 6 pupils about Grendel.
* Write an informative article about Anglo-Saxon England.
 | * How do the ideas in the poem make you feel?
* How does the writer create a …. mood? How does this make you feel as a reader?
 | * Imagine you work for a local tourist attraction. Write a persuasive (part of) leaflet encouraging people in the local area to visit the attraction.
 | * What is similar and different about the characters of … and …?
* How are both of these characters heroic?
* How are both of these character villains?
 | Answer the following questions:* List 5 things you learn about Link in this extract.
* How do you feel about Link at the beginning of the novel?
* By the middle of the novel, how do you feel about Link? Has it changed? Why?
 | * Choose from one of the picture stimuli and plan and write a description.
* Imagine you have access to the CCTV cameras in a shopping mall. Write descriptively about the things you would see.
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