## 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. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |