

English

A mastery of English is the key to opening the doors of success

Creating opportunities for students to develop a love of the English language lies at the heart of the English department. With a team of subject specialists, we work tirelessly to provide students with a range of exciting and challenging classroom activities and precisely selected texts linked to the expansion and consolidation of their reading, writing and speaking and listening skills and ultimately, the creation of critical and creative thinkers who collaborate and communicate effectively. We encourage students to reflect on the texts we read, make their own judgements and draw their own conclusions.

We are passionate about storytelling in all its forms and want our students to develop and share a similar passion and enthusiasm.

Our aim is empower students to read critically, write fluently, analytically and creatively and speak effectively so they will have the necessary skills and abilities to succeed in an increasingly complex, ever-changing and competitive world.

Autumn		Spring		Summer	
Baseline Assessment	Bildungsroman (novel)	Investigating Life Stories	Poetopia	Year 7 examination	The Power of Speech
Gothic Fiction				Fantastic Beasts	Celebrating Shakespeare

The Year 7 curriculum has been designed to encourage all learners to foster a love of English; students are immersed in a range of both fiction and non-fiction texts from the outset. Consolidation of skills and knowledge from the primary curriculum is embedded throughout the year. Homework is a tool used to build, develop and consolidate students' English skills as well as teaching them about organisation, responsibility and independent learning. It is set once weekly. Individual homework will be set by the class teacher and linked to the topic being covered.

Spelling will form one aspect of the weekly homework. Homework is recorded in students' planners; they are afforded time to record this during lessons. It can also be viewed on the Synergy mobile app and website.

Students in Year 7 are enrolled in the Accelerated Reader programme. This is designed to improve reading speed and fluency. Students will be expected to read their Accelerated Reading book, for fifteen minutes daily, as part of their weekly homework. Students must bring their Accelerated Reader book to school with them each day.

Unit	Duration (lessons)	Learning Objectives/Outcomes
Baseline Assessments	2	Assessing students in reading (comprehension, understanding of vocabulary, inference skills), writing and general literacy skills to ascertain strengths and limitations on entry
Gothic Horror	19	<p>Objectives:</p> <p>Write accurately, fluently, effectively and at length for pleasure and information through - writing for a wide range of purposes and audiences, including:</p> <ul style="list-style-type: none"> • researching, processing and selecting appropriate information • 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 <p>planning, drafting, editing and proof-reading through:</p> <ul style="list-style-type: none"> • considering how their writing reflects the audiences and purposes for which it was intended • amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
Bildungsroman	21	<p>Objectives:</p> <p>Develop an appreciation and love of reading, and read increasingly challenging material independently through – reading a wide range of fiction and non-fiction, including in particular, short stories and poems, with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from English literature, both pre-1914 and contemporary, including prose and poetry.</p> <p>Understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> • learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries • making inferences and referring to evidence in the text • knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension <p>read critically through:</p>

		<ul style="list-style-type: none"> • knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning • recognising a range of poetic conventions and understanding how these have been used • studying setting, plot, and characterisation, and the effects of these • making critical comparisons across texts • studying a range of authors
Investigating Life Stories	18	<p>Objectives: Develop an appreciation and love of reading, and read increasingly challenging material independently through:</p> <ul style="list-style-type: none"> • reading a wide range of fiction whole books, including contemporary prose <p>understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> • learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries • making inferences and referring to evidence in the text • knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension <p>read critically through:</p> <ul style="list-style-type: none"> • 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 • making critical comparisons across texts • studying a range of authors
Poetopia	12	<p>Objectives: Develop an appreciation and love of reading, and read increasingly challenging material independently through - reading a wide range of fiction, including contemporary prose understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> • learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and

		<p>dictionaries</p> <ul style="list-style-type: none"> • making inferences and referring to evidence in the text • knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension <p>read critically through:</p> <ul style="list-style-type: none"> • 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 • making critical comparisons across texts • studying a range of authors, including at least two authors in depth each year.
Fantastic Beasts	15	<p>Objectives:</p> <p>Write accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> • writing for a wide range of purposes and audiences, including: stories, scripts, poetry and other imaginative writing • 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 • planning, drafting, editing and proof-reading through: • considering how their writing reflects the audiences and purposes for which it was intended • amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
The Power of Speech (developing oracy)	10	<p>Objectives:</p> <ul style="list-style-type: none"> • explore a range of famous rhetoric, focusing on features and conventions, considering what makes a good speech • speak confidently and effectively, including through – • using Standard English confidently in a range of formal and informal contexts, including classroom discussion • giving short speeches and presentations, expressing their own ideas and keeping to the point

		<ul style="list-style-type: none"> participating in formal debates and structured discussions, summarising and/or building on what has been said
Celebrating Shakespeare	16	<p>Objectives:</p> <p>Understand increasingly challenging texts through –</p> <ul style="list-style-type: none"> learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries making inferences and referring to evidence in the text knowing the purpose, audience, form and context of the writing and drawing on this knowledge to support comprehension <p>Studying setting, plot, and characterisation, and the effects of these.</p> <p>Reading a wide range of poems and plays with a wide coverage of genres and historical periods by Shakespeare.</p> <ul style="list-style-type: none"> Considering how their writing reflects the audiences and purposes for which it was intended amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
The Literacy Hour/Accelerated Reading	38	<p>Objectives:</p> <p>Consolidate and build on their knowledge of grammar and vocabulary through –</p> <ul style="list-style-type: none"> extending and applying the grammatical knowledge studying the effectiveness and impact of the grammatical features of the texts they read drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects using Standard English confidently in their own writing and speech <p>Develop an appreciation and love of reading, and read increasingly challenging material independently through:</p> <ul style="list-style-type: none"> Choosing and reading books independently for challenge, interest and enjoyment. Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.