



Subject: English

Lead Teacher: Ms Lord

Year: 7

## Curriculum organisation

Students are taught in mixed groups of 30 for **three** hours per week. One of these lessons focuses explicitly on literacy and academic writing skills. They are not grouped by ability.

## Overview of Topics &amp; Key Information

## How will your child be learning?

| Term        | Unit(s) of Work   | Key Enquiry Questions  | Key Content/<br>Terminology  | Skills developed   | How will your child be learning?  |
|-------------|---|--|--|--|---|
| Autumn Term | <ul style="list-style-type: none"> <li>Biographical and autobiographical writing. [AUT1]</li> <li>Poetry, identity and culture. [AUT2]</li> <li>Literacy and academic writing skills. [AUT1&amp;2]</li> </ul>   | <ul style="list-style-type: none"> <li>How do writers explore their own identity and the identity of others in their work?</li> <li>How do writers use linguistic devices in biographical and autobiographical writing?</li> <li>How do writers use literary and poetic devices when exploring culture and identity?</li> <li>Why is identity an important theme in poetry?</li> </ul> | <ul style="list-style-type: none"> <li>Academic vocabulary: e.g. analytical and inference verbs.</li> <li>Poetic terminology: e.g. simile, metaphor.</li> <li>Grammatical terminology: e.g. parts of speech.</li> </ul> <p><i>Students are typically issued with a knowledge organiser at the start of the sequence which includes details of key content and terminology.</i></p>           | <ul style="list-style-type: none"> <li>Inference and deduction</li> <li>Literary analysis</li> <li>Understanding of syntax and word class.</li> </ul>                    | <ul style="list-style-type: none"> <li>Whole class discussion</li> <li>Pair and group work</li> <li>Written activities</li> <li>Reading activities</li> <li>Watching short video clips</li> <li>Research tasks</li> </ul> |
| Spring Term | <ul style="list-style-type: none"> <li><i>Frankenstein</i> (Playscripts) (SP1)</li> <li>20<sup>th</sup> Century Fantasy Novel (either <i>King of Shadows</i> by Susan Cooper or <i>Northern Lights</i> by Phillip Pullman). [SP2]</li> <li>Literacy and academic writing skills. [SP1&amp;SP2]</li> </ul> | <ul style="list-style-type: none"> <li>How do we approach studying a play?</li> <li>How do writers construct characters?</li> <li>How do writers create tension and suspense?</li> </ul>   | <ul style="list-style-type: none"> <li>Characterisation</li> <li>Setting</li> <li>Key contextual terminology relating to the set texts.</li> <li>Grammatical terminology.</li> </ul> <p><i>Students are typically issued with a knowledge organiser at the start of the sequence which includes details of key content and terminology. The list above includes just a few examples.</i></p> | <ul style="list-style-type: none"> <li>Inference and deduction</li> <li>Literary analysis</li> <li>Analysis of character and setting.</li> </ul>                         |   |
| Summer Term | <ul style="list-style-type: none"> <li>Creative and descriptive writing. [SU1]</li> <li>Shakespeare's theatre and language. [SU2]</li> <li>Literacy and academic writing skills. [SU1&amp;SU2]</li> </ul>   | <ul style="list-style-type: none"> <li>How can I make my writing sophisticated and engaging?</li> <li>Why has Shakespeare's work stood the test of time?</li> <li>How does Shakespeare use language and dramatic devices for effect?</li> </ul>  | <ul style="list-style-type: none"> <li>Literary devices: e.g. adjectives, imagery.</li> <li>Early Modern English, iambic pentameter.</li> <li>Grammatical terminology.</li> </ul> <p><i>Students are typically issued with a knowledge organiser at the start of the sequence which includes details of key content and terminology. The list above includes just a few examples.</i></p>    | <ul style="list-style-type: none"> <li>Descriptive writing skills.</li> <li>Inference skills when exploring Early Modern English.</li> <li>Literary analysis.</li> </ul> |   |

| Equipment needed for lessons   | How will learning and progress be assessed?  |
|--|--|
| <ul style="list-style-type: none"> <li>• Standard school stationery</li> <li>• Exercise book</li> <li>• Current allocated reading book</li> <li>• Any set texts (e.g. copies of novel or plays) that have been issued for the current unit of work.</li> </ul> | <ul style="list-style-type: none"> <li>• End of sequence assessments (skills and knowledge)</li> <li>• Formal assessment week (May)</li> <li>• Peer and self-assessment</li> <li>• Homework tasks (often research or project based)</li> <li>• Retrieval practice activities</li> <li>• Notes checks.</li> </ul> |

| Extension & Enrichment opportunities   | What can you do to support your child?  |
|--|---|
| <ul style="list-style-type: none"> <li>• Literary Society (lunchtime club).</li> <li>• Drama Club / School Production</li> <li>• Theatre trips such as the Stafford Shakespeare Festival.</li> <li>• Regular opportunities to enter school, local and national creative writing competitions e.g. NGHS annual poetry competition, BBC 500 Words and the annual Ironbridge creative writing competition.</li> <li>• Opportunities to participate in the House Drama competition.</li> </ul> | <ul style="list-style-type: none"> <li>• Encourage your child to read widely and regularly, making use of the reading lists provided and book recommendation websites such as 'goodreads'.</li> <li>• Encourage your child to read/watch/listen to the news on a daily basis.</li> <li>• Watching/listening to programming on BBC 4 and BBC Radio 4/4 Extra on literature, language and the arts, such as 'Poetry Please', in order to build cultural capital.</li> </ul> |

| Inclusion  | Inclusion within Y7 English  |
|--|--|
| <ul style="list-style-type: none"> <li>• Teachers follow student passports to ensure that the needs of all students with SEND are met.</li> <li>• Work is enlarged to the necessary size for visually impaired students.</li> <li>• Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs.</li> <li>• Students have the use of laptop if they have a SEND need whereby use of a laptop supports them.</li> <li>• Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons.</li> <li>• Dyslexic students are encouraged to use coloured overlays when they are required to read long passages.</li> <li>• Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources.</li> <li>• Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration.</li> <li>• Students are seated according to their needs, students work with the SENDCo to decide upon this.</li> </ul> | <ul style="list-style-type: none"> <li>• We include diverse voices, perspectives and identities in our curriculum, including writers with/who had disabilities, such as Malala Yousafzai and Agatha Christie.</li> <li>• Within English, students are encouraged to think about their own experiences and how these intersect with the intellectual material they encounter.</li> <li>• Dyslexic students are provided with knowledge organisers for each topic in order to have reference to key terminology and definitions.</li> <li>• Weekly spelling tests in Y7 differentiated for dyslexic students.</li> <li>• All teachers employ inclusive pedagogy so not just what they teach but how they teach is inclusive through a variety of delivery techniques (place mats with instructions/ step-by-step guides, mind maps, multiple choice questions) and assessment design which contributes to the achievement of all pupils (e.g. use of model examples and scaffolded sentence starters/essay frames).</li> <li>• Use of visual and audio cues to support processing of written text.</li> <li>• Key words/subject vocabulary displayed on classroom walls to aid memory in addition to the use of mnemonics/acronyms.</li> </ul> |

**If you have any questions about this Learning Overview, please contact the named Teacher above.**