

Year 7 Curriculum Implementation Plan (ENGLISH) AUGUST 2020

CHASE TERRACE ACADEMY ENGLISH CURRICULUM INTENT SEQUENTIAL CURRICULUM KS3						
YEAR 7 THREAD: PLACE						
Year 7	English					
Skills / Stimulus	WRITING NON-FICTION	READING NOVEL	READING SHAKESPEARE	WRITING NON-FICTION	READING POETRY	WRITING CREATIVE WRITING FROM LITERATURE
Half-term	Autumn – 1.1 (8 weeks)	Autumn – 1.2 (7 weeks)	Spring – 2.1 (7 weeks)	Spring – 2.2 (6 weeks)	Summer – 3.1 (5 weeks)	Summer – 3.3 (7 weeks)
Scheme of Learning	Week 1 induction / screening. Weeks 2,3,4 Transition scheme. (LT) 9 LESSONS Week 5 6 7 8 “The Boy in the Striped Pyjamas”. (CD/GPA) 32 LESSONS (1-12 here)	“The Boy in the Striped Pyjamas”. (CD/GPA) Rest of scheme	Introduction to Shakespeare. (HP) Extracts	“Romeo and Juliet” (K.LEWIS / existing) Writing forms derived from R and J study: Diary entry Guide Informal letter	An Introduction to Poetry. (DW)	Narrative / creative writing (VW) Stimulating Shorts – varied selection short stories
Curriculum Content	Screening process. Transition Unit. Class reader: novel.	Using a complete and challenging modern novel, we develop reading for meaning and related skills.	We undertake an Introduction to Shakespeare to embed cultural capital and explore our literary heritage through the lens of our most famous playwright.	Using a specific Shakespearean tragedy, we continue to develop pupils’ abilities to interpret what they read.	Using a collection of poems, we explore different forms of poetry and the related content and contexts of these, as well as how poems convey meaning.	Using a range of exemplar short stories, we explore the structure of the most common narrative forms and develop the use of them in writing.
Curriculum Intent	The non-fiction unit is focused on autobiography and the outcome is a formal letter to the pupils’ primary school.	To embed cultural capital and explore our literary heritage we studying this seminal and engaging text. This is written from the perspective of a young	Pupils will read and explore extracts from a variety of Shakespearean stimulus to reinforce the need root their ideas and opinions in the texts.	Pupils will be encouraged to identify the meaning of the play in the context of its writing and setting.	Whilst many pupils find poetry daunting, this introductory unit aims to make poetry initially fun and ultimately challenging but always accessible.	This unit explicitly develops pupils’ awareness of structural features and conventions of narrative writing.

	<p>The aim here is to develop, not only planning and writing skills, but also the pupils' awareness of the power of writing in the world around us. The focus for writing in the transition scheme was letters to the pupils' primary school. Therefore the transition unit will allow pupils to explore the conventions and features of this form of formal letter writing with a focus on the purposes of informing, explaining and describing issues to their audiences using the appropriate register and vocabulary. This forms of formal letter writing is part of a tool kit that we aim to equip each pupil to master in their time at the school to enable them to express themselves confidently and competently.</p>	<p>narrator. This time the context may need some research and historical understanding to grasp the references. Pupils are presented with a complete text as class reader and the aim is to further develop reading stamina. Themes are relevant to the development of pupils' understanding as the texts deals with prejudice, friendship and family life alongside pertinent topics of friendship and equality.</p>	<p>A key focus of this unit is to explore the effects that writers create with the way they compose their texts through their choice of genre and use of stock character types and stereotypes. Generic expectations and literary and cultural contexts will also inform their understanding of the extracts they study.</p>	<p>There will be a focus on the relevance of Shakespeare to modern life through the non-fiction writing tasks. Pupils will read and explore sections of the whole play to give them a sense of the trajectory of Shakespearean narrative. A key focus of this unit is to explore the effects that writers create with the way they compose their texts and pupils will develop their writing about text and time/context.</p>	<p>Pupils will develop understanding through a menu of ways to examine the poems and through developing knowledge of formal features of different kinds of poems. Where these forms fit into our literary tradition will be a key focus of this unit. Pupils will develop their writing about texts by explaining and expanding on the evidence they use to support their points (PETER). The struggle to understand texts written in unconventional ways aims to build resilience and problem solving skills and, we hope, provides some satisfaction in a challenge completed.</p>	<p>The ability to organise and sequence text is an important transferable skill and this is developed through the practice of writing their own narratives. Through reading and understanding texts from our literary heritage, pupils are exposed to aspects of culture and tradition. The intent is to focus on writing skills here in this unit using fiction writing as a stimulus to get the pupils' creativity going and help them to understand their role as writers who craft their work with a sense of their reader and the impact of their choices at diction level, word level and structure level.</p>
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Core Skills KS2 Links KS4 Links?	<ul style="list-style-type: none"> =Explore linguistic and structural features through writing choices. =Write to match purpose, audience and form considering structure / style PAFS. =Writing to inform / explain / describe / advise: different intent =Explore rhetoric using range of vocabulary and sentence structures for clarity and effect. Apply. =Make sure spelling and punctuation is accurate. =Select / amend /manipulate tone for purpose and audience. 	<ul style="list-style-type: none"> = Read, understand and respond to texts. =Inference of meaning (both implicit and explicit). =Explanation. =Reading comprehension. =Make predictions. =Summarise. =Identify writer’s methods. =Evaluate success of writer’s craft. Explore narrative structure and trajectory. =Analytical skills =Understand how texts are affected by specific contexts in which they were written (time period, place). 	<ul style="list-style-type: none"> =Exploration of extracts from variety of plays. =Exploration of different genres of Shakespearean plays and analysis of generic conventions. =Exploration of character roles: hero / villain. =Analysis of characterisation / character roles / types. =Infer meaning and explain. =Make predictions. =Identify methods and dramatic conventions. =Compare extracts from texts. =Develop research skills to explore social, historical and cultural context. 	<ul style="list-style-type: none"> =Explore one specific play. =Apply generic understanding to a single play: tragedy conventions. =Make predictions. =Hone key analytical skills. =Identify methods and evaluate their success for the audience. = Analyse the language, form and structure used by a playwright to create meanings and effects, using relevant subject terminology. =Understand how texts are affected by specific contexts in which they were written (time period, place). =writing skills for non-fiction needs are emphasised here in this unit format the stimulus for the plot / feud / context for “Romeo and Juliet” 	<ul style="list-style-type: none"> =Explore different forms of poetry: sound and image poetry =Identify poet’s methods and evaluate success =Explore themes / message / meaning =Develop a personal response to pieces of text using evidence, including quotations, to support ideas. =Analyse the language, form and structure used by a poet to create meanings and effects, using relevant subject terminology. +widen exposure to poetic styles / forms. =Understand how texts are affected by specific contexts in which they were written (time period, place). =Create poetry anthology? =Creative performance poetry? 	<ul style="list-style-type: none"> =Understand form, structure, point of view and generic conventions. =Create? Recreative writing? =Creation of atmosphere and mood. =Communicate clearly, effectively and imaginatively. =Organise information and ideas, using structural and grammatical features (tense, person) to make sure writing is clear and logical. =Use a range of vocabulary with flair. =Use sentence structures for clarity, purpose and effect. =Make sure spelling and punctuation is accurate =To summarise =To read short stories more widely and independently from a variety of sources.
Formal Application Assessment	<ul style="list-style-type: none"> Baseline Screening Formal letter to primary school 	<ul style="list-style-type: none"> Reading assessment extract from the novel BISP PETER paragraph 	<ul style="list-style-type: none"> Close textual analysis of a chosen passage from the introductory unit on Shakespeare. 	<ul style="list-style-type: none"> Writing task: non-fiction:guide. Guide to Stratford? Shakespeare’s London? Non-fiction writing: 	<ul style="list-style-type: none"> Poetry assessment one poem Sonnet? Poetry assessment? Unseen? 	<ul style="list-style-type: none"> Writing for purpose: to imagine, describe, entertain in creative writing.

				Diary entry Informal letter		
Cross curricular links?	History Time period WW2 RE	PSHE	History Elizabethan/Jacobean England	PSHE Morals / feud / parental relationships? love?	Drama Performance poetry	Geography Diversity range stimulus of sources?