

Curriculum Overview for English – Year 7 – We will study five units of work over the academic year – to encourage deeper learning and address individual student understanding and application of skills covered.

Unit 1: Literary Fiction

Unit 2: Fantasy Narrative Writing

Unit 3: Poetry Through Time

Unit 4: What Makes Us Human

Unit 5: The Tempest

When?	What?	Why?	How?	Support
Unit 1: Literary Fiction	<p>Students will experience and analyse a range of texts – from English Literary Heritage to modern day.</p> <p>Students will read Dracula and will be reading the text and working with key extracts to develop understanding of context, characterisation and genre of gothic literature.</p> <p>Additional literary extracts in the gothic genre will offer students opportunities to engage with a range of literary extracts.</p> <p>Students will be introduced to weekly spelling and reading homework to be completed throughout the year.</p>	<p>Students will be developing an understanding of plot but also working with specific extracts to identify the authorial style and key features.</p> <p>Students will be developing language analysis and evaluating the impact on the reader.</p> <p>Students will read copies of the texts and will analyse key sections. They will consider the importance of context, analyse language and character and consider the influence of genre.</p>	<p>Students will be looking at a range of extracts, analysing and evaluating the writer’s language choices.</p> <p>They will be given opportunities to complete extended writing tasks linked to the core text and gothic genre.</p>	<p>All students would benefit from research of named writers, particularly those writing in the gothic genre, and wider reading of texts in the genre. Ultimately, reading a selection of works by different authors is important.</p> <p>Students should aim to read a range of fiction and non-fiction texts as part of their independent reading.</p> <p>Encourage your child to research their novel before and during studying.</p> <p>Revisit and revise the Key Knowledge document throughout the unit.</p>
Unit 2: Writing Wizards: Crafting Fantasy Narratives	<p>During this unit, students will practise the <i>process</i> of writing. Students will be given opportunities to carefully plan, craft and edit their narrative writing. Students will use the fantasy text ‘Escape from Kraznir’ as a stimulus for creating their own piece of fantasy narrative writing. As such, students will also develop an understanding of generic and character conventions.</p>	<p>Links to GCSE English Language (Paper 1) where students will be expected to complete descriptive or narrative writing. At GCSE level, students will be assessed on how well they craft language and structural features to create a convincing piece of extended writing. This unit, which encourages close-up crafting, will therefore prepare students for the skills assessed in later years.</p>	<p>Students will use a fantasy text, ‘Escape from Kraznir’, to craft their writing with attention to detail.</p> <p>Across lessons, there will be opportunities for students to craft sentences, punctuation and paragraphs for effect. They will be encouraged to craft language and structure to create a successful piece of narrative writing, evaluating the effectiveness of their choices as writers. Students</p>	<p>Any creative writing that students complete at home will enrich the writing they do in class. Writing journals are an excellent way to jot down story ideas, invent characters and even draw pictures of potential story settings!</p> <p>Students are encouraged to read a range of fiction and non-fiction texts, as this will support their writing in many ways (e.g. expanding vocabulary, generating ideas etc).</p> <p>The Literacy Shed</p>

			will learn the value of planning, drafting and editing their writing. Ultimately, students will develop their ability to write independently and originally, whilst also considering generic conventions.	<p>(www.literacyshed.com) contains a wide-range of thought-provoking images that work as excellent writing prompts.</p> <p>Revisit and revise the Key Knowledge document throughout the unit.</p>
<p>Unit 3: Poetry Through Time</p>	<p>During this unit, students will learn to identify key features of poetry as they study different forms of poetry through time. Students will move on to analysing and evaluating the effect of key poetic features across different forms of poetry.</p> <p>Throughout the unit, students will be developing analytical skills as they engage with a range of poems.</p>	<p>Poetry is a key component of GCSE English Literature and analysis skills are in line with most areas of English GCSE.</p> <p>The GCSE English Literature poetry anthology includes heritage and contemporary poems. Correspondingly, this unit encourages students to engage with a selection of poetry through time.</p>	<p>Students will study a mixture of poetry through time, along with a mixture of poetic forms (e.g. sonnet, ballad, spoken word poetry etc).</p> <p>Students will closely analyse language choices and evaluate the effect on the reader. They will learn to develop and support their opinions about a range of poetry.</p>	<p>A familiarity with a range of poetry would be beneficial. The timeline anthology on the 'Poetry By Heart' website (www.poetrybyheart.org.uk) is an excellent basis for discovering a range of poetry across time.</p> <p>Revisit and revise the Key Knowledge document throughout the unit.</p>
<p>Unit 4: What Makes Us Human? Understanding and Producing Non-Fiction Texts</p>	<p>Students will be analysing a range of non-fiction texts to identify key features of their construction. This will lead into the creation of their own non-fiction texts for different purposes and audiences.</p>	<p>This is linked to GCSE English Language (Paper 2 – Writers and Viewpoints) where students will be expected to understand viewpoints in non-fiction texts and create their own in the examination.</p>	<p>Students will be looking at a variety of non-fiction texts, recapping language techniques that can be used to analyse and evaluate the success of texts.</p> <p>They will produce their own version of texts.</p>	<p>Encourage students to read widely:</p> <ul style="list-style-type: none"> • magazines • newspaper articles • travel writing • information texts <p>as more experience with these texts will be of benefit.</p> <p>Revisit and revise the Key Knowledge document throughout the unit.</p>

<p>Unit 5: Summer Half Term - 1 Empire and The Tempest</p>	<p>Students will be developing an understanding of Shakespearean language and his works through the study of character and theme. They will also be furthering their understanding of play scripts and their key conventions. Students will learn how to link context to text as they explore key scenes, characters and themes.</p>	<p>GCSE examination work will be focused on Shakespeare and work on modern plays will be required. At GCSE level, students will need to make links between a text and its context. In this unit, therefore, students will be developing skills to be using at GCSE.</p>	<p>Students will complete assessments based on the analysis of a key scene looking at themes and/or characters (for example, tension in the opening scenes of The Tempest).</p>	<p>Watching Shakespeare plays in performance is one of the best ways to develop understanding of his work.</p> <p>Research on Shakespeare's life and Elizabethan England will also be hugely helpful.</p> <p>Reading play texts generally will build understanding of the form (e.g. the use of stage directions).</p> <p>Revisit and revise the Key Knowledge document throughout the unit.</p>
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Writing Skills

<p>Within each unit of work students will:</p> <p>Learn spellings, punctuation and grammar to support their progress towards Key Stage 4.</p> <p>Develop their own individual writing style and voice.</p>	<p>Students will be drawing on their work throughout the year, such as their analysis and understanding of language and control of sentences.</p> <p>Students will be experimenting with different writing styles, different audiences and different purposes.</p>	<p>Links to GCSE English Language (Paper 1) where students will be expected to complete descriptive or narrative writing.</p> <p>GCSE English Language (Paper 2) where students will be asked to write from a certain viewpoint, for example, arguing or persuading.</p>	<p>Students will then need to analyse their own work to identify language and structural features.</p> <p>They will need to use various creative writing prompts and stimuli to use language for effect.</p>	<p>Help your child revise for their weekly spelling tests throughout the year to aid spelling.</p> <p>Use any opportunity you can to help your child experiment with their writing, offering praise for effort.</p>
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How Are Students Assessed?

When we are looking at someone else's writing:

Understand, retrieve and organise information from other writers' work. AO1 (LANG)

Analyse the language and the structure of a piece of writing, using subject terminology to do so. AO2 (LANG), AO2 (LIT)

Personally respond and react to a writer's ideas and their craft. AO3 (LANG), AO1 (LIT)

Present a thorough and developing argument, embedding and exploring evidence along the way. AO4 (LANG)

Understand and present ideas about how context can shape and be reflected in a piece of writing. AO3 (LIT)

When we are producing our own writing:

Write clearly, imaginatively and effectively, following a plan. AO5 (LANG)

Craft word choices and language devices carefully to achieve highly specific goals. AO5 (LANG)

Structure work thoughtfully and carefully for clarity and effect. AO5 (LANG)

Write confidently and accurately, using an ambitious vocabulary, a range of sentence structures, and a full range of punctuation marks. AO6 (LANG), AO4 (LIT)