

Y7 English

“English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.”

[National curriculum in England: English programmes of study (2014)]

Overall Aims and Objectives:

Students in KS3 follow a programme that is based around the English national curriculum and thus to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment including a range of fiction and non-fiction texts. The work builds on material encountered in KS2 Literacy and provides a strong foundation for the standards expected at KS4. The curriculum will ensure that all pupils:

- read easily, fluently and with good understanding
- 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
- appreciate the rich and varied literary heritage associated with the language
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Work undertaken in KS3 will reinforce, consolidate and develop that undertaken in KS2 as preparation for the academic expectations in KS4. Consequently work completed in Year 7 will reinforce, consolidate and develop that completed in KS2.

Overall Learning Outcomes:

Year 7		
WRITING	READING	SPEAKING & LISTENING
1 Generally successful at adapting to different mediums (text types); able to write imaginatively in fiction by using and sustaining a convincing individual voice which is mostly sustained. In non-fiction, point of view is clearly established and mostly sustained, with a suitable register for purpose and audience.	1 Able to look at the structure of a text and comment on how this helps achieve effects e.g. withholding information to build suspense; using short sentences to make information stand out.	1 When talking to others, able to explore complex ideas and feelings in a range of ways that are both succinct and detailed.
2 In fiction, able to use a range of stylistic devices to achieve an effect on the reader, such as imagery. In non-fiction, able to use a range of rhetorical devices, such as emotive language	2 Able to find evidence from the text that supports ideas or argument and to embed evidence from the text into writing using accurate punctuation.	2 When talking to others, able to maintain generally controlled and effective organisation of talk to guide listeners.
3 Able to control and sequence paragraphs of different length, anticipating what a reader needs to know	3 Able to explore evidence from the text in some detail by considering layers of meaning, multiple interpretations or considering how events, information or small details contribute to overall meaning.	3 When talking to others, able to adapt vocabulary, grammar and non-verbal features mostly successfully to meet an increasing range of demands. Able to express ideas in conversational and Standard English to engage the listener.
4 Able to plan writing so that there are clear links between paragraphs by using a range of features to signal the direction of the text such as varying syntax and using different sentence and paragraph starters like adverbials, adverbials, verbs and discourse markers.	4 Able to look at the structure of a text and comment on how this helps achieve effects e.g. withholding information to build suspense; using short sentences to make information stand out.	4 When talking with others, able to make generally perceptive responses to information given or what others say. Able to show awareness of a speaker's aims and extend their ideas.
5 Able to use simple, compound, and complex sentences to achieve different effects in both fiction and non-fiction e.g. complex sentences for description or to present a counterargument, short sentences for action or emphasis.	5 Able to identify stylistic devices (including word types) the writer uses and give some detailed explanation of their effect.	5 When talking with others, able to adopt group roles generally independently, drawing ideas together and promoting effective discussion by listening carefully to others and constructively challenging or adding to their ideas.
6 Able to accurately punctuate: complex sentences that begin with subordinate clauses and phrases; complex sentences that begin with main clauses; compound sentences; complex sentences with embedded clauses	6 Able to evaluate, identify, and explain the overall purpose and effect of a text and support this with close reference to the text.	6 When playing a role, able to demonstrate empathy and understanding through flexible choices of speech, gesture and movement, adapting roles convincingly to explore ideas and issues.
7 Able to generally use an appropriate and varied range of ambitious vocabulary even though choices may not always be apt.	7 Able to identify a writer's viewpoint/attitude e.g. if they have a bias and support this with evidence from the text and/or to consider how writers can be influenced by the context of the time they were writing or events in their life.	7 Able to analyse meaning and impact of spoken language variation, exploring significant details in own and in others' language.
8 Spelling is generally correct; mistakes made occasionally on ambitious words.	8 Able to infer a character's feelings, thoughts and motivations.	
9 Attempts to use more ambitious punctuation to vary sentence structure like colons, semi-colon and dashes. There may be occasional errors with ambitious structures.		
10 Able to accurately punctuate direct speech.		

Course Outline:

Reading

Pupils will continue to develop an appreciation and love of reading, and read increasingly challenging material independently, reading a wide range of fiction and non-fiction, from a wide coverage of genres, historical periods, forms and authors; they will be encouraged to read books independently for challenge, interest and enjoyment. They will also understand increasingly challenging texts through 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 and read critically, recognising the effect of language choice, structure, literature devices and conventions.

Writing

Pupils will write accurately, fluently, effectively and at length for pleasure and information by: writing for a wide range of purposes and audiences; by summarising and organising material, and supporting ideas and arguments with any necessary factual detail; by applying their growing knowledge of vocabulary, grammar; and by drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing. They will also plan, draft, edit and proofread in relation to how their writing reflects the audiences and purposes for which it was intended.

Speaking and Listening

Pupils will speak confidently and effectively, using Standard English confidently in a range of formal and informal contexts, including classroom discussion, short speeches and presentations. They may participate in formal debates and structured discussions, summarising and/or building on what has been said; they may also be involved in improvise, rehearse and perform drama and poetry in order.

Grammar and vocabulary

Pupils will consolidate and build on their knowledge of grammar and vocabulary.

Typically, the schemes of work are divided into half-termly units with the majority of tasks based around the set texts.

	Autumn	Spring	Summer
Year 7	Prose: Fiction Prose: (Non-Fiction)/Media	Poetry Drama	Prose: Fiction Prose: (Non-Fiction)/Media

Assessment:

All assessment – class work, homework, tests and end-of-year examinations - is graded in relation to the curriculum statements listed above. The overall grades received for each strand will be based on all work completed during the time of assessment and will involve skills from the three main assessment strands.

Resources:

Set Texts

All KS3 students will study the following different text types during each year of study: prose, poetry and drama. Titles used will depend on class and teacher but the following provides an indication of what can be expected:

The specific texts used will depend upon the abilities and interests of each specific class. The selection below provides an indication of what may be included during the course of each year in KS3:

	Prose: Fiction	Poetry	Drama	Prose: (Non-Fiction)/Media
Year 7	<i>Kensuke’s Kingdom</i> by Michael Morpurgo <i>Cirque du Freak</i> by Darren Shan <i>Mortal Engines</i> by Philip Reeve <i>Brave New Words</i> by Sam Custance <i>Skellig</i> by David Almond <i>Classic Short Stories</i> by Mike Hamlin (Editor) <i>Stories from Different Genres</i> by Mike Hamlin (Editor) <i>Refugee Boy</i> by Benjamin Zephaniah <i>Lord of the Flies</i> by William Golding	Selected poetry Selected poetry by Benjamin Zephaniah	<i>Homer’s Odyssey</i> by David Calcutt <i>Grimm Tales</i> by Carol Ann Duffy <i>Beowulf</i> by David Calcutt <i>Crimes & Punishments</i> by John O’Connor <i>His Dark Materials – The Play</i> by Philip Pullman and Nicholas Wright	<i>Going Solo</i> by Roald Dahl <i>Voices in Time</i> by John O’Connor (Editor) <i>Brave New Words</i> by Sam Custance

Some of the texts used may be included in topics included in the text books below. This will apply especially to non-fiction prose and to poetry.

Year 7	<i>Text Building Skills in English 11-14 Student Book 1</i> by Annabel Charles and Richard Durrant; <i>Oxford English: An International Approach Students’ Book 1</i> by Rachel Redford
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