

Long Term Plan for Year 7 English

Ter m 1	<p><u>Unit 1. Retrieval Week</u> Animation: Get Out</p> <p>Overview: Revise handwriting, spelling, sentence punctuation, reading skills learned in Year 6; set expectations</p> <p>Grammar includes: ensuring the consistent and correct use of tense throughout a piece of writing. Ensuring correct subject and verb agreement when using singular and plural. Extending the range of sentences with more than one clause by using conjunctions, Using complex sentences, including relative clause.</p>	<p><u>Unit 2. Modern Novel Part 1:</u> <i>Analysing a character</i> 4-5 weeks</p> <p>Suggested books: ‘Scat’, ‘Holes’, Millions, ‘Room 13’, ‘Abomination’, ‘Bumface’</p> <p>Overview: Pupils will read a modern novel and discuss and analyse the range of themes and writer’s techniques; make inferences and deductions about a character, begin to create PEE paragraphs; focus on character development within the narrative;</p> <p>Grammar includes: using a range of conjunctions to create compound and complex sentences; using expanded noun phrases to convey complicated information concisely</p>	<p><u>Unit 3. Modern Novel Part 2</u> <i>Characterization</i> 4-5 weeks</p> <p>Suggested books: ‘Scat’, ‘Holes’, Millions, ‘Room 13’, ‘Abomination’, ‘Bumface’</p> <p>Overview: Students will develop an understanding of characterization by the author; plan a new character; learn techniques to show character feelings; vary sentences effectively; develop their character within a narrative.</p> <p>Grammar includes: using a range of conjunctions to create compound and complex sentences; using expanded noun phrases to convey complicated information concisely</p>
		<p><u>Accelerated Reader</u></p> <p>Allow at least 20 minutes per week for personal reading time; children to read library books and quiz.</p>	<p>Class Reader:</p> <p>‘Scat’, ‘Holes’, Millions, ‘Room 13’, ‘Abomination’, ‘Bumface’</p>
Ter m 2	<p><u>1. Retrieval Week 2</u></p> <p>Overview: Revise reading and Gaps Skills from T1- interleaving activities- quizzes Creative writing – cold writing tasks Pre-teaching key vocabulary</p>	<p><u>2. Sherlock Holmes: The Speckled Band</u> <i>Pre-1900 literature 4-5 weeks</i></p> <p>Overview: Pupils will become familiar with a classic detective story and explore the features of the genre while practising close reading skills: inference and deduction; using evidence from a text to create PEE paragraphs</p> <p>Grammar includes: Using brackets, dashes and commas to indicate parenthesis; using semi-colons, colons or dashes to mark boundaries between main clauses; using colons to introduce lists; punctuating bullet points consistently</p>	<p><u>3. CRIME SCENE INVESTIGATION</u> Formal report writing 4-5 weeks</p> <p>Overview: Pupils will investigate a crime scene; they will use their deduction and inference skills to make a preliminary report of the crime scene. Pupils will also learn to write formally using passive sentences and reported speech.</p> <p>Grammar includes: Beginning to understand the use of active and passive verbs, especially the use of the passive form in reports; recognising and using a past participle; using semi-colons, colons and dashes appropriately in reports; using bullet points.</p>

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		<p><u>Accelerated Reader</u></p> <p>Allow at least 20 minutes per week for children to read library books. They may also quiz in this time. Reading Records are monitored by form teachers</p>	<p>Class Readers:</p> <p>A Pack of Lies – short stories; Speckled Band- and other short detective stories</p>
<p>Term 3</p>	<p><u>1. Retrieval Week 3</u></p> <ul style="list-style-type: none"> ▪ Revise reading and Gaps Skills from T1- interleaving activities- quizzes ▪ Creative writing – cold writing tasks ▪ Pre teaching key vocabulary 	<p><u>2. Introduction to Poetry</u></p> <p>Suggested poems: Various poems provided in resources</p> <p>Overview: Pupils will explore what a poem is; learn about figurative language; become familiar with a range of styles of poetry; explore the features while practising close reading skills; begin to learn how to analyse an unseen poem</p> <p>Grammar includes: using fronted adverbials and non-finite verbs to start a sentence; using commas after fronted adverbials; using elaborated description, including adjectives and adverbs, and subordinate clauses</p>	<p><u>3. Introduction to Shakespeare</u></p> <p>Reading and performing plays</p> <p>Suggested texts: extracts of plays: A Midsummer Night’s Dream, The Tempest, Macbeth, The Taming of The Shrew</p> <p>Unit Overview. Introduce children to Shakespeare and the world in which he lived. Become familiar with the plot of some of his plays. Introduce the language of Shakespeare; read and improvise scenes. Investigate ways of writing dialogue: abbreviations and informal language. Write, practice and perform their own version a scene.</p> <p>Grammar includes: dialogue, direct speech punctuation; using commas to clarify meaning; using and understanding grammatical terminology, comparing Elizabethan grammar to modern English.</p>
	<p><u>End of Year Assessment Week</u></p>	<p><u>Accelerated Reader</u></p> <p>Overview: Allow at least 20 minutes per week for children to read library books. They may also quiz in this time. Reading Records are monitored by form teachers</p>	<p><u>Class Reader:</u></p> <p>Various versions of Shakespeare’s plays (Mr William Shakespeare’s Plays Marcie Williams); Play of ‘Room 13’ Play of ‘Turbulent term of Tyke Tyler’ ‘Frankenstein’ by Phillip Pullman. ‘Our Day Out’ – Willy Russell</p>