

English Year 7 Long-Term Plan 2023 - 2024

<u>Term Topic/Focus</u>	<u>Skills/ knowledge</u>	<u>Key words</u>	<u>SPAG</u>	<u>Outcomes</u>	<u>Links to Previous Learning/Curriculum Links/ Culture Capital</u>
<u>Autumn 1</u> Introduction to Poetry Baseline testing: Spelling test, Reading test Big write - narrative writing. Introduction to Poetry Choose from: - Poems from other cultures - Pre 20th century poetry. - Children's anthologies	Reading Understand and analyse how language works in poetic texts. Infer and deduce meanings using evidence in the text, identifying where and how meanings are implied; Be able to comment, using appropriate terminology on how writers convey setting, character and mood through word choice and sentence structure; Recognise how writers' language choices can enhance meaning, e. g. repetition, emotive vocabulary, varied	- alliteration - Assonance - Repetition - Stanzas - Adjectives - Simile - Metaphor - Images - Poem - Verse - Anthology - infer - deduce - mood - emotive vocabulary - rhythm and rhyme;	Spelling – Pupils to be assessed at start of term. Individualised programmes to be devised for pupils using KS1 and 2 English programme of study (appendix 1) Vocabulary, grammar and punctuation - In order to gap fill and revise skills/ concepts from primary school – Year 4/5 learning and progression steps (LAPS) planning for progression. (LAP 1 for term 1)	Be able to analyse a range of poems. Be able to write a response to GCSE style questions to a poem that they have read. Make connections between two or three poems. Be able to create their own poem inspired by the knowledge gained from poems they have read. Proofread and edit (Green Pen) their work.	PL - Pupils have some knowledge of basic poetry forms such as haiku, limerick, shape etc in primary school. CL – research skills, exam terminology, PSHE through themes, history through themes, setting and context. CC –Knowledge of different cultures, religions, beliefs, religions and historical times.

	sentence structure or line length, sound effects; Identify and appreciate poetic forms and styles • Compare poets' themes and poetic techniques. Writing Write their own poetry, employing a variety of techniques experiment with the visual and sound effects of language, including the use of imagery, alliteration, rhythm and rhyme;			Create an anthology of poems.	
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	• Interpret the task • Identify the method the writer uses • Explore the effects of the methods	Evaluation, falling action, rising action, suspense, verb, climax		awareness of the writer's viewpoint. Can make a simple comment on the overall effect of the text on the reader. Can identify different features common to different texts or versions of the same text and make simple comments about them, e.g. characters, settings, presentational features. Can make simple comments on the effect that the reader's or writer's context has on the meaning of texts.	
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<u>Spring 1</u> Introduction to Shakespeare Drama/ Play scripts Choose extracts from: • Macbeth, • The Tempest • As you like it	Speaking and Listening/Drama: Create simple scripts and understand stage directions Develop a character Mood and atmosphere Show awareness of the audience Reading: To develop an understanding of Shakespeare's plays and language To explore several of Shakespeare's plays, practically and actively To understand the context in which the play's were written and also their relevance today. Reading scripts	Reading Understanding and interpreting texts. Engaging with and responding to texts Recognise the main elements that shape different texts. Visualise and comment on events, characters and ideas, making imaginative links to their own experiences Building on pupils' knowledge of some of Shakespeare's stories and characters. Infer characters' feelings in fiction and	Spelling – Pupils continue working on individualised programmes using KS1 and 2 English programme of study (appendix 1) Vocabulary, grammar and punctuation - In order to gap fill and revise skills/ concepts from primary school – Year 4/5 learning and progression steps planning for progression. (LAP 2 for term 2)	To be familiar with Shakespeare's life, times and theatre Pupils will know about the Globe both past and present. To identify some of the distinctive features of Shakespeare's language and how language has changed over time To explore some of the great themes of Shakespeare's plays, such as kingship, romance and ambition To engage with some of the issues, themes and ideas in Shakespeare's plays and to appreciate the	PL pupils will use the skills learnt in term one CL – research skills, PSHE through themes, history through themes, setting and context. RE through superstitions. CC – Historical context, knowledge of author, knowledge of historical buildings.

	Inferring deducing information from Shakespeare texts Understand, describe, select and retrieve information, events or ideas from texts and use quotations and reference to text.	consequences in logical explanations. Empathise with characters and debate moral dilemmas portrayed in texts. knowledge and understanding of Shakespeare the playwright, the times in which he lived and the world of the theatre at the time focus on Shakespeare's language – the way it has changed over time and the way it is used to create dramatic tension in his plays Explore how writers use language for comic and dramatic effects		way they remain relevant in the 21st century Pupils will be able to identify and explain some of the key features of the characters. To understand what is meant by a 'character' in a story To realise that stories can be told in different ways, including dramatization Read or watch an abridged version of a Shakespeare play Read, perform and talk about lines taken from scenes or speeches from Shakespeare's plays	
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		Exploration of some of the great themes in Shakespeare's plays. themes and ideas in some of Shakespeare's plays and making links between them engage with some of the issues, themes and ideas in Shakespeare's plays and to appreciate the way they remain relevant in the 21st century. Drama. Explore familiar themes and characters through improvisation and role-play. Developing pupils' understanding of dramatisation as a way of telling stories.		Use dramatic approaches to explore some of Shakespeare's scenes To appreciate how characters are brought to life through performance To gain knowledge of the cultural significance of Shakespeare and his place in our literary heritage	
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		Explore ideas, texts and issues through a variety of dramatic approaches and conventions			
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<u>Spring 2</u> Nonfiction/ media Understanding and producing non-fiction texts Choose from: • past or present news story • Internet safety, • global warming, • Titanic, • WW1, • WW2	Reading Understanding texts 1. Interpret information and ideas Summary and synthesis 1. Select and use quotations 2. Making connections across texts Language and effects 1. Analyse words and phrases 2. Develop comments on effect Comparing texts	Non – fiction Connective Autobiography, connotations, abstract noun Past tense, present tense, chronological, second person	Spelling – Pupils continue working on individualised programmes using KS1 and 2 English programme of study (appendix 1) Vocabulary, grammar and punctuation - In order to gap fill and revise skills/ concepts from primary school – Year 4/5 learning and progression steps (LAPS) planning for progression. (LAP 2 for term 2)	Pupils can Interpret information and ideas in texts Pupils show they can select and use quotations Pupils will begin making connections across texts Pupils will be able to analyse words and phrases Pupils can Identify points of view 2. Comment on features and effects	PL pupils have covered leaflets, posters and newspapers at primary school. CL – research skills, PSHE through themes, history through themes, setting and context. CC – Historical context, knowledge of past or present historical events, Science, history , geography- dependant on topic chosen.

	1. Identify points of view 2. Comment on features and effects 3. Planning a comparison Writing There are seven non-fiction writing styles: 1) formal letter 2) informal letter 3) speech 4) article 5) review 6) report 7) leaflet Each has its own layout features. awareness of the audience purpose: inform, entertain, advise, instruct, persuade.	perspective, topic sentence Persuasive techniques Formal Informal audience purpose: inform, entertain, advise, instruct, persuade.		3. Planning a comparison Pupils will show knowledge and understanding to be able to produce the different forms for the following: Formal letter, article, blog, speech, leaflet, newspaper, magazine.	
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<u>Summer 1</u> Multi modal texts – analysing and creating visual images Choose from: - comics - cartoons - graphic novels	Simple multimodal texts include comics/graphic novels, picture books, newspapers, brochures, print advertisements, posters, storyboards, digital slide presentations (e.g. PowerPoint), e-posters, e-books, and social media. Meaning is conveyed to the reader through varying combinations of written language, visual, gestural, and spatial modes Page layout and structure How panels are used to structure narrative	Layout Structure Caption Tone Hyperbole Action Alliteration Puns Allusion Humour composition, narration, dialogue space, drawing space. Speech bubbles Gutter motion	Spelling – Pupils continue working on individualised programmes using KS1 and 2 English programme of study (appendix 1) Vocabulary, grammar and punctuation - In order to gap fill and revise skills/ concepts from primary school – Year 4/5 learning and progression steps (LAPS) planning for progression. (LAP 3 for term 3)	Young people need to be able to communicate effectively in an increasingly multimodal world. This requires teaching children how to comprehend and compose meaning across diverse, rich, and potentially complex, forms of multimodal text, and to do so using a range of different meaning modes Pupils will have gained now how meaning is conveyed through the various modes used in the text, as well as how multiple modes	PL= Story boards Comic strips Produce own comics. CL - Art – Pop Art ICT -Comic programme History of Comics – books, film and TV CC – knowledge of political cartons, posters, Early story boards/comics, graphic novels linked to full texts

	Lettering – captions, speech balloons linking to specific speakers, different styles of speech balloons for effect, speech balloons for thought. Art style – colour, light and shade, choice of image. Tone Hyperbole Action Alliteration Puns Allusion Humour			work together in different ways to convey the story or the information to be communicated. Pupils will use the skills gained to create multimodal texts for different purposes and audiences, Pupils will be able to identify and explain the features of a specific graphic novel What makes up a comic strip? Analysing layout Analysing visuals: emotions Analysing visuals: showing movement	
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<u>Summer 2</u> Pre 1914 Fiction/ Seminal World Literature Understanding important ideas that had a great influence on later work Choose from: • Myths and Legends • Fairy Tales • Grimms tales	Reading To be able to recognise and explain the differences between myths, legends and fairy tales Learning the differences between different types of stories and where they come from. Oral tradition Themes Analysing texts to discover: Conventions of myths legends and fairytales: Heroes and villains War Magic Good versus evil Supernatural/ superhuman powers gods versus mortals.	Myth Legend Fairy tale Oral tradition Theme Character Hero Villain Supernatural Superheroes mortal	Spelling – Pupils continue working on individualised programmes using KS1 and 2 English programme of study (appendix 1) Vocabulary, grammar and punctuation - In order to gap fill and revise skills/ concepts from primary school – Year 4/5 learning and progression steps (LAPS) planning for progression. (LAP 3 for term 3)	Pupils can recognise and explain the differences between myths, legends and fairy tales Pupils can demonstrate the differences between different types of stories and where they come from. Pupils understand and apply knowledge of the Oral tradition Pupils can analyse texts and show understanding of: Conventions of myths Themes legends and fairytales: Heroes and villains War Magic Good versus evil	PL - Previously heard stories. Previous knowledge of writing a story. Knowledge of parts of a story. CL – history, RE, ICT CC – knowledge of cultural history. history or stories from different countries, cultures, religions and beliefs.

	Writing Use above skills to write own legend, fairytale or myth. Wide use of adjectives. Structure and planning Speaking Oral storytelling			Supernatural/ superhuman powers gods versus mortals. Writing Pupils can apply the above skills to write own legend, fairytale or myth.	
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