



ABINGDON

Year 7 English

YEAR GROUP/Stage: Year 7			SUBJECT AREA: English
Autumn 1	Reading	Writing	Speaking and Listening
Knowledge	<p>Start of Year Reading Assessment</p> <ul style="list-style-type: none"> Use short extracts from all literature texts, including poetry. Develop knowledge of narrative styles/genres. Class Novel - Refugee Boy (understanding of character, plot and the author's language and structure choices). 	<p>Start of Year Writing Assessment</p> <p>Focus on transactional writing. Develop confidence/skills in:</p> <ul style="list-style-type: none"> forms, audience and purpose organisation – conjunctions and paragraphing generation of ideas from a variety of stimuli use of variety of rhetorical devices. 	<ul style="list-style-type: none"> Independent research followed by presentations to the whole class Individual, paired and whole class improvisation
Skills	<ul style="list-style-type: none"> Make justified predictions Develop inference and quotation skills Introduce PEE 	<ul style="list-style-type: none"> Drafting/ re-drafting Transactional Writing Paragraphing to extend ideas 	<ul style="list-style-type: none"> Performance Questioning Hot seating
Vocabulary	<p>Genre Audience Purpose Inference</p>	<p>Persuasive language Rhetorical questions Conjunctions</p>	<p>Formal and informal language</p>



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	Quote Narrative Extract		
Autumn 2			
Knowledge	<ul style="list-style-type: none"> Develop knowledge of narrative styles/genres. Develop inference skills Class novel - Refugee Boy (continue develop understanding of plot/character/context) 	<ul style="list-style-type: none"> Imaginative writing How to engage the reader through description Literary devices 	<ul style="list-style-type: none"> Thinking in character Improvisation
Skills	Termly Reading Assessment <ul style="list-style-type: none"> Reading comprehensions non-fiction Using PEE independently to answer exam style questions Understanding writer's craft 	Termly Writing Assessment <ul style="list-style-type: none"> Planning and composing a story Using literary devices to describe Creating a mood/atmosphere through description 	Speaking to the class Performing in-front of peers Understanding character
Vocabulary	Quote Narrative Inference Identify Explain Effect	Plan Imagine Mood Atmosphere Adjective Adverb	Hot-seat Improvisation
Spring 1	Reading	Writing	Speaking and Listening



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Knowledge	<ul style="list-style-type: none"> Develop knowledge of narrative styles/genres. Class Novel - Blitzed by Robert Swindells 	<ul style="list-style-type: none"> Writing to perform Writing activities based on class novel, developing cohesion in sentence structure and paragraphs 	How to perform Appropriate tone Projecting the voice
Skills	<ul style="list-style-type: none"> Reading comprehension using exam strategies including retrieval, inference and some comparison 	<ul style="list-style-type: none"> To use stage directions Correct lay-out for a playscript Creating drama pieces Importance of stage directions 	Performance skills
Vocabulary	Genre Audience Purpose Inference Strategy	Stage directions Italics Structure Layout	Tone Projecting Emphasis

Spring 2	Reading	Writing	Speaking and Listening
Knowledge	Poetry from other cultures - pre and post 20th Century Poetry Assessment	Writing own forms of poetry Create own anthology Writing to describe Descriptive Writing Assessment	Performance Poetry Poetry Assessment
Skills	<ul style="list-style-type: none"> Identify literary devices Identify the depth of meaning and emotion in the poem 	<ul style="list-style-type: none"> Use literary devices in own writing Make language choices that consider the effect on the reader 	<ul style="list-style-type: none"> Performance Learning poetry Rehearsing Reciting



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	<ul style="list-style-type: none"> • Make comments about how the poet achieves effect 		
Vocabulary	Rhythm Stanza Simile Metaphor Alliteration Personification Repetition	Haiku Sonnet Rhyme Rhythm Acrostic Shape Poetry	Recital Rhythm Tone Pace
Summer 1	Reading	Writing	Speaking and Listening
Knowledge	Shakespeare play - A Midsummer Night's Dream <ul style="list-style-type: none"> • Cover plot/characters/theme through engaging activities • Read selected key scenes with a focus on analysing language and structure • Trace themes through play • Understanding of the relationship between text and context 	Writing to analyse in response to the play Writing to persuade	Perform scenes from the play (modern or Shakespearean language) Hot seat key characters
Skills	<ul style="list-style-type: none"> • To identify and write about themes 	<ul style="list-style-type: none"> • To identify and write about themes • Reading Shakespeare (some) 	Peer evaluation Thinking in character



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	<ul style="list-style-type: none"> Reading Shakespeare (some) 	<ul style="list-style-type: none"> Re-drafting 	
Vocabulary	Shakespearean language Themes Iambic pentameter	PEE Analyse	Evaluation Monologue
Summer 2	Reading	Writing	Speaking and Listening
Knowledge	<ul style="list-style-type: none"> Class Novel - Hunger Games Non-fiction reading comprehension 	<ul style="list-style-type: none"> Writing to inform Extended pieces of writing Continued work on drafting and redrafting 	Perform scenes from the play (modern or Shakespearean language) Hot seat key characters
Skills	<ul style="list-style-type: none"> Understanding plot Reading comprehension <p>End of Year Reading Assessment</p>	<ul style="list-style-type: none"> Analyse writer's craft - PEE Essay writing Re-drafting <p>End of Year Writing Assessment</p>	<ul style="list-style-type: none"> Performance Character analysis <p>End of Year Speaking and Listening Assessment</p>
Vocabulary	Alliteration Fact Opinion Rhetoric Emotive Statistics	Analyse Edit	Evaluate Improvisation