

# Year 7 English Medium Term Plan

Unit	Duration (lessons)	Learning Objectives/Outcomes
Investigating life stories	17	<p>Developing an appreciation and love of reading, and read increasingly challenging material independently through:</p> <ul style="list-style-type: none"> <li>reading a wide range of fiction whole books, including contemporary prose</li> </ul> <p>understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> <li>learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li> <li>making inferences and referring to evidence in the text</li> </ul> <p>knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</p> <p>read critically through:</p> <ul style="list-style-type: none"> <li>knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li> </ul> <p>studying setting, plot, and characterisation, and the effects of these</p> <ul style="list-style-type: none"> <li>making critical comparisons across texts</li> </ul> <p>studying a range of authors, including at least two authors in depth each year.</p>
English Language Paper 1 (mini-scheme)	3	<p>Developing an appreciation and love of reading, and read increasingly challenging material independently through:</p> <ul style="list-style-type: none"> <li>reading a wide range of fiction whole books, including contemporary prose</li> </ul> <p>understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> <li>learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li> <li>making inferences and referring to evidence in the text</li> </ul> <p>knowing the purpose, audience for and context of the writing and drawing on this knowledge to support</p>

		<p>comprehension</p> <p>read critically through:</p> <ul style="list-style-type: none"> <li>knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li> </ul> <p>studying setting, plot, and characterisation, and the effects of these</p> <ul style="list-style-type: none"> <li>making critical comparisons across texts</li> </ul> <ul style="list-style-type: none"> <li>studying a range of authors, including at least two authors in depth each year.</li> </ul>
Gothic Horror	21	<p>Write accurately, fluently, effectively and at length for pleasure and information through:</p> <p>writing for a wide range of purposes and audiences, including:</p> <ul style="list-style-type: none"> <li>Researching, processing and selecting appropriate information</li> <li>applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</li> <li>drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</li> </ul> <p>planning, drafting, editing and proof-reading through:</p> <ul style="list-style-type: none"> <li>considering how their writing reflects the audiences and purposes for which it was intended</li> <li>amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</li> </ul>
Bildungsroman	20	<p>Developing an appreciation and love of reading, and read increasingly challenging material independently through:</p> <p>reading a wide range of fiction and non-fiction, including in particular, short stories and poems, with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from English literature, both pre-1914 and contemporary, including prose and poetry.</p> <p>Understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> <li>learning new vocabulary, relating it explicitly to</li> </ul>

		<p>known vocabulary and understanding it with the help of context and dictionaries</p> <ul style="list-style-type: none"> <li>making inferences and referring to evidence in the text</li> </ul> <p>knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</p> <p>read critically through:</p> <ul style="list-style-type: none"> <li>knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li> <li>recognising a range of poetic conventions and understanding how these have been used</li> </ul> <p>studying setting, plot, and characterisation, and the effects of these</p> <ul style="list-style-type: none"> <li>making critical comparisons across texts</li> <li>studying a range of authors</li> </ul>
Creative writing – 500 words	3	<p>Write accurately, fluently, effectively and at length for pleasure and information through:</p> <p>writing for a wide range of purposes and audiences, including:</p> <ul style="list-style-type: none"> <li>stories, scripts, poetry and other imaginative writing</li> <li>applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</li> <li>drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</li> </ul> <p>planning, drafting, editing and proof-reading through:</p> <ul style="list-style-type: none"> <li>considering how their writing reflects the audiences and purposes for which it was intended</li> </ul> <p>amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</p>
Poetopia	9	<p>Developing an appreciation and love of reading, and read increasingly challenging material independently through:</p> <ul style="list-style-type: none"> <li>reading a wide range of fiction, including</li> </ul>

		<p>contemporary prose</p> <p>understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> <li>• learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li> <li>• making inferences and referring to evidence in the text</li> </ul> <p>knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</p> <p>read critically through:</p> <ul style="list-style-type: none"> <li>• knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li> </ul> <p>studying setting, plot, and characterisation, and the effects of these</p> <ul style="list-style-type: none"> <li>• making critical comparisons across texts</li> </ul> <p>studying a range of authors, including at least two authors in depth each year.</p>
<p>English Language Paper 2 (mini-scheme)</p>	<p>3</p>	<p>Developing an appreciation and love of reading, and read increasingly challenging material independently through:</p> <p>reading a wide range of fiction and non-fiction, including in particular, short stories and poems, with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from English literature, both pre-1914 and contemporary, including prose and poetry.</p> <p>Understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> <li>• learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li> <li>• making inferences and referring to evidence in the text</li> </ul> <p>knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</p> <p>read critically through:</p> <ul style="list-style-type: none"> <li>• knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li> <li>• recognising a range of poetic conventions and understanding how these have been used</li> </ul> <p>studying setting, plot, and characterisation, and the</p>

		<p>effects of these</p> <ul style="list-style-type: none"> <li>making critical comparisons across texts</li> </ul> <p>studying a range of authors</p>
Introduction to Shakespeare	15	<p>Understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> <li>learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li> <li>making inferences and referring to evidence in the text</li> <li>knowing the purpose, audience, form and context of the writing and drawing on this knowledge to support comprehension</li> </ul> <p>Studying setting, plot, and characterisation, and the effects of these.</p> <p>Reading a wide range of poems and plays with a wide coverage of genres and historical periods by Shakespeare.</p> <p>Considering how their writing reflects the audiences and purposes for which it was intended amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</p>
Spoken Language – Speaker of the Year	8	<p>Speak confidently and effectively, including through:</p> <ul style="list-style-type: none"> <li>using Standard English confidently in a range of formal and informal contexts, including classroom discussion</li> <li>giving short speeches and presentations, expressing their own ideas and keeping to the point</li> </ul> <p>participating in formal debates and structured discussions, summarising and/or building on what has been said</p>
Fantastic Beasts	12	<p>Understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> <li>learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li> <li>making inferences and referring to evidence in the text</li> <li>knowing the purpose, audience, form and context of the writing and drawing on this knowledge to support comprehension</li> </ul>

		<p>Studying setting, plot, and characterisation, and the effects of these.</p> <p>Reading a wide range of poems and plays with a wide coverage of genres and historical periods by Shakespeare.</p> <p>Considering how their writing reflects the audiences and purposes for which it was intended amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</p>
Weekly Reading Lessons	38	<p>Consolidate and build on their knowledge of grammar and vocabulary through:</p> <ul style="list-style-type: none"> <li>• extending and applying the grammatical knowledge</li> <li>• studying the effectiveness and impact of the grammatical features of the texts they read</li> <li>• drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects</li> <li>• knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English</li> <li>• using Standard English confidently in their own writing and speech</li> </ul> <p>Developing an appreciation and love of reading, and read increasingly challenging material independently through:</p> <ul style="list-style-type: none"> <li>• choosing and reading books independently for challenge, interest and enjoyment.</li> <li>• re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.</li> </ul>