

Year 7 English Overview

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"> reading a wide range of fiction whole books, including contemporary prose <p>understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries making inferences and referring to evidence in the text <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"> knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning <p>studying setting, plot, and characterisation, and the effects of these</p> <ul style="list-style-type: none"> making critical comparisons across texts <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"> reading a wide range of fiction whole books, including contemporary prose <p>understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries making inferences and referring to evidence in the text <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"> knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning <p>studying setting, plot, and characterisation, and the effects of these</p> <ul style="list-style-type: none"> making critical comparisons across texts <ul style="list-style-type: none"> studying a range of authors, including at least two authors in depth each year.
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"> Researching, processing and selecting appropriate information applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing <p>planning, drafting, editing and proof-reading through:</p> <ul style="list-style-type: none"> 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
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"> learning new vocabulary, relating it explicitly to

		<p>known vocabulary and understanding it with the help of context and dictionaries</p> <ul style="list-style-type: none"> • making inferences and referring to evidence in the text <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"> • knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning • recognising a range of poetic conventions and understanding how these have been used <p>studying setting, plot, and characterisation, and the effects of these</p> <ul style="list-style-type: none"> • making critical comparisons across texts • studying a range of authors
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"> • stories, scripts, poetry and other imaginative writing • applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form • drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing <p>planning, drafting, editing and proof-reading through:</p> <ul style="list-style-type: none"> • considering how their writing reflects the audiences and purposes for which it was intended <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"> • reading a wide range of fiction, including

		<p>contemporary prose</p> <p>understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> • learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries • making inferences and referring to evidence in the text <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"> • knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning <p>studying setting, plot, and characterisation, and the effects of these</p> <ul style="list-style-type: none"> • making critical comparisons across texts <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"> • learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries • making inferences and referring to evidence in the text <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"> • knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning • recognising a range of poetic conventions and understanding how these have been used <p>studying setting, plot, and characterisation, and the</p>

		<p>effects of these</p> <ul style="list-style-type: none"> making critical comparisons across texts <p>studying a range of authors</p>
Introduction to Shakespeare	15	<p>Understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries making inferences and referring to evidence in the text knowing the purpose, audience, form and context of the writing and drawing on this knowledge to support comprehension <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"> using Standard English confidently in a range of formal and informal contexts, including classroom discussion giving short speeches and presentations, expressing their own ideas and keeping to the point <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"> learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries making inferences and referring to evidence in the text knowing the purpose, audience, form and context of the writing and drawing on this knowledge to support comprehension

		<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"> • extending and applying the grammatical knowledge • studying the effectiveness and impact of the grammatical features of the texts they read • 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 • 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 • using Standard English confidently in their own writing and speech <p>Developing an appreciation and love of reading, and read increasingly challenging material independently through:</p> <ul style="list-style-type: none"> • choosing and reading books independently for challenge, interest and enjoyment. • re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.