

 Alcester Academy Curriculum Planning: Key Stage 3 (Year 7)

Department: English		Year Group: 7		English Literature and Language			
Term	Topic/subject	Assessment Objectives	Knowledge acquisition	Skill building <i>Intent</i>	Wider reading opportunities to include numeracy and SMSC	Final assessment task and title	SEND & PP Identify where access and learning is supported
Autumn 1	<u>Armistice Runner</u>	Fiction	<p>Development of exploring language and application of meta language.</p> <p>The 'context bubble.'</p> <p>Embedded/relevant details or quotations as effective support for effective interpretation.</p>	<p><b>Learning to:</b></p> <p>Understanding explicit and implicit meanings of language.</p> <p>Understanding of organisational features.</p> <p>Understanding plot and characterisation of whole text.</p> <p>Acquisition and exploration of vocabulary within context of text.</p> <p>Understanding poetic convention.</p> <p>Debate and discussion within classroom.</p> <p>Appreciation of the wider context to inform text.</p> <p>Drafting, proof reading and editing writing;</p> <p>Oracy – reading and presenting to peers;</p>	<p><b>Numeracy:</b></p> <p><b>SMSC</b></p> <p>STUDY and understanding of events that have shaped cultural identity;</p> <p>Empathy through study of disability;</p> <p>Discussion of morality of behaviour;</p> <p><b>Literacy:</b></p> <p><u>Reading opportunities</u></p> <p>Whole text study – Armistice Runner – ATOS level 4 – 4.9 = R/A 10</p> <p>Extracts of Private Peaceful - ATOS level 4.5 = R/A 9.1 - 10 years</p> <p>War Poetry from Owen - Dulce et Decorum Est – ATOS level 9.4 = R/A 14.5</p>	<p>Reading</p> <p>You are going to enter a creative writing competition. Your entry will be judged by a panel of people of your own age.</p> <p><b>Either:</b> Write a description suggested by this picture</p> <p><b>Or:</b> Write the opening part of a story about a time when you had to overcome difficulty</p>	<p>Group reading of Armistice Runner. Reading aloud.</p> <p><b>Key generic words for scheme of learning:</b> genre; conventions; novel; context; blurb; cover; prediction; image; font;</p> <p><b>Widget production of key words:</b> Armistice; Alzheimer; dementia; fell-running; diary; log; trenches; ascend; descend; Lake District; medal; Remembrance.</p>

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				group discussion and debate.	<p>Who's for the game?  Pope ATOS level 4.8 = R/A 10  <u>NF historical articles</u>  Historical context of WW1 – linked to understanding of armistice &amp; society today.  <i>The reality of war</i> – ATOS level 8.8 = R/A 13.9  <u>NF Articles – dementia and society</u>  <i>Life changing messages</i> – ATOS Level 8.9 = R/A 14  <i>Living with dementia</i> – ATOS level 7.8 = R/A 12.9  <i>Our dementia choir</i> – ATOS level 10.1 = R/A 15.2  Individual reading and quizzing for AR - All pupils read within ZPD levels</p>		<p><b>Slide 1 of each lesson to contain key vocabulary.</b>  Word mats for specific writing tasks with identified vocabulary to be used.</p>
Autumn 2	Victoria n London - Christmas Carol novel study	Non fiction and fiction element	<p>Development of exploring language and application of meta language.</p> <p>Handling of unseen texts</p> <p>Embedded/relevant details or quotations as</p>	<p><b>Building on:</b>  Understanding of explicit and implicit meanings of language with focus of moving towards inference  Understanding how texts are structured.  Understanding a writer's use of plot, character and context.</p>	<p>Literacy- Inference, development of sophisticated writing style, development of effective vocabulary through use of meta-language.  Numeracy- patterns in poetry  SMSC- Themes raised in a variety of texts;</p>	<p>Response to extract:  How does the writer use language to create impact within this extract and in one other episode within the text.</p>	<p><b>Key generic vocabulary:</b>  Poverty; Scrooge; Orphans; Bah Humbug; Ghost; phantom; spectre; apparition; Greed; Generosity; Forgiveness; Past; Present; Future; Tradition; Social; Dissatisfaction;</p>

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		<p>effective support for effective interpretation.</p>	<p>Understanding of the importance of context to inform the text. The pleasure of reading a longer/whole text. Drafting, proof reading and editing longer pieces of writing for accuracy.</p> <p><b><i>Learning to:</i></b> Understand how inference and implicit meaning can enhance understanding of writer's intentions. Select specific language for investigation. Understand how the writing has changed to suit the context. Acquire language specific to context and text. Oracy – presentation of work to peers; understanding of non verbal features of presentation; use of voice, movement and stillness.</p>	<p>emotional experiences</p> <p><b><u>Reading opportunities</u></b> Whole text study – A Christmas Carol – ATOS level – 6.7 but various versions available depending on group. <b><u>Extracts</u></b> <i>BAH Humbug</i> – ATOS level 7.6 = R/A 12.7 <i>Marley and Me</i> – ATOS level 7.3 = R/A 12.4 <i>First Ghost</i> – ATOS level 6.4 = R/A 11.5 <i>The Cratchits</i> – ATOS level 7.8 = R/A 12.9 <i>Trilogy of extracts of final ghost</i>; ATOS levels 8.1 (13.2), 5.4 (10.5) &amp; 4.4 (9.5) respectively <i>Christmas day</i> – ATOS level 6 = R/A 11.1 <i>THE Last Ghost</i> – ATOS level 5.8 = R/A 10.9 Study of Victorian extracts describing the social context and background NF Wider reading of poverty in Dickens' society: <i>Introduction to Dickens' London</i> – ATOS level 10.2 = R/A 15.3</p>	<p>Family; Unhallowed; Remorse; redemption <b>Widgit words:</b> Poverty; phantom; remorse; accountant; workhouse; greed; generosity; tradition; ghost; disabled; past; present; future; forgive <b>Slide 1 of each lesson to contain specific language for that lesson</b> Extracts to be read aloud Extracts can be differentiated as required Abridged versions of the text available for lower reading ability Word mats and bookmarks provided for daily use and for longer assessment points.</p>
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					<i>DICKENS' attitude to the poor</i> – ATOS Level 11.3 = R/A 16.4 Pupils continue to read at their ZPD and quiz		
Spring 1	<u>Dream School. Introduction to Non Fiction</u>	non Fiction	Development of exploring language and structure and application of meta-language and comparison skills.  Embedded/relevant details or quotations as effective support for effective interpretation.  Creating engaging, discursive texts with technical accuracy	<b>Building on:</b> Understanding of implicit and explicit use of language for meaning; Referencing understanding of context to inform texts; How the writer structures non fiction for impact;  <b>Learning to:</b> Understand the presence of bias, opinion and fact; Comment on writers' use of fact, opinion and bias; Expand on writing longer discursive tasks; Correctly format different types of writing; Oracy: working within groups; Presentation of opinion pieces;	Literacy- Inference, development of sophisticated formal writing style, development of effective vocabulary through use of meta-language. Numeracy- Structural/pattern analysis of texts. Planning for comparison SMSC- exploration of feelings and emotions	Writing task: Create a piece of persuasive writing – format to be determined by individual teacher	<b>Key generic vocabulary</b> Academy; curriculum; desk; grades; exam; behaviour; opinion; fact; bias; non fiction; biography; autobiography; compare; summarise; article; topic sentence <b>Widgit words;</b> Non fiction; homework; bell; classroom; teacher; book; subject; library; hall; lesson; opinion; explain; article; fact Reading of extracts aloud to ensure comprehension Word mats and bookmarks

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							available for longer tasks.
Spring 2	Detective scheme of learning  Spy Fiction	Fiction And non fiction sources	Using biographical facts for inference Using character and symbol for understanding Writing in the style of crime fiction Solving mysteries through language and symbol	<b>Building on:</b> Finding and exploring implicit and explicit meanings of language; Using this to create visual landscapes; Using implicit meaning to create more thoughtful understanding. Proof reading, drafting and editing work; <b>Learning to:</b> Develop understanding of writers' ideas regarding character and symbol; Take implicit understanding of character and symbol from more than one place in the text to create meaning; Understand the style of writing through study of biographical details and fictional work Utilising all evidence available to construct meaning.	<b>Numeracy:</b> Structuring and numbering of evidence; creating visual plans for analysis  <b>SMSC:</b> Understanding of tolerance; empathy; understanding and establishing moral right from wrong; discussion about the rule of British Law. <b>Literacy:</b> <i>Character biographies</i> – ATOS level 8.4 R/A 13.5 <i>PLOT summary</i> – ATOS level 9 R/A 14.1 <i>Curse of the Baskervilles</i> – ATOS level 7.8 R/A 12.9 <i>The Private Facts</i> – ATOS level 8.2 R/A 13.3	Reading task; Using the details of the Ratchett case, compile your own revelation, utilising the evidence at your disposal.	<b>Key generic vocabulary:</b> Policeman; Sleuth; Magnifying Glass; Sherlock Holmes; Fingerprint; Evidence; Code; Notebook ;Logic; Mystery; Murder; Suspect; Interview; symbol; revelation; <b>Widgit words:</b> Crime; Spy; solve; evidence; suspect; interview; clue; mystery; symbol; witness; alibi; detective; biography; <b>Slide 1 of each lesson to contain specific vocabulary Extracts to be read aloud to ensure comprehension. Word mats and bookmarks</b>

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				Oracy: presentation in the style of revelation;	<p><i>Dr Watson's Notebook</i> – ATOS level 6.7 R/A 11.8</p> <p><i>Holmes' Revelation</i> – ATOS level 8.6 R/A 13.7</p> <p><i>The Climax</i> – ATOS level 7.9 R/A 13.0</p> <p><b>WEEK 3</b></p> <p><i>Journalist's notebook</i> – ATOS level 9.8 R/A 14.9</p> <p><i>POIROT meets Ratchett</i> – ATOS level 4.6 R/A 9.7</p> <p><i>Poirot's pad</i> – ATOS level 5.9 R/A 11.0</p> <p><i>Poirot's technique</i> – ATOS level 4.2 R/A 9.3</p> <p><b>WEEK 4</b></p> <p><i>Poirot's revelation</i> – ATOS level 7.2 R/A 12.3</p>		<b>available for longer writing tasks.</b>
Summer 1	Poetry – introduction to analysis	Fiction	USE of poetic techniques Investigation of poet's intentions Ability to compare two texts	<b>Building on:</b> Use of symbols to create meaning; Investigation of poetic device to create implicit meaning;	<b>Numeracy:</b> patterns in poetry <b>SMSC</b> – Racial/ethnic issues, historical context; empathy and emotional response;	<b>Either:</b> write a comparative piece using two studied poems  <b>Or:</b> write a response to a poem explaining	<b>Key generic vocabulary:</b> Rhyme; rhythm; verse; stanza; repetition; sonnet; acrostic; onomatopoeia; limerick; simile;

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			<p>Investigation of structure of writing to create meaning;          Creating personal response to texts;          Using biographical and historical information to deduce meaning;          Proof reading, drafting and editing different forms of poetry;          Follow instructions regarding construction of typical formats (of poems);          Oracy – presentation of individual work to the class; taking part in group work.  <b>Learning to:</b>          Understand new forms of poems;          Understand a wider range of heritage and world poets and poems;          Create individual examples of different poetic forms;</p>	<p>understanding of cultural heritage through poetry;  <b>Literacy:</b>  <i>Haiku</i> – ATOS level 5.4 R/A 10.5  <i>Timothy Winters</i> – Atos level 2.9 R/A 7.10  <i>Riddles</i> - ATOS level 6.4 R/A 11.5  <i>A Martian ...</i> ATOS level 3 R/A 8.1  <i>Slow Reader</i> –ATOS level 0 R/A 5.1  <i>Bruises Heal</i> –ATOS level 3.4 R/A 8.5  <i>Hyenas</i> –ATOS level 2.9 R/A 8  <i>Give</i> –ATOS level 4.9 R/A 10  <i>We Refugees</i> –ATOS level 1.8 R/A 7</p>	<p>the poet’s use of device for impact  <b>Optional:</b> create a piece of poetry in your chosen style</p>	<p>metaphor; haiku; couplets; ballad; rap; quatrain; alliteration; imagery;  <b>Widgit word vocabulary:</b>          Stanza; verse; rhyme; rhythm; simile; metaphor; alliteration; emotion; structure; imagery;  <b>Slide 1 to contain vocabulary specific to lesson</b>          Instructions to be read aloud to ensure comprehension          Word mats and bookmarks available for longer writing tasks.</p>
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<p>Sum mer 2</p>	<p>Myths and Legends</p>	<p>Fiction NF articles</p>	<p>Understanding of heritage texts Development of understanding of intertextuality</p>	<p><b>Building on:</b> Reading texts of cultural and historical importance; Utilising cultural and historical references in understanding texts and in own writing; Identifying and exploring the inferences found within language; Identifying and exploring symbolic inference within texts; <b>Learning to:</b> Understand the importance of intertextuality; Understand how these texts shape our cultural identity;</p>	<p><b>Numeracy-</b> Structural/pattern analysis of language and use of dates of texts. <b>SMSC-</b> Appreciation of cultural heritage; understanding the moral right and wrong of situations; philosophical thought and debate. <b>Literacy:</b> <i>Introduction extract:</i> ATOS level 6.6 R/A 11.7 <i>Prometheus:</i> ATOS level 7.9 R/A 13 <i>Zeus:</i> ATOS level 8.3 R/A 13.4 (first half of text 4.9/10 years) <i>Percy Jackson extract:</i> ATOS level 4.7 R/A 9.8 <i>Phaeton:</i> ATOS level 5.7 R/A 10.8 <i>What is global warming? Time article:</i> ATOS level 7.7. R/A 12.8</p>	<p><b>Writing task:</b> Create your own myth or legend, utilising conventions studied.  <b>Reading task:</b> To be set by class teacher, with their choice of mythical extract.</p>	<p><b>Key generic vocabulary:</b> Myth; Legend; Traits; Symbols; Reference: Omnipotent; Divine; Detriment; Overthrowing; Inevitability; Recurring; Fated; Revelry; Mortals; Insurmountable; Toy (verb); Evolved ; Upholder <b>Widgit words:</b> Myth; legend; hero; gods &amp; goddesses; beasts; battle; symbol; moral; <b>This scheme arises from the importance of oral story telling and reading and re-telling these stories aloud will assume prominence within the classroom.</b> Word mats will be available for longer writer tasks.</p>
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