

## English Year 7 Curriculum

**Intent:** The broad aims of our KS3 curriculum are to consolidate the skills learned at primary school, to prepare students for the demands of the GCSEs in English Language and English Literature, and to equip them with the tools to communicate in and engage with the world outside and beyond school. We believe that a strong English curriculum should provide a framework within which students can engage with big ideas; as such, we advocate a slow, deep approach to the subject which allows teachers and students to make connections with topical issues and debates. In addition, a strong emphasis on the wide-ranging benefits of reading for pleasure is central to our goals of enriching students culturally, encouraging empathy and promoting well-being for all.

**Content:** In Year 7 the curriculum is arranged into three term-long units, each with a specific literary and writing focus. Across the year, students learn how to read for meaning and understand the methods through which meanings are created; are encouraged to read widely and independently, and develop an appreciation for literature; develop their vocabulary and their ability to write clearly and accurately; learn to adapt their writing for different audiences and purposes; learn to make connections between texts and ideas; learn how to craft their writing, including how to structure whole texts; and develop confidence and proficiency in speaking and listening in a range of contexts, including drama. Across all units there is an emphasis on teaching the skills of proofreading, drafting and editing, and self and peer assessment, designed to promote both independence and an appreciation of writing as process and craft.

### Autumn term: gothic short stories & creative autobiographical writing

Students explore a range of gothic stories from the 19<sup>th</sup> and 20<sup>th</sup> centuries, with a focus on character, setting and theme, using this as a stimulus for a range of other writing styles, including autobiographical/anecdotal writing.

Key content: theme, characterisation, setting; anecdotal writing; figurative language, including metaphor, simile, onomatopoeia; changing tense to include editorial comment; sensory imagery.

### Spring term: Shakespeare & persuasive letters

Students explore Shakespearean theatre through the study of abridged versions of a range of Shakespeare's plays, with a focus on characterisation; dramatic structure; themes and the context of the plays. This is used as a stimulus for a range of other styles of writing, including persuasive letters.

Key content: characterisation, plot and subplot, stage directions, historical context, persuasive devices, letter formatting and formality, audience and purpose.

### Summer term: narrative poetry and persuasive marketing

Students explore a range of poetry from the Romantics to the present day, using this as a stimulus for a range of other types of writing, including leaflets and blogs.

Key content: ballads, poetic techniques including repetition and imagery, stanzaic form, informative writing, discourse markers.

### Whole Year

Conventions and features of critical / analytical writing – inference and deduction, connotation and denotation, sequencing ideas, using appropriate style, quoting, selecting material, and writing about language, structure and form, using appropriate terminology.

Students will also have opportunities to speak in the context of presentation, discussion and role play, with a focus on developing language use, body language and gesture, planning and use of visual aids.

### Key Objectives

1. Spell most words correctly.
2. Select vocabulary to create particular effects.
3. Confidently use subject specific terminology.
4. Use a range of sophisticated punctuation accurately.
5. Use an appropriate range of sentence structures for effect.
6. Manipulate sentence structure by varying order of grammatical elements.
7. Use and change tense appropriately, including perfect and progressive forms.
8. Compare texts using appropriate linking devices.
9. Paragraph for clarity and effect.
10. Sequence ideas using appropriate cohesive devices.
11. Accurately apply generic formal and structural features of a range of text types.
12. Write with a level of formality suitable for audience and purpose.
13. Develop detail to exemplify ideas and interest readers.
14. Establish and sustain a viewpoint.
15. Use a range of persuasive techniques.
16. Use sensory imagery.
17. Use figurative language, including metaphor and simile.
18. Explain both explicit and implicit meanings in texts.
19. Use quotations to support ideas.
20. Identify aspects of authors' language choices and some of their effects.
21. Comment on authors' use of form and structure.
22. Write about the significance of historical and social contexts.
23. Speak articulately, using Standard English, in presentation and discussion.

### Key Performance Standards

1. **Spelling & Vocabulary:** Most words are spelled correctly, including some subject terminology; an increasingly sophisticated range of vocabulary is employed.
2. **Punctuation:** A range of sophisticated punctuation is used accurately.
3. **Grammar:** A range of sentence structures is used for effect; placement of grammatical elements is varied and tense is used appropriately and accurately.
4. **Crafting Writing:** Paragraphing is clear and purposeful; ideas are sequenced using appropriate linking devices; generic formal features are used appropriately according to task; writing employs an appropriate level of formality; ideas are developed to interest readers; viewpoints are established and sustained; a range of persuasive devices and figurative language is used as appropriate.
5. **Responding to Texts:** Explicit and implicit meanings in texts are explained; quotations support ideas; students can explain the significance of aspects of social and historical contexts.
6. **Authors' Choices and Methods:** Aspects of authors' language choices and use of form and structure are identified and commented upon.
7. **Comparison:** Ideas and texts are compared using appropriate linking devices.
8. **Speaking and Listening.** Students speak articulately, in Standard English, about a range of topics, including presenting and engaging in discussion.