

SUBJECT:	English	YEAR GROUP:	7
PURPOSE OF STUDY			
<p>English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.</p>			
THE NATIONAL CURRICULUM FOR ENGLISH AIMS TO ENSURE THAT ALL PUPILS:		NATIONAL CURRICULUM LINKS	
<p>The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • read easily, fluently and with good understanding. <p>develop the habit of reading widely and often, for both pleasure and information.</p> <ul style="list-style-type: none"> • acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. • appreciate our rich and varied literary heritage. • write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. • use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. • are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. 		<p>Cross Curricular Links:</p> <p>Citizenship- discussing issues with the world and our impact on it. Art- using language to inspire artistic interpretation. IT – researching to create fact files.</p> <p>History links: Much Ado About Nothing was written in 1598, but the story takes place sometime around the 16th century during the Italian Wars in Messina, Italy. Elizabethan England – context of when the play was written.</p> <p>Geography: Takes place in Italy. Identify where in the world this it is using a map.</p> <p>RSHE: Values of each other and respect.</p>	
TOPICS COVERED:			
<p><u>The Shadow of the Minotaur –</u> <u>Myths: From: Old Greek Folk Stories</u></p>			

- Told Anew by Josephine P. Peabody.
- In house produced Myths and Legends booklet

Much Ado About Nothing

Extracts from Oliver Twist, David Copperfield, Great Expectations

INTENT OF SUBJECT:

Pupils will develop their understanding and knowledge on the origins and characteristics of myths and legends and will be able to recognise the five purposes of myths and legends. Throughout the lesson pupils will be able to explain how things came to be and this will be taught in correlation to the lessons or values linked to the text to unify a group or define a group's identity and to explain social or religious rituals. By the end of the term, pupils will know how language is used in myths and legends to present key characters and setting and create tension.

Spring term will see pupils learning all about Shakespeare and his history, where he comes from, and we will be focussing on Stratford being his hometown. Pupils will be given the opportunity to research as a visit to Stratford will take place by the end of Spring 1. Language used by Shakespeare will be discussed specifically in the text of Much Ado about Nothing. By the end of Spring term, pupils will:

- Know about William Shakespeare and why we study his writing.
- Know what life was like when Shakespeare was writing and how this is reflected in the plays.
- Be able to apply a modern day reading of the play and its characters.
- Be able to understand the ways writers create characters with language.
- Be able to understand stagecraft and audience reaction.

Summer term, pupils will be introduced to Charles Dickens, and they will be able to study three texts comparing the themes throughout and recognising the language used and how this impacts the reader. They will develop their understanding of Charles Dickens style of writing, focusing on varied sentence types and detailed descriptions. They will deepen their knowledge on noun phrases in description and the use of modal verbs and adverbs to show the degree of possibility; they will begin to use these skills in their own writing. They will use these skills to create a dramatic monologue for a key character from one of his novels.

SKILLS OVERVIEW BY TERM:

AUTUMN

- Developing skills in inferring meaning from a text
- To be able to select and use appropriate textual references to support inference.
- To know and use some subject specific terminology.
- To be able to plan and structure an entertaining piece of creative writing drawing on conventions from other writers.
- To recognise word class.

- Developing skills in inferring meaning from a text and making predictions.
- To be able to select and use appropriate textual references to support inference.
- To know and use some subject specific terminology.
- To recognise how the language impacts the reader.
- To be able to identify active and passive sentences.

- To be able to identify subject, object, verb and adverbial in a sentence.

SPRING

- To know about the author and why we study his writing.
- To know what life was like when at the time of the novels and how this is reflected in the plays.
- To apply a modern day reading of the play and its characters.
- To understand the ways writer's create characters with language.
- To understand stagecraft and audience reaction.
- To develop skills in inferring meaning from a text with appropriate use of textual references.
- To comment on the writer's intentions (purpose) through exploration of key themes.
- To know and use some subject specific terminology.
- To be able to make contextual links (historical/ social).
- To plan and create a dramatic monologue from the point of view of a key character from the play.
- Contribute to the reading of the play.
- Partake in group/ class discussions.
- Performing pupils' dramatic monologues.

- To develop an understanding of how to write an essay.
- To use noun phrases in description.
- To use modal verbs and adverbs to indicate degrees of possibility when writing about the writer's use of language. Adverbs [for example, might, should, will, must]
- To use adverbs perhaps, surely] or modal verbs [for example, might, should, will, must]
- Contribute to the reading of the play.
- Partake in group/ class discussions.
- Performing pupils' dramatic monologues.

SUMMER

- To be able to explain who the author was and why we study his writing.
- To be able to discuss what life was like at the time of when the novels were written.
- To recognise the purpose of the author in writing the novels they wrote.
- Developing skills in inferring meaning from a text and making predictions.

- To construct a new scene from the novel independently drawing on understanding of the authors style of writing (varied sentence structures and detailed descriptions).
- To use noun phrases in description.
- To use modal verbs and adverbs to indicate degrees of possibility when writing about the writer's use of language. Adverbs (for example, adverbs perhaps, surely] or modal verbs (for example, might, should, will, must)