

Curriculum Area: Y7 English

2017/2018

Topics	Year Curriculum	How you can support learning at home, eg. books, websites, family learning through visits
AP1 –Reading Fiction- Dracula: The play script	<p>As students enter their first half term in year 7, they will study a full play script in the same way as they will when they prepare for the English Literature exam in KS4. Students will learn the skills needed for analysing the structural, linguistic and grammatical choices made by the author and will explore the effect of these on the audience. They will look closely at the specific features of the genre and note how these are evident in the text. The chosen text, Dracula, will also enable students to develop new skills in considering how the social and historical context of the text influences the way that events and characters are portrayed: a vital skill for success in the English Literature exam.</p> <p>Through this study of the play script, Dracula, students will be able to:</p> <ul style="list-style-type: none">• Show an increasing understanding of explicit and some implicit information and ideas• Select and comment on appropriate evidence (references) from different texts• Use subject terminology appropriately	<p>A range of play scripts for pleasure can be borrowed from the LRC.</p> <p>Reading play scripts at a young age will develop a student’s literacy skills and thinking skills. Please take opportunities to discuss the play that your son/daughter is reading: What do they learn about characters? Can they remember the main events? Can they predict the ending?</p>

	<ul style="list-style-type: none"> • Demonstrate an increasing ability to comment on the effect of language and / or structure. 	
<p>AP2- Writing Fiction - Explorations in creative writing to include descriptive and narrative writing</p>	<p>Students will study a range of short stories and other stimulus from a range of genres. There will be a series of detailed language focuses: How language is crafted by the author to create a range of effects, how structure with writing is an important part in the development of a story and how key descriptive techniques create a compelling narrative. Assessment in this module will take the form of one extended creative writing piece which will be based on a picture stimulus, in line with the new English Language GCSE Paper 1 exam. Spelling, punctuation and grammar continue to be a focus and will be worth 20% of students' end of year grade.</p> <p>Through producing fiction writing, using a range of short stories as stimuli, students will be able to:</p> <ul style="list-style-type: none"> • Produce writing showing some sustained attempt to match register to audience and purpose • Demonstrate a conscious use of vocabulary which is clearly used for effect and use linguistic devices to express ideas 	<p>Please encourage students to read for pleasure at home: good quality short stories and novels will develop good reading skills.</p> <p>A range of activities based on reading and writing skills can be found at: http://www.bbc.co.uk/bitesize/ks3/english/</p>



	<ul style="list-style-type: none"> • Produce writing showing a sustained attempt to use some structural features • Produce writing that is engaging with a range of connected ideas • Make some use of paragraphs and some discourse markers • Demonstrate sentence demarcation is mostly secure and have some sustained control of punctuation • Attempt to use a range of sentence forms • Make some attempt to use Standard English with some control of agreement • Demonstrate the ability to include some accurate spelling of more complex words. 	
AP3- Reading Fiction - KS3 Novel	<p>During this half term, students will study a full text in exactly the same way as they will when they study GCSE English Literature at KS4. The novel chosen for your child will be based around their reading level and there are a number of engaging, accessible texts, suitable for all reading abilities, to choose from. As students progress through the module, the reading skills that students were introduced to in the first half term will be developed further so that students gain an appreciation of language, characterisation and genre and understand how</p>	<p>Please encourage your son/daughter to read for pleasure as regularly as possible. Springs Academy has an excellent Learning Resource Centre where novels aimed at a young audience can be regularly borrowed. Reading novels at a young age will develop a student's literacy skills and thinking skills: an excellent preparation for their school career.</p> <p>Spelling and grammar will continue to be a focus for extended learning. Please ensure that your</p>



	<p>writers use specific techniques to hook the reader and maintain their interest. Students will be assessed by producing a series of reading responses to stimulus questions based on the novel they have studied, in exactly the same way they will be assessed in their GCSE years.</p> <p>Through the study of the novel, students will be able to:</p> <ul style="list-style-type: none"> • Show the ability to evaluate explicit and some implicit ideas in a text and their effect on the reader • Show understanding of an increasing range of writer’s methods through their comments • Select and can comment on appropriate textual references most of the time • Offer an appropriate response to the question (statement). 	<p>son/daughter practises spellings and learns key terms regularly.</p>
<p>AP4- Reading – Non-fiction : A Streetcat Named Bob</p>	<p>During this half term students will look at a non-fiction text applying the same skills taught in the previous half term. This replicates the GCSE English</p>	<p>Please encourage your son/daughter to read for pleasure as regularly as possible. Springs Academy has an excellent Learning Resource Centre where novels aimed at a young audience can be regularly borrowed.</p>



	<p>Language exam paper 2 where students are asked to read and analyse a non-fiction text.</p> <p>Through the study of the text, A Streetcat Named Bob, Students will be able to:</p> <ul style="list-style-type: none"> • Show an increasing ability to compare explicit and some implicit ideas and perspective • Show an increasing ability to comment on how writers' methods are used • Offer some appropriate references to at least one text • Show an increasing ability to comment in different explicit and some implicit ideas and perspectives • Show some understanding of implicit ideas and contextual factors. 	<p>Reading novels at a young age will develop a student's literacy skills and thinking skills: an excellent preparation for their school career.</p> <p>Spelling and grammar will continue to be a focus for extended learning. Please ensure that your son/daughter practises spellings and learns key terms regularly.</p>
<p>AP5- Writing Non-Fiction- Writing to present a point of view (Non- fiction)</p>	<p>Using the same non- fiction text studied in the previous half term students will be introduced to many of the writing skills that are crucial for succeeding in the GCSE English Language exam. They will learn, through a study of the language and structural techniques used by the writer, the skills to enable them to produce engaging pieces of their own.</p>	<p>Springs Academy LRC has some excellent examples of fiction and non-fiction texts which can be accessed by all students. Please encourage your son/daughter to read examples of these on a regular basis. Students will be learning with a variety of literacy focuses. Parents and carers can support students by</p>



	<p>As the module develops, students will apply their new skills to a range of other texts, including instructional, explanation and descriptive writing.</p> <p>Through producing a range of non-fiction writing students will be able to:</p> <ul style="list-style-type: none">• Produce writing which is generally matched to audience and purpose• Show a conscious use of vocabulary which is clearly used for effect and use linguistic devices appropriately to express ideas• Demonstrate the use of structural features that is usually effective• Produce writing which is engaging with a range of connected ideas• Demonstrate that paragraphing is usually coherent with a range of discourse markers• Demonstrate that sentence demarcation is mostly secure with a control of a range of punctuation• Use a variety of sentence forms• Demonstrate the appropriate use of Standard English with control of agreement most of the time	<p>practising spellings and testing their knowledge of key grammatical terms on a regular basis.</p>
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	<ul style="list-style-type: none"> • Include generally accurate spelling of more complex words. 	
AP6- Y7 Exam Preparation	<p>During this half term, students will sit a modified version of the GCSE English Language exam so that they become familiar with the layout of questions and understand how to apply the skills they have learned throughout the year to the exam format. Students will be introduced to the four types of reading question: locating information, language analysis, structural analysis and evaluation, and will have the opportunity to practise their exam skills using past paper questions. In addition to developing reading skills, students will also re-visit the descriptive writing unit from half term 2 in order to develop their skills further in preparation for the writing section of the exam.</p> <p>Following their exam in this half term students will end the year by studying an introduction to Shakespeare. Through this study students will learn about context, themes and characters in a Shakespearean play.</p>	Teachers have access to a range of KS3 exam past papers. Please encourage your son/daughter to borrow these so that they can practise their exam skills at home.

