



# English

## Key Stage 3 Framework for Learning

### Year 7 2016-2017: Future Foundations

#### First 2 weeks

<b>Knowledge</b>	<p><b>Cosmic</b> Creative Writing based on KS2 learning This unit acts as a bridge between KS2 and KS3 as students will build on their knowledge of this text from primary and develop deeper understanding whilst also building their confidence with English at secondary level.</p>
<b>Skills</b>	<p>Students will practice their reading, writing and communication skills in mixed ability classes for the first two weeks. Extracts of 'Cosmic' will be studied in depth, exploring for meaning and will then be used as a stimulus for reading and writing. Opportunities for speaking and listening will be built in, including group work and the presentation of ideas. Quality of written communication (QWC) will be marked on each assessment piece.</p>
<b>Assessment</b>	<p>In class assessments will take place on a fortnightly basis focusing on students' reading and writing skills. This will not be exam style assessments, rather pieces of 'best work' that are graded and given detailed feedback. After each assessment, the opportunity to reflect and put in to practice the next steps for achieving higher will be built in to lessons. These lessons will be known as <i>feedback loops</i>.</p> <p><b>Progress Check 1:</b> Students will complete a baseline assessment that will be completed in exam conditions and used to help guide the setting for English</p>
<b>Reward &amp; enrichment</b>	<p>The Year of Reading – to spend Autumn term collecting books and sorting appropriate storage space/ signing in and out system. Students can earn vivo points by taking out books/ completing quiz/ completing book reviews.</p>
<b>Character</b>	<p>QoS – Optimism CV – Democracy <b>Optimism:</b> The belief that being positive about the poetry will create a positive relationship and produce a successful outcome</p>

#### Autumn 1

<b>Knowledge</b>	<p><b>Poetry</b> (Love and Relationships pre 1914 - 21<sup>st</sup> century) This unit is the starting point for preparing students for Literature Paper 2 which they will sit in Year 11. It will require students to work with an anthology of poems, which they will have to do in Year 11. This is great practice and builds great habits for students at this early stage.</p>
<b>Skills</b>	<p>Over the course of this unit, students will study a range of poetry that will be themed. Over the course of this unit, students will develop a wide range of reading, writing and communication skills, but the following details specific aims of the unit:</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Developing students' independent reading skills</li> <li>• Developing reasoned personal opinions on what has been read</li> <li>• Communicating understanding of written texts and the above in extended, personal and critical responses.</li> <li>• Critically comparing a range of poetry.</li> <li>• make comments about very explicit meanings of poems</li> <li>• describe aspects of language, form or structure</li> <li>• make references to obvious details of poems</li> <li>• show an awareness that poems are related to contexts</li> <li>• make a few basic links between texts</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Developing the ability to manipulate language and structure to produce texts with tone</li> <li>• Writing full, well-crafted pieces for a range of audiences and purposes</li> </ul> <p>Opportunities to develop speaking and listening skills will also be developed over the course of the half term through in class activities. There will be a focus on increasing effective discussion skills. Quality of Written Communication will be marked on each assessment piece.</p>
<b>Assessment</b>	<p>In class assessments will take place on a fortnightly basis focusing on students' reading and writing skills. This will not be exam style assessments, rather pieces of 'best work' that are graded and given detailed feedback. After each assessment, the opportunity to reflect and put in to practice the next steps for achieving higher will be built in to lessons. These lessons will be known as <i>feedback loops</i>.</p> <p><b>Progress Check 2:</b> Pupils will have an opportunity to respond to the poem that they have studied this week. How does the poet present the theme of love?</p>



	<b>Progress Check 3:</b> How does the structure of the poem impact on the meaning?
<b>Reward &amp; enrichment</b>	The Year of Reading –to spend Autumn term collecting books and sorting appropriate storage space/ signing in and out system. Students can earn vivo points by taking out books/ completing quiz/ completing book reviews. Students will be taught creative writing through a comic workshop.
<b>Character</b>	QoFS – Optimism CV – Democracy <b>Optimism:</b> The belief that being positive about the poetry will create a positive relationship and produce a successful outcome



## Autumn 2

<b>Knowledge</b>	<b>Novel</b> (Ranging from Frankenstein, Animal Farm, Trash, Wonder, Holes and Until Proven Guilty) This unit will help prepare students for Language Paper 1 which they will sit in Year 11 as that paper focuses on fiction texts and how students respond to them. This will help students to build their confidence with these skills and with forming their own opinions about fictional texts.
<b>Skills</b>	This half term will primarily focus on developing students’ reading skills through the study of a class novel. Whilst a wide range of reading skills and strategies will be taught over the course of the unit, the following details the specific overarching aims of the unit:  <b>Reading:</b> <ul style="list-style-type: none"> <li>• Developing independent reading of more complex and challenging texts</li> <li>• Exploring the relevance of historical, social and cultural context throughout the novel</li> <li>• Developing reasoned personal opinions on what has been read</li> <li>• Communicating understanding of written texts and the above in extended, personal and critical responses.</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>• Developing the ability to manipulate language and structure to produce texts with tone</li> <li>• Writing full, well-crafted pieces for a range of audiences and purposes</li> <li>• Ensuring that the effect on the reader is explored.</li> <li>• make comments about very explicit meanings of texts</li> <li>• describe very straightforward aspects of language, form or structure</li> <li>• make references to obvious details of texts</li> <li>• show an awareness that texts are related to contexts</li> <li>• make links between texts</li> </ul> <p>Opportunities to develop speaking and listening skills will also be developed over the course of the half term through in class activities. There will be a focus on developing students’ abilities to articulate and present their ideas verbally in a presentation format.</p> <p>QWC will be marked on each assessment piece.</p>
<b>Assessment</b>	In class assessments will take place on a fortnightly basis focusing on students’ reading and writing skills. This will not be exam style assessments, rather pieces of ‘best work’ that are graded and given detailed feedback. After each assessment, the opportunity to reflect and put in to practice the next steps for achieving higher will be built in to lessons. These lessons will be known as <i>feedback loops</i> .  <b>Progress Check 1:</b> How does the writer explore the theme of _____ through setting / character during Chapter 1? <b>Progress test:</b> Language Paper 1 style paper with fictional extracts. <b>Progress Check 3:</b> Students will showcase what they have worked on this week by working with another picture related to the novel
<b>Reward &amp; enrichment</b>	All students to see/ watch/ experience a live version of a book. This could be a film, theatre trip, reading or visit to a place that features in the text being studied.  Students will be selected to attend a creative session at Manchester Art Gallery.
<b>Character</b>	QoFS – Empathy CV – Solidarity, Caring for Others, Equality, Equity <b>Resilience:</b> Tackling new vocabulary can be tough - we need to keep going with it and it does become easier, especially if we work as a team.





<h2>Spring 1</h2>	
<b>Knowledge</b>	<p><b>Language Paper 1</b> and Imaginative Writing and Introduction to Shakespeare</p> <p>Students will follow a unit of study that allows them to have some exposure to the skills needed for Language Paper 1 which they will sit in Year 11.</p> <p>This exam paper (paper 1) is called Explorations in Creative Reading and Writing. There are 5 questions on the paper in total: four of them making up the reading section and one making up the writing section. Students will have 1 hour 45 minutes to complete the paper.</p> <p>The paper will have one source which will be an UNSEEN FICTION extract which students will answer the reading section questions on and will also use as a stimulus for the writing section. The extract will come from either 20<sup>th</sup> or 21<sup>st</sup> century.</p>
<b>Skills</b>	<p>This half term will primarily focus on developing students' writing skills through a range of stimuli as well as developing students' abilities to appreciate the fiction that they have read (in extract form) Whilst a wide range of reading and writing skills will be taught over the course of the unit, the following information details the specific overarching aims of the unit:</p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Developing students' abilities to produce extended, sophisticated, original pieces</li> <li>• Nurturing students' abilities to develop an underlying message throughout</li> <li>• Developing depth to pieces of writing</li> <li>• Using language and structure to create specific effects and to make deliberate choices</li> <li>• Developing students' independent reading skills</li> <li>• Developing reasoned personal opinions on what has been read</li> <li>• Communicating understanding of written texts and the above in extended, personal and critical responses.</li> <li>• describe and summarise with occasional accuracy and understanding</li> <li>• respond clearly to some explicit information and viewpoints</li> <li>• make occasional relevant comments about language and structure</li> <li>• support their comments and opinions at points with some general references</li> <li>• make brief and straightforward links between texts</li> <li>• communicate basically with some clarity for the reader</li> <li>• produce texts with basic structures and a basic awareness of purpose</li> <li>• show some control over sentence type and structure using familiar vocabulary</li> <li>• spell, punctuate and use grammar with occasional accuracy</li> </ul> <p>Opportunities to develop speaking and listening skills will also be developed over the course of the half term through in class activities. There will be a focus on increasing effective discussion skills.</p> <p>QWC will be marked on each assessment piece.</p>
<b>Assessment</b>	<p>In class assessments will take place on a fortnightly basis focusing on students' reading and writing skills. This will not be exam style assessments, rather pieces of 'best work' that are graded and given detailed feedback. After each assessment, the opportunity to reflect and put in to practice the next steps for achieving higher will be built in to lessons. These lessons will be known as <i>feedback loops</i>.</p> <p><b>Progress Check 1:</b> How does the writer present the character within this extract?  <b>Progress Check 2:</b> Discuss the impact of structure within this extract.  <b>Progress Check 3:</b> How does Shakespeare present the character of.... in this scene?</p>
<b>Reward &amp; enrichment</b>	<p>Enrichment opportunities will be reflected in the department with a final half term drive on participating in either the Book Club or the Debating Club. Both of these aim to emulate the skills practiced in class and further their awareness of literature and topics in the wider world.</p>
<b>Character</b>	<p>QofS – Creativity &amp; Curiosity            CV – Openness</p> <p><b>Curiosity:</b> Students need to develop an awareness of what is outside of the SOW and investigate further into the fictional extracts studied.</p> <div style="text-align: right; margin-top: 10px;">  </div>
<h2>Spring 2</h2>	
<b>Knowledge</b>	<p><b>Shakespeare</b></p> <p>(Plays studied are Much Ado About Nothing, The Tempest, A Midsummer Night's Dream and Macbeth)</p> <p>This unit will start to build students' confidence with Shakespeare which is something they will have to answer a question on for Literature Paper 1 in Year 11. This unit will act as a starting point to develop students' confidence with Shakespearean language.</p>
<b>Skills</b>	<p>Over the course of this unit, students will develop a wide range of reading, writing and communication skills, but the following details specific aims of the unit:</p>



	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Critical and exploratory response to the task and the whole text</li> <li>• Exploring the relevance of historical, social and cultural context throughout the novel</li> <li>• Developing reasoned personal opinions on what has been read and how it links to the reader</li> <li>• Communicating understanding of written texts and the above in extended, personal and critical responses.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• develop a response to explicit and implicit meanings of texts</li> <li>• develop an increasing understanding of the ways in which writers use language, form and structure</li> <li>• make specific references to obvious details of texts to support ideas</li> <li>• show clear understanding that texts are related to contexts</li> <li>• make clear comparisons between texts</li> </ul> <p>Opportunities to develop speaking and listening skills will also be developed over the course of the half term through in class activities. There will be a focus on increasing students' drama skills.</p> <p>Quality of Written Communication (QWC) will be marked on each assessment piece.</p>
<b>Assessment</b>	<p>In class assessments will take place on a fortnightly basis focusing on students' reading and writing skills. This will not be exam style assessments, rather pieces of 'best work' that are graded and given detailed feedback. After each assessment, the opportunity to reflect and put in to practice the next steps for achieving higher will be built in to lessons. These lessons will be known as feedback loops.</p> <p><b>Progress Test:</b> Students will sit a PROGRESS TEST which will test their ability to respond to a LITERATURE PAPER 1 SHAKESPEARE style question</p> <p><b>Progress Check 2:</b> Students will answer a reading question on a particular extract they have read from the play.</p>
<b>Reward &amp; enrichment</b>	<p>All students to see/ watch/ experience a live version of a book. This could be a film, theatre trip, reading or visit to a place that features in the Shakespeare play being studied.</p>
<b>Character</b>	<p>QoFS – Responsibility &amp; Reflection CV – Honesty &amp; Social Responsibility</p> <p><b>Reflection:</b> Being able to reflect on modern society/ their own lives and compare to the texts that they read.</p> 
<b>Summer 1</b>	
<b>Knowledge</b>	<p><b>Classics</b></p> <p>This unit has been designed to offer some early exposure to 19<sup>th</sup> century texts which is something students will have to be confident with when they sit their GCSEs. This unit will be the starting point to develop this confidence with the language and reading skills needed to access texts like these.</p>
<b>Skills</b>	<p>This classics scheme of work will allow students to be exposed to a wide variety of literary texts spanning pre1914 texts to recent classics such as Twelve Years A Slave. Students will develop a wide range of reading, writing and communication skills specifically focusing on:</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events</li> <li>• critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• develop a response to explicit and implicit meanings of texts</li> <li>• develop an increasing understanding of the ways in which writers use language, form and structure</li> <li>• make specific references to obvious details of texts to support ideas</li> <li>• show clear understanding that texts are related to contexts</li> <li>• make clear comparisons between texts</li> <li>• evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation</li> <li>• producing clear and coherent text: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references</li> </ul>



	<ul style="list-style-type: none"> <li>accurate Standard English: accurate spelling, punctuation and grammar</li> </ul>
<b>Assessment</b>	<p>In class assessments will take place on a fortnightly basis focusing on students' reading and writing skills. This will not be exam style assessments, rather pieces of 'best work' that are graded and given detailed feedback. After each assessment, the opportunity to reflect and put in to practice the next steps for achieving higher will be built in to lessons. These lessons will be known as feedback loops.</p> <p><b>Progress Check 1:</b> How is the theme of... developed in the opening sections of...</p> <p><b>Progress Check 2:</b> How does author use language to suggest..... in Chapter ...?</p> <p><b>Progress Check 3:</b> How does the AUTHOR present CHARACTER in the play as a whole?</p>
<b>Reward &amp; enrichment</b>	Spelling Bee – to be run throughout year 7 in classrooms and then the final to take place in the library.
<b>Character</b>	<p>QoFS – Practice &amp; Resiliency CV – Self-Help</p> <p><b>Resiliency:</b> Students should be encouraged to persevere with long passages of narration, as well as how to read around words that they are unsure of.</p> 
<b>Summer 2</b>	
<b>Knowledge</b>	<p><b>Summative unit</b> covering all elements from this year building to exam. This unit will focus on the skill of revision which will help prepare students for next year. Students will cover all elements of this year's syllabus building to an end of year exam on some of those units.</p>
<b>Skills</b>	<p>During the first two weeks of this half term, students will sit their end of year assessments in English. This will assess their overall reading and writing skills. In the buildup to this, lessons will cater to specific students' needs – focusing on the particular targets of classes.</p> <p>After the end of year assessments, students will participate in a creative unit of work based on specific theme (TBC). This will allow students to craft a project with an end product.</p> <p>Opportunities to develop speaking and listening skills will also be developed over the course of the half term through in class activities. There will be a focus on increasing effective discussion skills.</p> <p>Quality of written of communication (QWC) will be marked on each assessment piece.</p>
<b>Assessment</b>	<p>In class assessments will take place on a fortnightly basis focusing on students' reading and writing skills. This will not be exam style assessments, rather pieces of 'best work' that are graded and given detailed feedback. In each assessed task, students will be given a specific audience and purpose. After each assessment, the opportunity to reflect and put in to practice the next steps for achieving higher will be built in to lessons. These lessons will be known as feedback loops.</p> <p><b>Progress Test:</b> Organised by FFT, this test will assess students' general reading and writing skills.</p> <p><b>Progress Check 2:</b> Students will answer a language based question in essay form</p> <p><b>Progress Check 3:</b> Students will answer a Shakespeare question in essay form which will be based on character or theme.</p>
<b>Reward &amp; enrichment</b>	<p>ELE will last for 3 days and will be designed by the English team to embed the skills the students have studied so far using different methods. ELE will be delivered through imaginative and engaging tasks.</p> <p>A select number of students to attend workshops and exhibitions at The Imperial War Museum to explore the theme of conflict for their summative unit.</p>
<b>Character</b>	<p>QoFS – Motivation CV – Self-Responsibility</p> <p><b>Motivation:</b> Students, throughout all weeks, should be reminded of the importance of practice when improving skills</p> 