

Year 7 English

The Year 7 curriculum is built around four core units: Explorations in Creative Reading and Writing; Prose Study; Non-Fiction; and Drama. In Year 7, these units introduce students to many of the key concepts of English Language and Literature that will support their journey towards GCSE and A Level: literary archetypes, genre conventions, writing for a variety of audiences and purposes and responding to texts with inference and insight. Across the year, students encounter challenging texts drawn from a range of cultures, time periods and styles. The theme of the year – heroes and journeys – enables students to form connections between each unit, as well as providing an engaging theme. Regular reading for pleasure is built into the curriculum, alongside the development of technical writing skills. Throughout the year, students are encouraged to write for pleasure and there are several writing competitions run by the department and wider Areté Learning Trust.

Methods of deepening and securing knowledge:	
Retrieval practice	Retrieval practice is an embedded part of the KS3 curriculum. Each unit builds on the previous unit; retrieval activities are built into each lesson to allow students to make connections between topics and reinforce their understanding of key knowledge and skills. Independent Learning tasks are also used to support retrieval of content taught in lessons.
Elaboration	Students are encouraged to make connections between prior learning and new material: regular class discussion allows students to connect new content to their own experiences and prior learning, supporting the development of schemas that lead to long-term retention of knowledge. Questioning strategies encourage elaboration – focusing on ‘How?’ and ‘Why?’ questions.
Concrete examples	Concrete examples are provided through the use of high-quality literary and non-fiction texts, drawing on the work of contemporary writers and from recent topical events. In addition, teacher modelling of writing skills, grammatical structures and analytical writing provide scaffolding and support for students.
Dual coding	Images, diagrams and symbols are used across the KS3 curriculum to support learning – knowledge organisers, lesson resources and teaching and learning activities all feature dual coding as embedded part of our practice.

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2	
Topic(s)	Fantasy and Magic - Extracts from the fantasy genre - Archetypes and conventions of the fantasy genre - Expanded noun phrases	Fantasy and Magic Crime and Punishment - Oliver Twist - 19 th century society - Allegory	Crime and Punishment	Travel and Exploration - First person perspective - Time connectives - Field-specific language - Aural imagery	Travel and Exploration A Midsummer Night’s Dream - Dramatic conventions	A Midsummer Night’s Dream	A Midsummer Night’s Dream

	<ul style="list-style-type: none"> - Metaphor, simile and personification - Pathetic fallacy - Tension 	<ul style="list-style-type: none"> - Symbolism 			<ul style="list-style-type: none"> - Soliloquy and monologue - Rhyming couplets - Dramatic irony - Biographies of Blake, Tennyson and others 	
Assessment	<p>Baseline assessments:</p> <ul style="list-style-type: none"> - Vernon Spelling Test - Online Reading Test 	<p>Narrative Writing:</p> <ul style="list-style-type: none"> - Fantasy and Magic - Journey through the dark woods 	<p>Reading:</p> <ul style="list-style-type: none"> - Analysis of extract from Oliver Twist, focusing on the character of Bill Sikes 		<p>Non-fiction writing:</p> <ul style="list-style-type: none"> - Focusing on a destination of your choice, produce a piece of entertaining, informative and evaluative travel writing 	<p>Reading:</p> <ul style="list-style-type: none"> - Focusing on an extract and then the wider play, explore how Shakespeare shows that love is a powerful emotion