

What is my child studying in English? Basic information for Year 7.

Half term	Theme/topic	What students will learn	Key summative assessments	How you can support them at home
1.	<p><u>Autobiographical and biographical writing</u></p> <p>A short unit to aid transition between KS2 and KS3</p>	<p>Students will be re-capping and revising the following from KS2: clear, effective and imaginative tone, style and grammar – range of vocabulary, sentences, spelling and punctuation</p> <p>Spellings for the term – see separate sheet</p>	<p>Main assessed outcome:</p> <p>Writing: A Biographical or autobiographical piece of writing</p>	<ul style="list-style-type: none"> • Talk to them about their work in class. • Keep an eye on the home learning set on SatchelOne. • Ensure they have a reading book and are completing the reading record book regularly. • Do they have a quiet space to work that will allow them to focus? • Look out for the English Newsletter which has more detail on for each specific unit.
2	<p><u>Literature: Modern Novel</u></p> <p>Private peaceful</p> <p>Students will be issued with a novel to read in class and at home.</p>	<p>Students will read through a modern novel that has a theme of war whilst developing the following skills:</p> <ul style="list-style-type: none"> -Comprehension -Language analysis -Structural analysis -Evaluation of writer’s methods -Reading for writing (using the methods of others in own writing). <p>Spellings for the term – see separate sheet</p>	<p>Main assessed outcome:</p> <p>Reading: Essay ‘How does the writer use language for effect in this extract?’</p> <p>Writing: There is opportunities for regular writing but it is not the main assessed outcome.</p>	<p>Students will be issued a ‘Novel’ knowledge organiser via satchelOne and in their books. You could use this as a prompt to discuss the main plot and elements of the novel with them.</p> <p>Literacy Each week the students will be re-capping and revising core SPAG elements from both the KS2 and KS3 curriculum. We will also set quizzes on SatchelOne based on the literacy covered in class. You could discuss what the focus of the week is with them and ask them to explain the grammar rule or punctuation use being revised that week.</p> <p>Spellings: Each week your child will be issued with new spellings to learn. The spellings may be from the year 7 spelling list or linked the novel being studied.</p>

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3	<p><u>Language: 'In the News'</u></p>	<p>Non-Fiction: Media-Newspapers, magazines and TV: Representation in the media</p> <p>English language focus on: - identify, interpret and synthesis - comment, explain and analyse language/structure use terminology - clear, effective and imaginative tone, style and grammar</p> <p>Spellings for the term – see separate sheet</p>	<p>Main assessed outcome:</p> <p>Writing: An article</p>	<p>Read newspapers together and discuss the language choices and the point of view that is being put forward.</p> <p>Literacy Each week the students will be re-capping and revising core SPAG elements from both the KS2 and KS3 curriculum. We will also set quizzes on SatchelOne based on the literacy covered in class. You could discuss what the focus of the week is with them and ask them to explain the grammar rule or punctuation use being revised that week.</p> <p>Spellings: Each week your child will be issued with new spellings to learn. The spellings may be from the year 7 spelling list or linked the novel being studied.</p>
4	<p><u>Much ado about nothing</u></p>	<p>Shakespeare: Much ado about nothing</p> <p>Students will read the text, grapple with the language and performance of a Shakespeare play.</p> <p>Literature focus on: – analyse writers’ use of structure and form to create meaning/effect – understand relationships between texts and contexts Language focus on: – Speaking and listening skills</p> <p>Spellings for the term – see separate sheet</p>	<p>Main assessed outcome:</p> <p>Reading: How does Shakespeare present the character of Don John in this scene?</p>	<p>Students will be issued a ‘Much ado about nothing!’ knowledge organiser via satchelOne and in their books. You could use this as a prompt to discuss the main plot and elements of the play text with them.</p> <p>Literacy Each week the students will be re-capping and revising core SPAG elements from both the KS2 and KS3 curriculum. We will also set quizzes on SatchelOne based on the literacy covered in class. You could discuss what the focus of the week is with them and ask them to explain the grammar rule or punctuation use being revised that week.</p> <p>Spellings: Each week your child will be issued with new spellings to learn. The spellings may be from the year 7 spelling list or linked the novel being studied.</p>

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5	<p><u>Literature: Gothic Fiction</u></p>	<p>Literary heritage: Gothic Literature focus on: – critical style which develops response with textual reference – analyse writers’ use of structure and form to create meaning/effect – understand relationships between texts and contexts</p> <p>Spellings for the term – see separate sheet</p>	<p>Main assessed outcomes:</p> <p>Reading: Essay ‘How does Shelley use the conventions of the gothic genre for effect?’</p> <p>Writing: Write the opening of a gothic story using the conventions of the gothic genre.</p>	<p>Students will be issued a ‘Gothic’ knowledge organiser via go4schools. Each week, students will be expected to complete a memory recall exercise from the Knowledge Organiser as directed by their class teacher.</p> <p>Literacy Each week the students will be re-capping and revising core SPAG elements from both the KS2 and KS3 curriculum. We will also set quizzes on SatchelOne based on the literacy covered in class. You could discuss what the focus of the week is with them and ask them to explain the grammar rule or punctuation use being revised that week.</p> <p>Spellings: Each week your child will be issued with new spellings to learn. The spellings may be from the year 7 spelling list or linked the novel being studied.</p>
6	<p><u>Literature: Poetry from different cultures and traditions</u></p>	<p>Poetry: different cultures Students will study a variety of poems from an anthology cluster ‘Different Cultures’. This will not only aid their spiritual, moral, social and cultural development but also build skills for GCSE when students will be expected to study 18 poems. Literature focus on: – – critical style which develops response with textual reference – analyse writers’ use of structure and form to create meaning/effect</p>	<p>Main assessed outcome:</p> <p>Reading: Essay Exploring the poems studied.</p>	<p>Students will be issued a ‘Poetry from other cultures!’ knowledge organiser via satchelOne and in their books. You could use this as a prompt to discuss the main plot and elements of the novel with them.</p> <p>Literacy Each week the students will be re-capping and revising core SPAG elements from both the KS2 and KS3 curriculum. We will also set quizzes on SatchelOne based on the literacy covered in class. You could discuss what the focus of the week is with them and ask them to explain the grammar rule or punctuation use being revised that week.</p>

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We encourage all parents and carers to help their young person build the necessary skills required for the more taxing curriculum in KS3. Here are a few ways you can assist your young person at home:

1. Help them with the memorisation of the key material on the knowledge organisers if there is one for that unit. Quiz them at home and encourage your young person to self-quiz.
2. Look at the spelling and grammar homework set for the week. Quiz them at home follow simple strategies such as ‘look, cover, say, write’ or writing sentences with the spelling words in. Help them spot the grammar learned for the week in writing around the home or in everyday items such a newspapers, magazines or adverts.
3. Read through your young person’s English exercise book. Ask them questions about the work so they re-cap and re-call work covered in class. If you identify gaps in knowledge or uncertainty then use the knowledge organiser to help. If any spelling or grammar errors are identified within their work, you could ask your young person to correct it and help them to learn it correctly.
4. All students in years 7, 8 and 9 are encouraged to have a personal reading book to read in tutor time and at home. They will also have a reading record book to complete if it in years 7 or 8. Sit and read with them. Ask questions about the plot, main character and setting. If they are studying a novel in English they will be given a copy of the novel to read at home too if they wish. Ask them to read this to you too. We shall be sending home bookmarks with questions you could ask them as they read.
5. Read lists will be sent out regularly to encourage reading and discussion about books.