

Year 7 Over-arching theme: giving an account of experiences, in different contexts

| | Autumn 1 – Personal Writing | Autumn 2 – Myths, Fables and Narratives | Spring 1 Storytelling | Spring 2 – Author Study – William Blake | Summer 2 – Reportage | Summer 2 – Author Study – Shakespeare |
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| | Core texts: anthology of non-fiction diaries etc through the ages (e.g. Pepys? Mass Observation Records? War letters (KS3 EMC textbook) | Core texts: creation myths from different cultures; <i>The Bone Sparrow</i> | Core texts: <i>Opening Worlds</i> | Core texts: anthology of poems from 'Songs of Innocence' and 'Songs of Experience', plus non-fiction texts. | Core texts: Current examples, media & non-fiction textbooks; EMC | Core texts: sonnets and AMSND |
| | Essential activities: analyse TAP - focus on changing language/ social conventions over time. context. How does personal writing for your self differ from that for publication | Essential activities: impact of context; linking myths to narratives; analyse impact of linguistic devices | Essential activities: Analyse impact of language and structure in published texts and own writing | Essential activities: Homework project about Blake - context (place, class politics) and contemporaries. Let's Think activities considering Blake's artwork. Hwk/Competition? Write a poem | Essential activities: exploring bias; changing reportage over time e.g reporting on War from Charge of Light Brigade onwards | Essential activities: exploring staging and context. Performance of sonnet. Iambic pentameter and its value v prose |
| | Let's Think: The Bridge; Brothers; Sea | Let's Think: Tickets; Bridge openings; Sredni Vashar; | Let's Think: Poetry or Prose; Faces; Miller's End; Two Ballads | Let's Think: War Horses; Assignment with an Octopus; Shaun Tan | Let's Think: The Clock Tower; This is just to say; Dog, Baby, Cat | Let's Think: Decisions; Miller's End; |
| | Assessment: piece of personal writing about a significant event | Assessment: Creative investigative homework on <i>The Bone Sparrow</i> | Assessment: Write and evaluate a short story. | Assessment: Influence of place in 'London' | Assessment: split task. One paragraph neutral writing to inform, one paragraph biased. Possible topic overcoming challenges. | Assessment: Deliver a speech advising others to study Shakespeare and one other writer for today |
| | HPA: Use sophisticated literary techniques (such as anecdotes) for effect. | HPA: Reading myths and fables in their original form (for example, Beowulf) and comparing to modern adaptations. Considering and evaluating intertextuality in stories. | HPA: Considering and evaluating intertextuality in stories | HPA: Compare Blake's 'London' to Wordsworth's 'Composed upon Westminster Bridge.' | HPA: Read broadsheet articles independently for homework and write their own broadsheet report. | HPA: Use other critical views to support their arguments. |
| Key vocab. | signposts; connectives; cohesion; anecdote; voice; parenthesis; tone | myth, legend, fable, antagonist, protagonist, moral, creation myths, extended metaphor, vivid, emotive language, empathy, | viewpoint, setting, tone, semantic field, pathetic fallacy, tension, climax, story arc, narrative, resolution | form; structure; stanza; rhythm; symbolism; metaphor; rhyming couplets; meter; abstract nouns; context | quotation; purpose; impact; modal verbs; structure; rhetorical questions; imperatives; direct speech; reported speech | blank verse; iambic pentameter; quatrain; prose; structure; aside; soliloquy; |
| Key content | Organise paragraphs around a theme Organise an extended piece of writing into paragraphs for cohesion, clarity and effect eg flash back in narrative Start sentences in varied ways: verbs, similes, subordinate clauses to achieve specific effects in non-fiction writing. | Analyse: figurative language variety of sentence structures for effect variety of punctuation for effect | Analyse and then use: clear sequential structure figurative language variety of sentence structures for effect variety of punctuation for effect | Select own quotations from core text Explain quotations from core text Explain effect of imagery (personification, simile, metaphor) Develop layered analysis (pointing out more than one technique, alternative interpretations) Evaluate impact of writer's choices | For biased writing: Use statistics or numbers (or other persuasive devices) Use a rhetorical question (or other persuasive devices) For both: Use form and structure to suit purpose and audience Use higher level connectives (moreover, furthermore, additionally) | Use modal verbs and adverbs to indicate degrees of possibility. Develop PEEL paragraphs with increasing detail and illustrative points Link ideas using adverbials of time Use appropriate variety of sentences for Type, Audience and Purpose Use subordinate and embedded clauses within sentences |