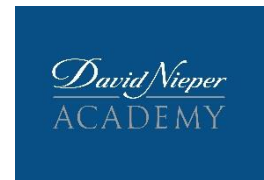


# English

## Year 7 Curriculum



ASPIRE – ENDEAVOUR - SUCCEED

### Curriculum Aims

The overarching aim for English at David Nieper Academy is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Our English curriculum aims to ensure that all pupils:

read easily, fluently and with good understanding at a level appropriate for their age

develop the habit of reading widely and often

acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions

appreciate our rich and varied literary heritage

write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

### Threshold concepts

#### Reading

- Students will be able to independently read material appropriate for their reading age.
- Students will be able to use basic reading strategies to decipher texts with some independence.
- Students will be able to identify a range of language features.

#### Writing

- Students will be able to write in paragraphs and at length for different purposes and in different forms.
- Students will be able to check their writing for common errors and identify areas of strength and weakness.
- Students will be able to write in simple, compound and complex sentences. They will be able to use a vocabulary proportionate to their reading age.

#### Speaking and Listening

- Students will be able to communicate clearly in a range of informal situations and settings.

### Subject knowledge (in order taught)

- How to use a range of language techniques to improve the quality of their writing.
- How to edit and proof-read their own work to improve the quality of their writing.
- How to demarcate sentences accurately
- How to use a range of strategies to decipher unfamiliar vocabulary.
- How to make logical inferences about character and setting.
- How to adapt their writing to suit a range of narrative and non-narrative texts.
- How to explain how language, structure and context are used within prose and poetry.

### Sequence of learning

Year 7 is split into discrete reading and writing units with opportunities for speaking and listening threaded through the year.

- In term 1 students will focus on descriptive and narrative writing revisiting key skills from Key Stage 2 and enabling us to carry out an accurate baseline assessment of their writing level and develop these existing skills further by introducing more extended and developed writing pieces being produced in timed conditions and without the extensive re-drafting characteristic of Key Stage 2. Teaching here focuses on the three core writing curriculum focuses.
- Term 2 sees the teaching focus switch to reading and the introduction of the first extended text. There are 3 pathways open to teachers with novels appropriate for a variety of reading ages. Teaching in term

2 focuses primarily on comprehension and inference skills and provides the reading baseline assessment.

- Term 3 focuses on writing with students recapping the three curriculum focuses from term 1. This is developed through the use of a more challenging focus on purpose and audience and the introduction of literary non-fiction. At the end of this unit is the first significant piece of work linking to careers and employability. Students will explore the broadcast journalism sector using real world interactions with Heart FM broadcasters to produce professional “live read” advertising pieces for the travel destinations created in their summative assessment.
- Term 4 sees the introduction of literary heritage texts and combines reading and writing skills. Students will study a modernised version of *The Canterbury Tales* alongside extracts from the original 15<sup>th</sup> Century texts. Students will draw together skills from the first three terms, using inference and comprehension skills to decipher this much more challenging text and then completing both creative and functional writing pieces for a range of purposes and audiences.
- Term 5 returns to reading with a focus on Crime Fiction. Students will study genre and its effect on style, language and structure. They will study a range of literary heritage and contemporary texts building on the skills from Terms 2 and 4 as the teaching focus shifts to R2 and particularly R3 – reading texts critically.
- Term 6 builds directly on the skills from Term 5 with students studying a range of Shakespearean villains and being asked to apply critical judgements to them in terms of both characterisation and Shakespeare’s use of form, structure and language.

### **Cross-curricular knowledge**

- Understanding of the historical context from the Medieval era to contemporary society (21<sup>st</sup> Century).
- Exploration of a range of ethical and religious ideologies including: racism, terrorism, discrimination, gender stereotypes.
- SMSC & Fundamental British Values including: tolerance of other faiths, mutual respect, individual liberty and rule of law.

### **Curriculum links to careers**

- Term 3 careers/employability unit linked to broadcast journalism and marketing in partnership with Heart FM.
- Descriptive writing linked to journalism, marketing and entertainment sectors.
- Communication and presentation skills linked to advertisement and persuasion.
- Exposure to outside agencies during Enterprise Week including a range of local business, printing and journalism and David Nieper.

### **Procedural knowledge**

- Analysis of effects of language and structure.
- Identification of language and structural devices.
- Retrieval of appropriate textual detail.
- Writing fluently and coherently for a range of purposes and audiences.
- To begin to adapt writing, structure and style for different purposes and audiences.