



The English Department have high expectations and aspirations for all of their students. Our vision is to raise the achievement of all pupils and give them the opportunity to be creative and ambitious, to succeed and share in their own progress through the promotion of a skills based curriculum. This five year curriculum encourages a love of reading and an analytical exploration of text and writer's craft supported by the consideration and wider knowledge of the contextual and cultural backgrounds of the writing studied. Alongside a passion for reading, the department develop good literacy skills and create confident writers. A rigorous system of assessment, reflection and improvement guide the pupils to reach their full potential in English.

Topics to be covered in Year 7

| | Term 1 | Term 2 | Term 3 |
|-------------------------------|--|--|---|
| Topics to be covered | <ul style="list-style-type: none"> • Modern Novel • Writing for purpose and audience: Analytical / Creative • Spoken Language Study | <ul style="list-style-type: none"> • Shakespeare • Writing for purpose and audience: Analytical / Persuasive Letter | <ul style="list-style-type: none"> • Exploring Language • In Texts • Analysing Poetry: Identity |
| Key vocabulary | <p>Tier 3: word classes: At word level: exploring concepts such as abstract noun, adjective and other word classes.</p> <p>Sentence types: simple, minor, compound, complex</p> <p>Punctuation: : ; -</p> <p>Devices: simile, metaphor, alliteration, triple, sensory description, rhetorical question, oxymoron</p> <p>Structural features: theme, repeated motif, semantic field, dual narrative, flashback, anecdote, repetition, string of assertions</p> <p>Tier 2: synonyms for suggests, comparative connectives</p> <p>Extending vocabulary: Vocabulary starters and activities built into specific topics and texts</p> | <p>Tier 3: word classes: At word level: abstract noun, adjective and so on.</p> <p>Sentence types: simple, minor, compound, complex</p> <p>Punctuation: : ; -</p> <p>Devices: simile, metaphor, alliteration, triple, sensory description, rhetorical question, oxymoron, hyperbole</p> <p>Structural features: theme, repeated motif, symbol, antithesis, oxymoron, iambic pentameter, soliloquy, rhyming couplet, repetition, string of assertions, anaphora, epistrophe, dramatic monologue</p> <p>Tier 2: synonyms for suggests</p> <p>Extending vocabulary: Vocabulary starters and activities built into specific topics and texts</p> | <p>Re-visiting the Tier 2 and 3 vocabulary from Terms 1 and 2 and then building on poetry Tier 3 vocabulary:</p> <p>Poetic devices: simile, metaphor, alliteration, assonance, triple, semantic field, oxymoron</p> <p>Poetic structures: rhyme schemes, enjambment, stanza</p> <p>Tier 2: synonyms for suggests</p> <p>Extending vocabulary: Vocabulary starters and activities built into specific topics and texts.</p> |
| Skills to be developed | <p>Reading Skills:</p> <ul style="list-style-type: none"> • Active Reading • Identifying quotations • Embedding quotations • Secondary quotations • Quote explosions • Language analysis • Synonyms for suggests • Word class and device terminology • Comparison • Inference (singular and multiple) • Context and research | | <p>Writing Skills:</p> <ul style="list-style-type: none"> • Persuasive devices • Letter structure • Formal writing • Vocabulary • Sentence types • Using descriptive devices • Creative writing structures • Common devices used in speech • Speech structure • Summarising skills |

| | Term 1 | Term 2 | Term 3 |
|--|---|--|--|
| Opportunities for revisiting previous learning | <ul style="list-style-type: none"> Analytical paragraphs are covered several times in this unit. ⇒ Building on KS2 syllabus: pupils will revisit writing skills with both fiction writing – emphasis on narrative devices and structural writing techniques. ⇒ Spoken Language techniques explored. | <ul style="list-style-type: none"> Analytical paragraphs and language analysis practised again throughout this unit with structural focus. Links to KS2 Shakespeare work. Non-fiction writing skills practised and built on with persuasive letter writing. | <ul style="list-style-type: none"> Analytical paragraphs and language analysis practised again throughout this unit with structure also a focus. Creative writing revisited from Term 1 and KS2 links. Poetry analysis begun – building on knowledge of language analysis from previous two units and introducing poetic devices and structure. |
| When will formal assessment of progress take place? | Week 3: Descriptive writing Week 6: Analytical writing Week 9: Analytical essay based on modern text Week 12: Spoken Language assessment | Week 3: SQID paragraph Week 6: Persuasive letter Week 9 : Language analysis Week 12: Analytical essay based on Shakespeare text | Week 6: End of Year Exam – based on information retrieval, language analysis, analysis of structure and creative writing piece Week 9 SQID based on poetry analysis |

Year 7 Useful Resources

SQID



Statement – Quotation – Ideas Developed

1. Make a statement

- Write a statement that relates to the task or question.

2. Embed your quotation

- Choose a short quotation
- Make the quotation flow fluently into your writing
- Use ellipsis if necessary
- Ensure you include the words you are going to focus on when you develop your response
- Remember quotation marks “xxx”

3. Explain what inference can be made about your quotation

- clarifies; connotes; exemplifies; enhances; endorses; intimates

4. Develop your response:

- ...could also imply...
- It may be [writer’s name]’s intention to make the reader feel...
- This creates an image of...
- [writer’s name] implies that...
- Some readers might think...
- Some people might think... whilst other readers could get the idea that...
- The adverb/verb/adjective ____ suggests ...
- ...implies that...
- ...leads the reader to think...
- ...creates a sense of...
- ... is similar to...
- Another way to interpret this might be...
- ...creates an image of...
- ...helps the reader to understand that...
- [writer’s name] could be trying to...
- ... has the effect of...
- ...reminds the reader of...
- Whilst it might seem that..., it could also be argued that...
- Another way of looking at this might suggest...
- Implicit in these words is the idea that...

Website Links:

School VLE - <https://sites.google.com/gilberd.com/vle/home?pli=1>

<https://www.bbc.co.uk/bitesize/subjects/z3kw2hv>

<https://www.senecalearning.com/>

Marking, Assessment and Feedback

Over the course of an academic year students will complete a number of formal assessments, these will be used to assess where students are in their learning journey.

Information from these assessments will be used to inform the learning journey for the class as well as next steps and progress for individual students. Assessment could be used when making decisions regarding setting of students, reporting progress home and predicting outcomes. During lessons, students' learning will be evaluated through a range of activities including quizzes, class discussions, detailed questioning and other strategies. Through this, students will know where they are in their learning journey and what they need to do next to make further progress.

Teachers will continue to provide planned written feedback on selected pieces of work.

Homework

Homework will be set using the online platform Go 4 Schools.

Homework tasks are designed to prepare students for future learning or consolidate work completed in the classroom. It will be clear what should be handed in, when it should be handed in and how it should be handed in.

Contact Information

If you would like to contact the English department please email: english@gilberd.com.

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