

Year 7 English  
**IMPLEMENTATION**

|  | Half Term 1   | Half Term 2  | Half Term 3  | Half Term 4   | Half Term 5   | Half Term 6   |
|--|---|--|--|---|---|---|
| <b>INTENT</b><br>(including key concepts and skills) | <b>Context:</b><br>Creative writing & 'Daydreamer'  | <b>Context:</b><br>Non-fiction writing   | <b>Context:</b><br>Non-fiction reading   | <b>Context:</b><br>Romeo and Juliet   | <b>Context:</b><br>Science Fiction  | <b>Context:</b><br>Unseen poetry  |
|  | <b>Key Vocabulary:</b><br>All units are assigned tier 2 vocabulary used as bell work and homework.<br>Tier 3 vocabulary:<br>Simple sentence<br>Complex sentence<br>Compound sentence      | <b>Key Vocabulary:</b><br>All units are assigned tier 2 vocabulary used as bell work and homework.<br>Tier 3 vocabulary:<br>Rhetorical question<br>Repetition  | <b>Key Vocabulary:</b><br>All units are assigned tier 2 vocabulary used as bell work and homework.<br>Tier 3 vocabulary:<br>Analyse<br>Summarise               | <b>Key Vocabulary:</b><br>All units are assigned tier 2 vocabulary used as bell work and homework.<br>Tier 3 vocabulary:<br>Iambic pentameter<br>Verse  | <b>Key Vocabulary:</b><br>All units are assigned tier 2 vocabulary used as bell work and homework.<br>Tier 3 vocabulary:<br>Genre<br>Techniques                                   | <b>Key Vocabulary:</b><br>All units are assigned tier 2 vocabulary used as bell work and homework.<br>Tier 3 vocabulary:<br>Structure<br>Personification                  |
|  | <b>Prior Learning/LTM:</b><br><b>KS2 requirement</b><br>- draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning | <b>Prior Learning/LTM:</b><br><b>KS2 requirement</b><br>- plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own | <b>Prior Learning/LTM:</b><br><b>KS2 requirement</b> - continue to read and discuss an increasingly wide range of non-fiction and reference books or textbooks | <b>Prior Learning/LTM:</b><br><b>KS2 requirement</b> - draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence | <b>Prior Learning/LTM:</b><br><b>KS2 requirement</b> - using a wide range of devices to build cohesion within and across paragraphs   | <b>Prior Learning/LTM:</b><br><b>KS2 requirement</b> - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader |
|  | <b>Cultural Capital:</b><br>Considering identity and family   | <b>Cultural Capital:</b><br>Discussing current and historical world events and issues.   | <b>Cultural Capital:</b><br>Reading historical and current texts about the world.<br>Journalism  | <b>Cultural Capital:</b><br>Shakespeare<br>Family<br>Loyalty<br>Historical gender roles   | <b>Cultural Capital:</b><br>Environment<br>Ambitions<br>Cause/Effect  | <b>Cultural Capital:</b><br>Poetry<br>Nature  |
|  | <b>Links to NC:</b><br>- Develop an appreciation and love   | <b>Links to NC:</b><br>- Reading a range of non-fiction<br>- knowing the purpose, audience for and context of the writing and  | <b>Links to NC:</b><br>- Reading a range of non-fiction<br>- knowing the purpose, audience for and context of the writing and                                  | <b>Links to NC:</b>   | <b>Links to NC:</b><br>- considering how their writing reflects the audiences and purposes for which it was intended<br>- applying their growing knowledge of vocabulary, grammar | <b>Links to NC:</b><br>- studying the effectiveness and impact of the grammatical features of the texts they read<br>- recognising a range of poetic conventions and      |

|        |   |  |  |  |   |   |
|--------|---|--|--|--|---|---|
|        | <p>of reading</p> <ul style="list-style-type: none"> <li>- understand increasingly challenging texts through:</li> </ul> <p>Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries and making inferences and referring to evidence in the text.</p> <ul style="list-style-type: none"> <li>- read critically, knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.</li> </ul> | <p>Identity<br/>Environment<br/>Responsibility</p> <p><b>Links to NC:</b></p> <ul style="list-style-type: none"> <li>- Apply growing knowledge of grammar, vocabulary and text structure to their writing</li> <li>- Planning, drafting and proofreading</li> <li>- Pay attention to accurate spelling, punctuation and grammar</li> </ul> | <p>drawing on this knowledge to support comprehension</p> <ul style="list-style-type: none"> <li>- learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li> </ul> | <ul style="list-style-type: none"> <li>- improvising, rehearsing and performing play scripts in order to generate languages and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</li> <li>- understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play</li> <li>- making inferences and referring to evidence in the text</li> </ul> | <p>and text structure to their writing and selecting the appropriate form</p>   | <p>understanding how these have been used</p> <ul style="list-style-type: none"> <li>- knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li> </ul> |
| IMPACT | <p>Assessment:<br/>_ Baseline 'Moriarty' writing test<br/>_ AO2 How is language used to present the dolls?</p>  | <p>Assessment:<br/>_ A01, A02, A03 Q1, Q2, Amber Beauty Queen (modern text only)</p>   | <p>Assessment:<br/>AO5, AO6<br/>Your local MP says fireworks are a waste of money and should be banned. Write a letter to your MP explaining your view on the subject.</p>   | <p>Assessment:<br/>AO1, AO2, AO3, AO4 (LIT)<br/>How does Romeo show his love for Juliet?</p>   | <p>Assessment:<br/>SSUMS<br/>AO5 &amp; AO6<br/>Descriptive writing – Describe the protagonists encounter with a ghost or alien.</p> | <p>Assessment:<br/>AO1 &amp; AO2 (LIT)<br/>How does Young present the frost?</p>  |