

Year 7 LTP			
Key Question	Why do writers write about themselves? How can this be used to inspire our own writing?	Why is Shakespeare such an important writer in the English Canon?	How are human crises presented in modern teenage fiction and 21 <sup>st</sup> century non-fiction?
<p>Key knowledge</p> <p>Students will learn...</p>	<ul style="list-style-type: none"> <li><b>BASELINE ASSESSMENT</b> <b>Write a letter to a Year 6 child about coming to Soar Valley as a new student.</b> Students should know: What audience, purpose and content means in English and begin to consider this in their work. How to plan their ideas What proofreading means. How to proofread their work. How to use varied sentences for effect</li> <li><b>How to read, discuss and analyse autobiographical poetry. Studying at least 3 poems.</b> These are: <i>Run the film Backwards</i> <i>The Schoolboy</i> <i>Extract from The Black Flamingo</i> Students should know: <i>Understand their poem</i> <i>Key terminology: line, stanza, idea</i> <i>Write a paragraph about key ideas/meaning. Using a quotation accurately and correctly,</i></li> <li><b>How to write some autobiographical poetry using the style of Run the Film Backwards as inspiration.</b> Students should know: <i>Structure their poem using stanzas and lines.</i> <i>Choose their words and language carefully</i></li> <li><b>Read and explore 2-3 pieces of autobiographical writing, in order to:</b> <i>Understand how writers use autobiographical conventions in order to use these effectively in our own writing.</i> <i>Learn how writers focus on key moments</i> <i>Learn how writers use language and structure build tension and excitement</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Contextual knowledge of Shakespeare, his works and The Globe.</b> <i>Students should know:</i> <i>Facts about Shakespeare's life</i> <i>Relevant information about Shakespeare's time.</i> <i>Be able to make links to biographical and autobiographical writing.</i> <i>About the Globe theatre, how plays were performed in the Globe theatre.</i> <i>How to research context</i> <i>How to make notes (skimming, scanning, close-reading, summarising) and record (lists, bullet points, spider diagrams).</i></li> <li><b>Read non-fiction writing about Shakespeare's time.</b> <i>Students should know:</i> <i>How to identify audience, purpose and text-type</i> <i>Strategies to identify and decode unfamiliar vocabulary</i></li> <li><b>Write a diary entry about living in Shakespeare's time or about a visit to the Globe to watch a play.</b> <i>Students should know:</i> <i>Conventions of diary writing</i> <i>1<sup>st</sup> person and 3<sup>rd</sup> person</i> <i>Past tense</i> <i>Sensory writing</i> <i>Apostrophes for omission</i></li> <li><b>How to read Shakespeare, using extracts from various texts, various plays and the play chosen for closer study.</b> <i>Students should know:</i> <i>The conventions of a play and what it looks like on a page.</i></li> </ul>	<ul style="list-style-type: none"> <li><b>How to read, discuss and analyse the messages of a poem; Benjamin Zephaniah 'We Refugees'</b> <i>Students should know:</i> <i>What is a 'message' in a poem.</i> <i>How to work out the message of the poem and how this adds to the understanding of their poem.</i> <i>Revise and use key terminology: line, stanza, idea</i> <i>Write a paragraph about key ideas/messages. Revise using quotations accurately and correctly,</i></li> <li><b>Contextual knowledge of chosen novel.</b> <i>Students should know:</i> <i>Relevant social, historical, political information about setting/place/time period. E.g. For Bone Sparrow, know about the Rohingya people and their persecution. Australia and their policy on refugees Detention centres for migrant in Australia and other places.</i> <i>Relevant information about the author's life.</i></li> <li><b>How to read a whole novel.</b> <i>Students should know:</i> <i>How to read out loud for clarity, fluency and expression.</i> <i>How to read for meaning</i> <i>How to find information in a text</i> <i>What inference is and how to infer information in a text</i> <i>What implicit and explicit information is and how to use it.</i></li> <li><b>How to discuss the narrative structure of the whole novel and of relevant sections.</b></li> </ul>

	<p><i>Learn how writers use language and structure to convey powerful emotions</i>  Use the Mo Farah extract to look why/how writers choose certain moments.  How tension is developed.  Write their own using the conventions of tension.  Use 'The Day I Met the Bear'  Focus on grammar, punctuation, sentence types and sentence variation.  Recall grammar from SATS.</p> <ul style="list-style-type: none"> <li>• <b>Revisit the conventions and structure of autobiographical writing.</b>  <i>Students should know:</i></li> <li>• <i>1<sup>st</sup> person and 3<sup>rd</sup> person, past tense, the difference between autobiographical, biographical and memoir, personal, can vary in formality, audience, anecdotes and personal stories</i></li> <li>• <b>Write their own 'single-moment' of autobiography using the correct conventions</b>  <i>Students should know:</i>  <i>What single-moment writing means</i>  <i>How to use language to build emotions or tension</i>  <i>How to make correct sentence choice</i>  <i>How to begin making sentence choices for effect.</i></li> <li>• <b>Learn the conventions and structure of autobiographical narrative writing. Use Superman and Paula Brown's new Snowsuit.</b>  <i>Students should know:</i>  <i>What a narrative arc is; the sections of the narrative arc: exposition, rising action, climax, falling action and resolution.</i>  <i>Purpose of each part of the narrative arc</i>  <i>To track character across narrative arc</i>  <i>To explore literary techniques: imagery/metaphor/simile.</i></li> <li>• <b>Write an autobiographical narrative</b></li> </ul>	<p><i>What stage directions are and how they are used.</i>  <i>How and why Shakespeare's language is different to modern English.</i>  <i>About verse and prose and the differences.</i></p> <ul style="list-style-type: none"> <li>• <b>Introduction to the sonnet form</b>  <i>Students should know:</i>  <i>A brief history of the sonnet form</i>  <i>Conventions of the Shakespearean sonnet and read a sonnet</i>  <i>Key vocabulary: sonnet, lines, rhyme scheme, quatrain, rhyming couplet, volta.</i></li> <li>• <b>Understand the plot of a chosen Shakespeare play.</b>  <i>Students should know:</i>  <i>Character names/spellings from the chosen play</i>  <i>The plot points from the chosen play and be able to describe what happens</i>  <i>About a particular character and understand their development through the play.</i></li> <li>• <b>How to read extracts from a Shakespeare play, using extracts from various plays and the play chosen for closer study.</b>  <i>Students should know:</i>  <i>The conventions of a play and what it looks like on a page.</i>  <i>What stage directions are and how they are used.</i>  <i>How and why Shakespeare's language is different to modern English.</i>  <i>About verse and prose and the differences.</i></li> <li>• <b>How to track a character in a Shakespeare play, using extracts from various scenes of the play chosen for closer study.</b></li> <li>• <b>How to perform parts of a Shakespeare play through drama.</b>  <i>Students should know:</i></li> </ul>	<p><i>Students should know about the structural features of the whole-text; particular chapters and relevant scenes (e.g The Bone Sparrow consists of 3 narratives within the whole novel).</i></p> <ul style="list-style-type: none"> <li>• <b>How the writer uses different techniques to construct characters.</b>  <i>Students should know how:</i>  Description, Actions, Dialogue, Thoughts, Feelings, Narrative voice are used to create character.</li> <li>• <b>How to analyse the language of a text.</b>  <i>Students should know:</i>  <i>Analyse word, technique and sentence type and how this has an effect on the reader.</i>  <i>Construct analytical paragraphs with quotations, tentative language, analytical verbs and begin to analyse WHAT and HOW, begin to use word zooms.</i></li> <li>• <b>How to read, discuss and respond to non-fiction texts.</b>  <i>Students should know:</i>  <i>About audience and purpose and how this affects the writer's choices</i>  <i>About informal and formal writing</i>  <i>Writer's use of paragraphs and cohesion within a text</i>  <i>How tone is created</i>  <i>Strategies to work out unfamiliar vocabulary</i></li> <li>• <b>How to write a speech paragraph</b>  <i>Students should know:</i>  <i>Structure and features of speech writing</i>  <i>To consider the audience and how this affects content</i>  <i>To consider purpose and how this affects content</i>  OREO  <i>How to plan and develop content</i>  <i>Persuasive and rhetorical devices</i>  <i>Paragraphing correctly and for effect</i></li> </ul>
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Key texts	<ul style="list-style-type: none"> <li>• A selection of autobiographical poetry: Willam Blake</li> <li>• <i>I am Malala</i> (Malala Yusuf)</li> <li>• <i>You are a Champion</i> (Marcus Rashford)</li> <li>• <i>Extract from Twin Ambitions</i> (Mo Farah)</li> <li>• <i>The Day I Met the Bear</i> extract.</li> <li>• <i>Extract from The Black Flamingo</i> Dean Atta</li> <li>• <i>Superman and Paula Brown's New Snowsuit</i> (Sylvia Plath)</li> </ul>	<ul style="list-style-type: none"> <li>• The Tempest/Twelfth Night</li> <li>• Extracts from: The Seven Ages of Man speech; Richard III; Hamlet; Macbeth</li> <li>• Bill Bryson 'Shakespeare'</li> <li>• Shakespeare's sonnets</li> <li>• Animated Tales</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Bone Sparrow</i> Zana Fraillion</li> <li>• WH Auden 'Refugee Blues'</li> <li>• Benjamin Zephaniah 'We Refugees'</li> <li>• The Day News articles.</li> </ul>
Assessment and key marked tasks	<p><b>Pen Pal Letter (Baseline Assessment done early in September).</b>  <b>Progress tests.</b>  <b>Three in-class assessments across the block to assess knowledge in the Key Knowledge Document</b></p> <p><b>Key marked task:</b>  <b>Analytical paragraph based on the story Autobiographical narrative 'Write about a time...'</b></p>	<p><b>Three in-class assessments across the block to assess knowledge in the Key Knowledge Document</b></p> <p><b>Key marked task:</b>  <b>Creative Writing from the point of view of a character or Diary task.</b>  <b>Analysis of a character from an extract of Shakespeare.</b></p>	<p><b>Three in-class assessments across the block to assess knowledge in the Key Knowledge Document</b></p> <p><b>Key marked task:</b>  <b>Analytical paragraph based on The Bone Sparrow</b>  <b>Opinion writing paragraph</b></p>

Key Vocabulary	See Key Knowledge Document	See Key Knowledge Document	See Key Knowledge Document
Grammar and technical language	<p>Word Classes</p> <p>Past/present tense</p> <p>Narrative voice 1<sup>st</sup> and 3<sup>rd</sup> person</p> <p><u>Pronouns</u></p> <p><u>Grammar of sentences: subject, verb, object.</u></p> <p><u>Co-ordinating and subordinating conjunctions to craft sentences</u></p> <p><u>Determiner</u></p> <p><u>Articles</u></p> <p>Plural</p>	<p>Word classes</p> <p><u>Etymology</u></p> <p><u>Word origins</u></p> <p><u>Prefixes</u></p> <p><u>Suffixes</u></p> <p><u>Root words</u></p> <p><u>Use of punctuation specific to play scripts</u></p> <p>(brackets, colons)</p> <p>Active and passive voice</p>	<p>Word classes</p>