

Bristol Cathedral Choir School
English Long Term Scheme of Work: Year 7

Aims:

The overarching aims of the BCCS curriculum in English are those of the National Curriculum, namely to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- 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
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

AUTUMN TERM

A Note on Exercise Books & Assessment

Exercise books need to include the following sheets: (1) Inside Front Cover: RWC Checklist; (2) 1st Page: Targets & Level Sheet; (3) Inside Back Cover: Grammar Checklist; (4) Last Page: Literary Terms Checklist

Each year, the first assessment will take place in the first week as a 'BENCHMARK' piece. Thereafter, the minimum requirements are: one piece to be levelled each half term; marking to be completed every 3 – 4 weeks. More regular assessment is desirable.

Unit working title/time	Main Aims (from National Curriculum Programmes of Study Sept 2013)	Assessment focus/Main Outcomes
<p>Reading Lesson <i>Whole Year</i> 'Independent Reading'</p> <p><i>Whole Year</i></p>	<p>Reading: Students will choose and read books independently for challenge, interest and enjoyment.</p>	<p>Reading: the main outcome here is simply to spend time reading, so one lesson per week in Year 7 and 8 is devoted to this. Activities to add variety and focus may include:</p> <ul style="list-style-type: none"> • Students & Teacher reading out extracts • Students and Teacher sharing reading preferences • Groups reading the same book • Blurb writing and Cover Design • Review Writing
<p>Autobiography <i>8 weeks</i> 'Entertaining Self-Expression'</p> <p><i>Autumn 1</i></p>	<p>Spoken English: students will be taught to speak confidently and effectively, giving a short presentation</p> <p>Reading: students will read a whole text of quality non-fiction, for example, <i>Boy by Roald Dahl</i>; they will read critically through knowing how language (incl. figurative language, vocabulary choice, grammar) has been used to create effects.</p> <p>Writing to explain and describe personal experiences, using extensive vocabulary, figurative language and text structured for impact.</p>	<p>Spoken English: students to produce a presentation about a personal experience to the class</p> <p>Reading: students to write an evaluative commentary on Dahl's writing style</p> <p>Writing: students to produce a collection of Autobiographical Pieces – a memory of an event, a person, a place - using Dahl's style</p>

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<p>Grammar & Vocab <i>To be worked in during Autobiography Unit, as starters and focal points for study of the text; also to be revisited and reinforced throughout the year, in 'trouble-shooting' lessons where appropriate. In Years 8 and 9, these areas should be revisited, consolidated and developed.</i></p> <p><i>A 'Checklist' sheet is to be stuck into students' exercise books recording their progress with these terms.</i></p> <p><i>Spellings are written out 3 times in the backs of exercise books and should be tested regularly.</i></p> <p><i>Autumn 1 & Ongoing</i></p>	<p>The main aim here is to ensure that ALL pupils in Year 7 are taught the terminology of grammatical constructions in Standard English and how to use them effectively. As they come from a range of primary schools with differing competences in this area, it is essential that we bring them all to a standard level. Much of this will consolidate their learning at Key Stage 2; some of it will be new. The emphasis for students needs to be on:</p> <ul style="list-style-type: none"> • Acquiring an EXPLICIT knowledge of grammar. • Studying the effectiveness and impact of grammatical features of the texts they read • Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects <p>Teachers should refer to Appendix 2 of the English Programmes of Study and the non-statutory glossary for definitions of grammatical terms.</p> <p>The following are to be covered:</p> <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • Capital letters • Full Stops • Question Marks • Exclamation Marks • Commas • Semi-Colons • Colons • Ellipsis • Brackets & Dashes (parenthesis) • Apostrophes – possession and omission • Inverted Commas • Speech Marks <p><u>Nouns</u></p> <ul style="list-style-type: none"> • Proper Nouns • Common Nouns • Abstract Nouns • Pronouns 	<p><u>Writing:</u> Short model exercises & embedded use in 'Autobiography' and other unit work</p> <p><u>Reading:</u> analysis of effects of word choice and grammatical constructions in studied texts, (for example, as part of the above evaluative commentary on Dahl's style)</p>

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	<ul style="list-style-type: none"> • Relative Pronouns • Noun Phrases <p><u>Verbs</u></p> <ul style="list-style-type: none"> • Verb Tenses – Past (including progressive past tense & past perfect tense) , Present (incl. progressive present tense & present perfect tense), Future, Conditional • Consistent Verb Tenses • Modal Verbs (might, should, will, must) • Passive Verb Forms • Subjunctive (if I were to go home . . .) <p><u>Adjectives</u></p> <ul style="list-style-type: none"> • Comparative Adjectives • Superlative Adjectives • Compound Adjectives <p><u>Adverbs</u></p> <ul style="list-style-type: none"> • Time Adverbials • Place Adverbials (prepositions) • Conjunctions/Connectives • Adverbial Phrases • Fronted Adverbials • Adverbials to aid Cohesion (discourse markers) <p><u>Text Layout</u></p> <ul style="list-style-type: none"> • Paragraphs • Headings & Sub-Headings <p><u>Sentences</u></p> <ul style="list-style-type: none"> • Sentence Types: Statement, Question, Exclamation, Command • Simple • Compound • Complex • Clause – Main Clause, Subordinate Clause, Relative Clause • Subject & Object <p><u>Speech</u></p> <ul style="list-style-type: none"> • Direct Speech • Reported Speech 	
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<p>Short Stories 3 Weeks 'Science Fiction Genre'</p> <p><i>Autumn 2</i></p>	<p>Reading: Students will read a range of Science Fiction stories and extracts from novels, both pre-1914 (e.g. H.G. Wells, Arthur Conan Doyle, Mary Shelley) and contemporary. They will study setting, plot and characterisation. In particular, they will consider what makes Science Fiction distinct from other genres in terms of language and structure.</p> <p>Writing: students will write their own science fiction narrative, planning, drafting and editing their piece, considering its purpose and amending the vocabulary, grammar and structure of their writing to improve its coherence and effectiveness. In particular, they will focus on paying attention to accuracy of grammar, punctuation and spelling.</p>	<p>Reading: students will comment on writers' use of language, conventions and other literary features within the genre. Students will write a close analysis of Pre-20thc text extract.</p> <p>Writing: Students will write their own short story, using conventions of genre.</p>
<p>Poetry 4 weeks 'Poetic Conventions & Language Play'</p> <p><i>Autumn 2</i></p>	<p>Spoken English: group and pair structured discussions of poets and students' own poetry; individual performance of a poem, using intonation, tone, volume, mood, silence, stillness and action to add impact.</p> <p>Reading: students will read John Agard in some depth or another poet regarded as 'Seminal World Literature'. They will study the performance of his poems and consider how variations in written standard English and the significance of standard English as the main language of public communication nationally and globally.</p> <p>Writing: students will write a range of their own poetry, drawing on the literary devices from their own reading, for example use of metaphor and dialect.</p>	<p>Spoken English: students will perform a piece of their own poetry or a poem of a known poet with some commentary.</p> <p>Reading: Students will write an analysis of the distinguishing features and issues in John Agard's poetry with reference to two or three of his poems.</p> <p>Writing: Students produce a short anthology of their own poetry which is imaginative, interesting and thoughtful.</p>

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SPRING TERM		
<p>Novel 6 weeks '1st Person Narrative: Reading the Narrative Voice'</p> <p>Spring 1</p>	<p>Spoken English: students will improvise roles, using intonation, tone, volume, mood, silence, stillness and action to add impact.</p> <p>Reading: Students will study a high quality contemporary novel written in the 1st Person: e.g. Louis Sachar's Curious Incident or Stone Cold by Robert Swindells. In particular, they will study how the distinctive voices of the narrators are created through lexis and structure.</p> <p>Writing: Students will write creatively at length, drawing on a range of literary devices.</p>	<p>Spoken English: Students will take part in individual and group improvisation to explore characterisation. <i>(This may be delivered in the drama lesson if liaison is possible between teachers)</i></p> <p>Reading: Students will write an essay analysing the relationship between the reader and characters, for example 'How does Robert Swindells encourage the reader to feel sympathy towards the homeless in Stone Cold?' Focus should be on the way in which the voices of the characters are constructed to elicit sympathy or antipathy; the structure and genre of the whole text may also be considered.</p> <p>Writing: Students will produce an extended piece in the style of one of the narrators, e.g. Shelter's Routine Orders No. 8</p> <p>Year 7 Texts: <i>Stone Cold, Private Peaceful, Holes.</i></p>
<p>Non-Fiction 2 weeks <i>(or embedded in other unit work)</i></p> <p>'Letters'</p> <p>Spring 2</p>	<p>Reading: Students will read a range of non-fiction.</p> <p>Writing: Students will write for a range of purposes and audiences, including personal and formal letters.</p>	<p>Reading: Students will reflect on and evaluate a variety of communication methods; they will understand the different demands of formal and informal language – for example how vocabulary varies (for example, find out – discover; ask for – request; go in – enter), sentence structures including passive forms for formal and subjunctive.</p> <p>Writing: Students will write a formal and informal letter.</p>

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<p>Literary Shorts (& Exam Prep) 3 weeks</p> <p>'Close Analysis' Spring 2</p>	<p>Reading: Students will be introduced to a range of high quality literature, including pre-1914 and contemporary, short stories and extracts from novels. They will be given short passages and whole stories to read critically in detail, focussing on content, structure, use of language and also asked to form personal responses.</p> <p>Writing: Students will summarise and organise their responses, including supporting ideas and necessary detail.</p>	<p>Reading: Students will read a number of extracts and short stories in close detail. They will form responses that mirror the format of the revised GCSEs for 2015. So questions will ask them to do the following:</p> <ul style="list-style-type: none"> • Recall information from the text • Comment on the use of language in the text. • Comment on the structure of the text/extract • Form a personal response and evaluation of the text <p>Writing: Students will practise exam style questions on an extract in timed conditions and write a comparison of two stories.</p> <p>Suggested Texts to Use:</p> <p>Extracts for GCSE style questions: Opening of <i>Lord of the Flies</i> by William Golding – up to the end of Page 3 'He smeared the sweat from his cheeks and quickly adjusted the spectacles on his nose.'</p> <p>Opening of <i>The Transformation</i> by Franz Kafka (Seminal World Literature) – the first six paragraphs, up to 'he even felt exceptionally hungry.'</p> <p>Whole Texts: from the Literary Shorts Anthology – <i>The Third Floor Bedroom</i> (seminal world literature) and <i>The Paradise Carpet</i>. Work through teacher's book on each story. Final Outcome – a comparison of how the writers use motifs in their stories to add meaning to our reading.</p>
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SUMMER TERM

EXAMS WEEK – The exam for Year 7 will include three sections:

Section A Reading

4 structured questions on an unseen piece of prose fiction –

- ✓ information recall
- ✓ language
- ✓ structure
- ✓ personal evaluation.

Section B Writing

A narrative task with a specific purpose.

Section C Grammar

A test to identify, use and/or define key grammatical and literary terms and features.

<p>Non-Fiction 3 Weeks</p> <p>'Persuasive Texts'</p> <p><i>Summer 1</i></p>	<p>Spoken English: Students will give short speeches and presentations</p> <p>Reading: Students will read a variety of quality non-fiction argument based texts.</p> <p>Writing: Students will produce notes and polished scripts for talks and presentations; students will write argument texts.</p>	<p>Spoken English: Students will deliver a short presentation on a topic of their choice, expressing their opinion.</p> <p>Reading: students will annotate and comment on the use of persuasive devices in a variety of texts</p> <p>Writing: Students will write their own persuasive text – a campaign leaflet or letter</p>
<p>Shakespeare 5 Weeks</p> <p>'Shakespearean Language & Turning Text into Production'</p> <p><i>Summer 2</i></p>	<p>Spoken English: Students will read, rehearse and perform play scripts.</p> <p>Reading: Students will read at least two Shakespeare plays during KS3.</p>	<p>Spoken English: Students will read, rehearse and perform extracts from their studied play(s).</p> <p>Reading: Students will read and analyse extracts from one or two Shakespeare plays; they will comment on how Shakespeare's language and imagery contributes to character and theme; they will be introduced to Shakespeare's staging conditions and literary conventions.</p> <p>Year 7 Suggested Texts: A Midsummer Night's Dream, Macbeth (witches) . . .</p>