

WHAT ARE THE BIG AIMS OF YEAR 7?

To build on pupils' prior experiences and learning in reading, writing and articulation. To provide pupils with a journey through different genres and different time periods to foster a love of reading and to assist pupils in the development of accuracy and a creative flair in various writing tasks.

WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 7?

An excellent pupil will create a portfolio of creative and imaginative written pieces which showcase their ability to maintain an established viewpoint, show a range of punctuation marks used accurately and for effect, display carefully constructed ideas and paragraphs to support the reader. The student will show ambitious, complex spelling across their written work. The collection would also show that vocabulary has been selected precisely, according to the purpose, audience and format of the pieces.

An excellent pupil will select appropriate reading strategies in order to read, understand and interpret a range of challenging texts from different time periods. They will be able to summarise the explicit and implicit meaning drawn from a text and identify relevant details to justify their opinions. An excellent pupil will understand how writers use methods to enhance meaning within paragraphs and within the whole text.

WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?

- The context of the crime genre, King Arthur and other mythological heroes and the formal structures of narrative fiction.
- The conventions and language used in a range of fiction and nonfiction texts from the aforementioned categories.
- A range of punctuation and grammatical structures.
- A range of Tier 2 vocabulary related to the areas of study
- Specialised Tier 3 vocabulary related to the areas of study
- An understanding the stories of The Speckled Band, Sir Gawain and The Green Knight and extracts from Chaucer's Canterbury Tales.

WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?

- Reading skills and strategies, including inference and deduction, prediction and empathy.
- Understanding the viewpoints and ideas of narrators/writers across a range of texts from different periods of time.
- Forming opinions and interpretations.
- To synthesise information and compare methods employed by storytellers.
- The ability to craft imaginative pieces of writing appropriate to the purpose, audience and format.
- To establish and maintain a viewpoint in writing.
- The ability to vary punctuation and grammatical structures to aid meaning.

WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?

They may believe that being able to identify methods shows success rather than having to explain the effects.

They may have knowledge of different purposes and formalities but may not adapt the correct conventions and forms to the appropriate task/viewpoint.

They may have difficulty in using language and features to create the appropriate register/tone.

Pupils could have difficulty understanding the narrative viewpoint and the reasons for the writers' choices.
General misconceptions about the crime genre, context of texts and changes in language due to a lack of cultural capital.

WHAT ASSESSMENTS WILL BE USED ACROSS THE YEAR TO DEMONSTRATE HOW THE PUPILS HAVE ACQUIRED THE KNOWLEDGE AND DEVELOPED THE SKILLS?

- Explore why the Miller is an interesting character -To demonstrate knowledge of a challenging pre 1914 text, including how and why writers make vocabulary choices and develop the skill of selecting appropriate textual detail to support their view on the presentation of character.
- Write the opening of a narrative where the knight is a protagonist based on the image given – to demonstrate knowledge of opening narratives, the conventions of characterisation and develop the skill of crafting their writing to engage the reader for the purpose of entertainment.
- Write a preliminary report based on the investigation of a crime- To demonstrate a knowledge of analytical language and to understand how to structure an explanation to questions in a formal manner, using Tier 2 vocabulary.