

**WHAT ARE THE BIG AIMS OF YEAR 7?**

As students embark on their journey in English, our Year 7 curriculum aims to build on pupils' prior experiences of KS2 learning in reading, writing and communication. We aim to provide pupils with a passage through different genres and time periods in order to foster a love of reading; to develop creative flair in various writing tasks and to assist pupils in the expansion of ambitious vocabulary to aid communication.

**WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 7?**

Pupils will apply a range of reading strategies, appropriately, to decode a range of diverse text types - including poems, autobiographies, extracts from other cultures and backgrounds, *A Monster Calls* by Patrick Ness and *The Speckled Band* by Sir Arthur Conan Doyle. They will be able to summarise the explicit and implicit meaning drawn from a text and identify relevant details to justify their opinions. A pupil showing excellence will understand how writers use language and methods to explore meaning in regards to creation of character, will evaluate characterisation and apply this learning to their own writing.

A pupil achieving excellence will create a portfolio of creative and imaginative written pieces which showcase their ability to establish and develop character; demonstrate their skill to form and maintain a viewpoint in non-fiction and develop levels of formality in a written report. Within these pieces, pupils will show a range of punctuation used accurately and for effect and will craft ideas into paragraphs carefully to support the reader. The student will show ambitious, complex spelling across their written work and vocabulary which has been selected precisely, according to the purpose, audience and format of the pieces.

**WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?**

- An understanding of poetry and extracts from autobiographies, *A Monster Calls* by Patrick Ness and Arthur Conan Doyle's story of *The Speckled Band*.
- An understanding of the above language and methods writers employ in order to create meaning.
- The contexts in which the aforementioned texts were written.
- The typical language and methods used in a range of fiction and non-fiction text types.
- The formal structures of different genres of fiction and non-fiction text types.
- A range of punctuation and grammatical structures.
- A range of ambitious (tier 2) vocabulary related to the areas of study.
- Specialised (tier 3) vocabulary related to the areas of study.

**WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?**

- Various reading skills and strategies, including inference and deduction, prediction and empathy.
- To synthesise information and form evaluative opinions.
- The ability to form opinions and interpretations of the writers' word choices and methods and justify them with evidence from the text.
- The ability to craft imaginative pieces of writing appropriate to the purpose, audience and format.
- To establish and maintain a viewpoint in formal, non-fiction writing.
- The ability to vary punctuation and grammatical structures to aid meaning.
- To be able to replicate the structures of different genres of fiction and non-fiction text types.

**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 around the extended metaphor use in *A Monster Calls*.

General misconceptions about the genres and historical context of detective fiction, perhaps due to a lack of cultural capital.