English PoS: Year 7 HT1 - WRITING Focus - Creative Writing

Students will colour code as they work through the scheme of work.

Students will focus on using forms and selecting vocabulary appropriate to task and purpose; organising information and ideas into structured and sequenced sentences, paragraphs and whole texts; using a variety of linguistic and structural features to support cohesion and overall coherence (AO5). They will use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (AO6)		
Grade 1-3	Grade 4-6	Grade 7-9
Students will: Show some ability to write clearly and to match writing styles to purpose and audience. Use some basic language techniques. Use paragraphs and some connectives in a limited range of styles. Link ideas but paragraphing can be erratic. Verb/tense agreement may be a problem. Mainly rely on familiar vocabulary but sometimes use more interesting words suited to the purpose of the task. Write sentences of different lengths which make sense. Sentences can be repetitive. Spell basic words but struggle with more complex words. Frequent errors in homophones and contractions. Use sentence demarcation but often have run on sentences which are not punctuated. Question marks often missing.	Students will: Sustain consistent, interesting writing, matching purpose to audience, sustaining register and tone. Employ characteristics of different types of writing. Writing coherently and in well-structured in different styles. Use a greater variety of discourse markers. Effectively use a varied vocabulary appropriate to the purposes of a task eg to persuade, inform, describe, argue, explain etc. Effectively use a varied range of sentences: simple, compound and complex. Can use sentence length and type for effect. Spell high frequency words accurately and can self-correct when drafting. Rare lapses in homophones, contradictions and in more complex words. Write accurately and use a full range of sentence punctuation with only occasional errors. Can self-correct many errors.	Students will Write with confidence in a variety of different styles with an accomplished crafting for purpose and audience and sustained control of register. Confidently use structural/ cohesive devices effectively to produce fluent, highly competent texts using a range of discourse markers and in a variety of styles. Use a sophisticated range of vocabulary with precision and imagination. Produce coherent, fluent texts confidently using a variety of sentence types for effect and varied purpose. Write with lawless spelling accuracy including ambitious vocabulary. Accurately and creatively use the widest range of punctuation for effect.
Assessment Students will complete a series of brief imaginative writing tasks covering different purposes and audience over the unit. Some pieces will be completed in controlled conditions, others in lessons and some for homework tasks.		

English PoS: Year 7 HT2 - READING Focus – The Novel

Students will colour code as they work through the scheme of work.

Students will study a modern novel. They will improve their skills of interpreting explicit and implicit information (AO1), analyse how writers use language and structure for effect (AO2) and start to compare writers' ideas (AO3).		
Grade 1-3	Grade 4-6	Grade 7-9
Students will: Show some interpretation from the text: Attempt some inference(s) from the text Select some appropriate references/textual detail from the texts Attempt to comment on the effect of language Make some use of subject terminology, more usually appropriate Make some evaluative comment on effect on the reader Show some understanding of obvious writer's methods Make some response to the focus of the statement	Students will: Select a range of references/ textual detail relevant to the focus of the question Explain clearly the effects of a range of the writer's choices of language Select a wide range of relevant textual detail Make clear and accurate use of a variety of appropriate subject terminology Evaluate clearly the effects on the reader Show clear and developed understanding of writer's methods Select a range of relevant textual references Make a clear and developed response to the focus of the statement	Students will Makes judicious references/ use of textual detail relevant to the focus of the question Make perceptive inferences Perceptive analysis of the effects of the writer's choices of language Make sophisticated and accurate use of subject terminology to support perceptive arguments Evaluate critically and in detail the effect(s) on the reader Show perceptive understanding of writer's methods Develop a convincing and critical response to the focus of the statement
Assessment Students will complete a series of questions based on close reading, analysis of language and analysis of structure.		

English PoS: Year 7 HT3 – WRITING Focus –Non Fiction

Students will colour code as they work through the scheme of work.

Students will explore the writing of non fiction texts. They will focus on: using forms and selecting vocabulary appropriate to task and purpose; organising information and ideas into structured and sequenced sentences, paragraphs and whole texts; using a variety of linguistic and structural features to support cohesion and overall coherence (AO5). They will use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (AO6)		
Grade 1-3	Grade 4-6	Grade 7-9
Students will: Show some ability to write clearly and to match writing styles to purpose and audience. Use some basic language techniques. Use paragraphs and some connectives in a limited range of styles. Link ideas but paragraphing can be erratic. Verb/tense agreement may be a problem. Mainly rely on familiar vocabulary but sometimes use more interesting words suited to the purpose of the task. Write sentences of different lengths which make sense. Sentences can be repetitive. Spell basic words but struggle with more complex words. Frequent errors in homophones and contractions. Use sentence demarcation but often have run on sentences which are not punctuated. Question marks often missing.	Students will: Sustain consistent, interesting writing, matching purpose to audience, sustaining register and tone. Employ characteristics of different types of writing. Writing coherently and in well-structured in different styles. Use a greater variety of discourse markers. Effectively use a varied vocabulary appropriate to the purposes of a task eg to persuade, inform, describe, argue, explain etc. Effectively use a varied range of sentences: simple, compound and complex. Can use sentence length and type for effect. Spell high frequency words accurately and can self-correct when drafting. Rare lapses in homophones, contradictions and in more complex words. Write accurately and use a full range of sentence punctuation with only occasional errors. Can self-correct many errors.	Students will Write with confidence in a variety of different styles with an accomplished crafting for purpose and audience and sustained control of register. Confidently use structural/ cohesive devices effectively to produce fluent, highly competent texts using a range of discourse markers and in a variety of styles. Use a sophisticated range of vocabulary with precision and imagination. Produce coherent, fluent texts confidently using a variety of sentence types for effect and varied purpose. Write with lawless spelling accuracy including ambitious vocabulary. Accurately and creatively use the widest range of punctuation for effect.
Assessment During this half term there will be a formal examination, testing students' Reading and Writing Skills. These skills are taught during all previous, and this, unit. Revision should involve focusing on the skills, as the texts and tasks will be new in the exam. Students will use their understanding of the conventions of non-fiction to create different pieces of writing.		

English PoS: Year 7 HT4 – READING Focus –Non Poetry

Students will colour code as they work through the scheme of work.

Students will read a range of pre and post 1914 poems. They will improve their skills of interpreting explicit and implicit information (AO1), analyse how writers use language and structure for effect (AO2) and start to compare writers' ideas (AO3).		
Grade 1-3	Grade 4-6	Grade 7-9
Students will: Show some interpretation from the text: Attempt some inference(s) from the text Select some appropriate references/textual detail from the texts Attempt to comment on the effect of language Make some use of subject terminology, more usually appropriate Make some evaluative comment on effect on the reader Show some understanding of obvious writer's methods Make some response to the focus of the statement	Students will: Select a range of references/ textual detail relevant to the focus of the question Explain clearly the effects of a range of the writer's choices of language Select a wide range of relevant textual detail Make clear and accurate use of a variety of appropriate subject terminology Evaluate clearly the effects on the reader Show clear and developed understanding of writer's Methods Select a range of relevant textual references Make a clear and developed response to the focus of the statement	Students will Makes judicious references/ use of textual detail relevant to the focus of the question Make perceptive inferences Perceptive analysis of the effects of the writer's choices of language Make sophisticated and accurate use of subject terminology to support perceptive arguments Evaluate critically and in detail the effect(s) on the reader Show perceptive understanding of writer's methods Develop a convincing and critical response to the focus of the statement
Assessment Essay analysing a poem. This poem will be chosen by the teacher as setting appropriate challenge for the class.		

English PoS: Year 7 HT5 – READING Focus –Shakespeare

Students will colour code as they work through the scheme of work.

Students will study a whole Shakespeare play. They will improve their skills of interpreting explicit and implicit information (AO1), analyse how writers use language and structure for effect (AO2) and start to compare writers' ideas (AO3).		
Grade 1-3	Grade 4-6	Grade 7-9
Students will: Show some interpretation from the text: Attempt some inference(s) from the text Select some appropriate references/textual detail from the texts Attempt to comment on the effect of language Make some use of subject terminology, more usually appropriate Make some evaluative comment on effect on the reader Show some understanding of obvious writer's methods Make some response to the focus of the statement	Students will: Select a range of references/ textual detail relevant to the focus of the question Explain clearly the effects of a range of the writer's choices of language Select a wide range of relevant textual detail Make clear and accurate use of a variety of appropriate subject terminology Evaluate clearly the effects on the reader Show clear and developed understanding of writer's Methods Select a range of relevant textual references Make a clear and developed response to the focus of the statement	Students will Makes judicious references/ use of textual detail relevant to the focus of the question Make perceptive inferences Perceptive analysis of the effects of the writer's choices of language Make sophisticated and accurate use of subject terminology to support perceptive arguments Evaluate critically and in detail the effect(s) on the reader Show perceptive understanding of writer's methods Develop a convincing and critical response to the focus of the statement
Assessment Students will use an extract from the play to analyse the presentation of a character through the play as a whole.		

English PoS: Year 7 HT6 – WRITING Focus –Spoken Language

Students will colour code as they work through the scheme of work.

Students will explore the importance of spoken language. They will develop knowledge and understanding of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English. They will discuss reading, writing and spoken language to develop a precise and confident use of linguistic and literary terminology.		
Grade 1-3	Grade 4-6	Grade 7-9
Students will: Be audible, Use Spoken Standard English Be intelligible, Generally use language appropriate to the formal setting of the presentation. In addition to the general criteria a student must meet all of the following criteria: Expresses straightforward ideas / information / feelings, Makes an attempt to organise and structure his or her presentation,	Students will: Be audible, Use Spoken Standard English Be intelligible, Generally use language appropriate to the formal setting of the presentation. In addition to the general criteria, a student must meet all of the following criteria:	Students will Be audible, Use Spoken Standard English Be intelligible, Generally use language appropriate to the formal setting of the presentation. In addition to the general criteria, a student must meet all of the following criteria: Expresses sophisticated ideas / information / feelings using a sophisticated repertoire of vocabulary, Organises and structures his or her presentation using an effective range of strategies to engage the audience,

Makes an attempt to meet the needs of the audience, and Listens to questions / feedback and provides an appropriate response in a straight forward manner.	Expresses challenging ideas / information / feelings using a range of vocabulary, Organises and structures his or her presentation clearly and appropriately to meet the needs of the audience, Achieves the purpose of his or her presentation, and Listens to questions / feedback responding formally and in some detail.	Achieves the purpose of his or her presentation, and Listens to questions / feedback, responds perceptively and if appropriate elaborates with further ideas and information.

Assessment
Students will give a formal presentation presenting their work and research on the topic.