



Year 7 English

Welcome/Information Webinar

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Head of English

Jo John

Second in Department



Outline



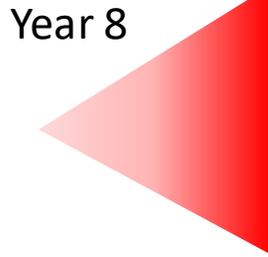
1. Introductions
2. Overview of the Curriculum
3. Lessons and Home Learning
4. National Project
5. Support and Scholars
6. How can I support my child?



Your Year 7 English/Literature Learning Journey



Don't forget to read for 30 minutes and complete your reading record every day! It is the best way to build your English skills quickly!



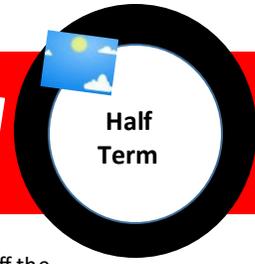
Make sure you read lots over the summer!

Unseen Poetry



- How to approach an unseen poem
- Knowledge of language, form and structure
- Developing inference and analytical writing skills
- Building knowledge of subject terminology

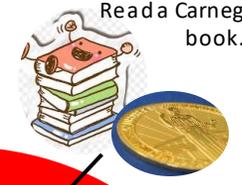
Assessment Week



Argue your Case



- Analysing and exploring the impact a range of speeches from history.
- Learning rhetorical devices and skills
- Structuring an persuasive argument
- Impact of intonation and delivery
- Listening to others.



Scholars Read a Carnegie Award book.

Scholars Research the life of Dickens



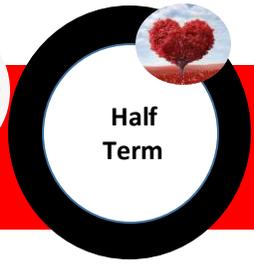
Skills:

- Learning to express your opinions and ideas
- Analysis and inference of writers' choices.
- Analytical writing skills

BOOKOPOLY How many books have you crossed off the 'Bookopoly' board so far?



- Conventions of comedy and tragedy
- Comprehension of Shakespeare's narratives.
- Introduction to heroes, villains and complex characters.
- Recreative writing skills



Dystopian genre study

- Impact of context
- Comprehension of whole novel and themes
- Character tracking
- Further development of inference skills
- Analytical writing
- Talk for writing.



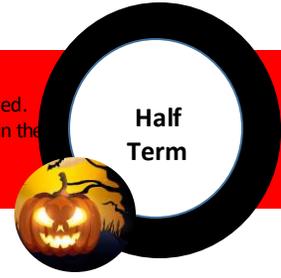
Easter



History of the English Language

Knowledge:

- How our language has evolved.
- Exploring a range of writers in the literary canon.
- The impact of context.



Introduction to Shakespeare

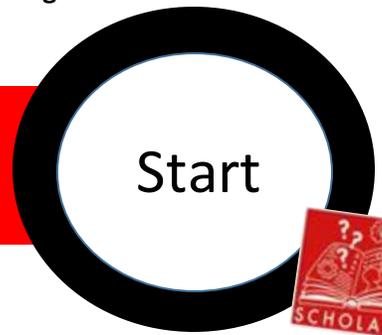
- Learning all about expressing yourself
- Learning varied creative writing tools and techniques.
- Reading a wide range of genres.



Creative Thinking

- Confidence in the classroom.
- Reading texts.
- Writing freely in response.

Introductory Writing Styles Unit



Start



Your teacher will suggest scholars activities throughout the year, make sure you give as many as possible a go! There are some ideas on here!



Each unit will help you to develop ASPIRE habits.

Scholars Go to the BBC 500 words website! Listen to the podcast, read the stories and write your own!



Reading, Writing, Speaking and Listening



Writing: Learning different writing techniques and styles

Descriptive writing, narrative writing, writing from a viewpoint

Reading: Exploring character, plot and theme and the different elements the writer has used to convey their ideas and messages

Speaking and Listening: Presentation and communication skills



Transition from Year 6



- Firstly, we want your child to enjoy English and feel supported and secure in the classroom!
- Writing has the greatest number of similarities in teaching, assessment and outcomes from Year 6 teaching, most 'recognisable'.
- Reading/Analysis is where we need to 'upskill' students - we need them to move from identification and basic inference to extended analysis.



Example SATS Reading Question



What impressions do you get of the relationship between Piper and Micah?

Give **two** impressions, supporting your answer with evidence from the text.

1. _____

2. _____



Example Year 7 Reading Question



How has the character of Jonas changed from the beginning of the book to this point?



Example Year 7 Answer (Top Level)



In the start of the novel Jonas seems like most other people in the community. He is aware of the rules and follows them diligently: 'Jonas was careful about language. Not like his friend, Asher, who talked too fast and mixed things up.' Lowry uses the adjective 'careful' to show that he considers the things he is saying and is thoughtful about how he is both perceived and the impact his words may have, ensuring that he is following the rules of their strict community. Lowry uses the comparison of 'not like his friend' to highlight Jonas' cautious and thoughtful nature in comparison to others who are freer. The reader is both aware of the restrictions on Jonas in this dystopian society, but is also aware that this might also be his personality too. The reader understands Jonas' caution, but he is also a character that is somewhat difficult to like initially.



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Exploring the impact of specific words in a quotation.



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Explaining the inference in detail.

Exploring the impact of specific words in a quotation.



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Explaining the inference in detail.

Exploring the impact of specific words in a quotation.

Selecting more than one key words



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Explaining the inference in detail.

Exploring the impact of specific words in a quotation.

Context and impact on the reader

Selecting more than one key words



Transition from Year 6



- The curriculum has been planned to support them – assessment/data capture is based on writing marks.
- Reading skills are taught within schemes of learning, to build confidence, but assessed after Christmas.



Lessons



We do not set KS3 students

4 Lessons per week: 3 focusing on reading and writing skills and 1 reading/library lesson

Homework – 1 piece set per week. Set and submitted via Google Classroom (Year 7s do not have Home Learning for the 1st 2 weeks at RPS)



Assessment/Feedback



Students will complete 2 formally assessed pieces of work per half term

First piece: Not graded – provided with formative feedback to help students make progress and develop their skills.

Second piece: Graded, feedback given by teacher to complete unit.



Comparative Judgement National Project



We are taking part in a National Project for Year 7 students

This is going to be in the first 2 weeks of term

They will complete a piece of non fiction writing (no preparation required) in one of their lessons. This will then be used to establish their knowledge and skills at this point in time.



Support and Scholars



Support:

We work closely with the SEND department

Have years of experience of working with students with different needs

Promotion of inclusion



Support and Scholars



Scholars:

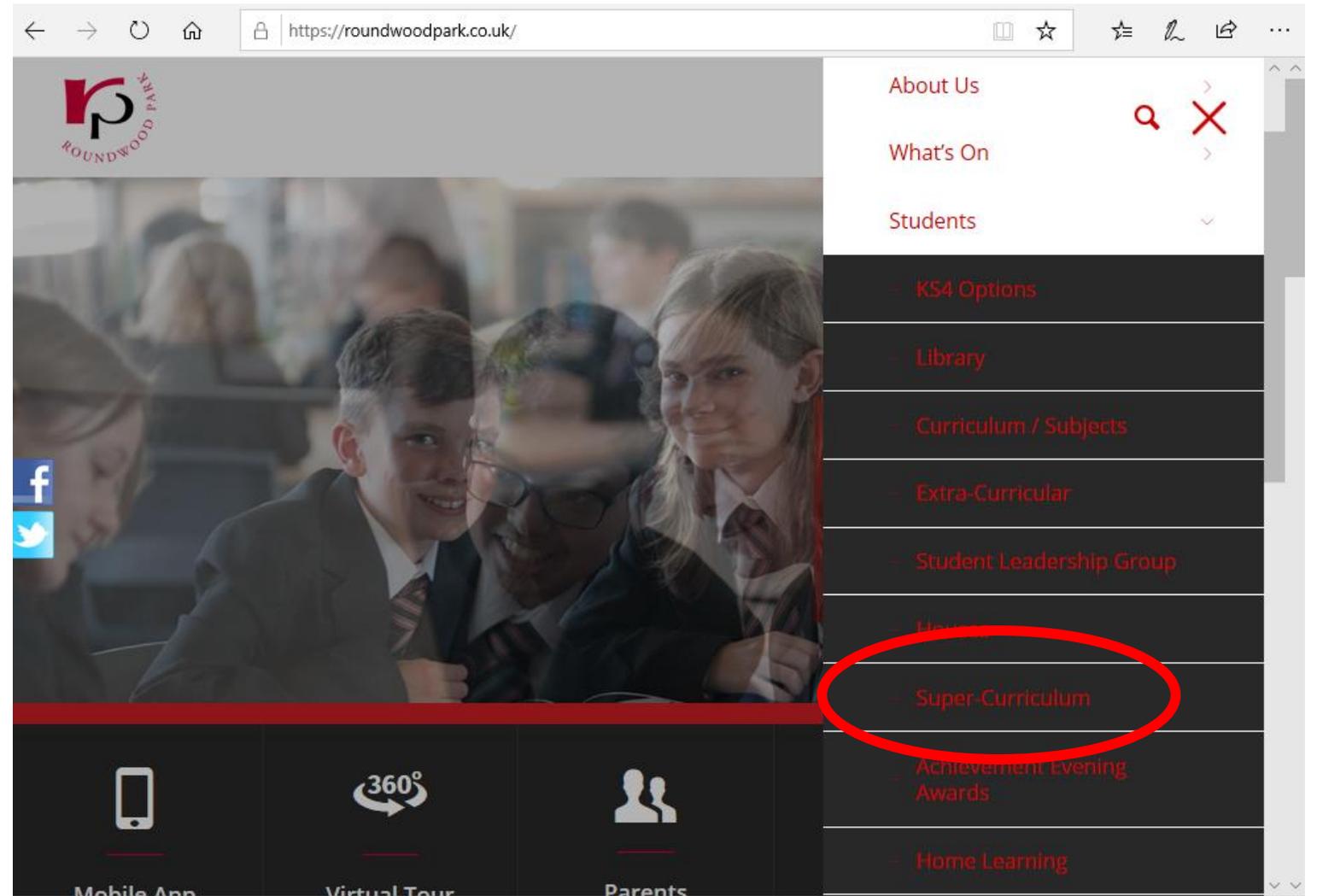
We also want to challenge all of our students and help them develop scholarly behaviour.

Scholars and challenge activities promoted in each lesson



Support and Scholars

Super-Curricular

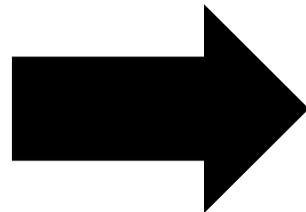


Support and Scholars

Super-Curricular



Year 7



Support and Scholars

Super-Curricular

Read 	Do 	Find 
Read a modern day version of 'Beowulf'.	Enter the BBC 500 word competition. 	Find a review that you disagree with- this could be for a book or a film.
After studying 'The Giver' in class, read the other novels by Lois Lowry.	Essay: 'Smart phones have made us less smart.' Write a discussion piece explaining your views.	Find a poem that you love and annotate it.
Read 'Oliver Twist' by Charles Dickens.	Lead a starter in one of your English lessons.	Find a book in the library with a similar theme to 'The Giver'- look for dystopian fiction.
Read 'The Selfish Giant' by Oscar Wilde and compare it to The Happy Prince.	Visit The Globe in London- try to watch a play!	Research the life and times of Charles Dickens. Find out why he is regarded as such an important writer.
Read a book from the Carnegie shortlist.	Join Creative Writing Club and attend.	Read an interview with a writer that you like.



Supporting your Child



“Most of our vocabulary development is learned incidentally through wider reading, and then incrementally in repeated exposure to those very same words. As we know a good reader at 10 years old is encountering a million words a year.”

Alex Quigley - Closing the Vocabulary Gap

30 minutes reading a day (on average) – reading records are sent home



Supporting your Child

30 minutes reading a day (on average) – reading records are sent home



Reading role models

Discussing reading with your child – helping them with comprehension of plot, learning words they don't know

Reading the news and discussing social context and events



Supporting your Child



Reading Lists:

<https://schoolreadinglist.co.uk/reading-lists-for-ks3-pupils/suggested-reading-list-for-year-7-pupils-ks2-age-11-12/>

Has a range of different texts for KS3, there are ones for all year groups, so please move up to year 8 etc. for more challenging reads.

<https://roundwoodpark.co.uk/library/> - Although due to social distancing restrictions we are unable to have our library open to all, but there are some helpful links to online book reviews here.

Alternatively, if you have any specific requests please contact Mrs Craig the librarian:

m.craig@roundwoodpark.co.uk



Contact Details and Questions



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