

YEAR SEVEN SCHEME OF WORK

THROUGHOUT YEAR SEVEN

7.2. the reading passport

7.9. language study (spelling and grammar)

YEAR SEVEN TERM ONE

7.1. introductory unit focusing on writing skills
ten weeks

7.3. development unit focusing on speaking and listening skills
four weeks

YEAR SEVEN TERM TWO

7.4. 'Books in their times':
an introduction to the literary heritage and to the study of English literature
three weeks

7.5. 'The Ghost of Thomas Kempe':
shared reading with workbook
six weeks

7.6. 'Global Voices':
an introduction to poetry from other cultures and traditions
three weeks

YEAR SEVEN TERM THREE

7.7. 'What's in the News?':
an introduction to the media and to the language of news reporting
four weeks

7.8. Ballads and narrative poems:
to include a drama performance
seven weeks

**ENGLISH DEPARTMENT
KS 3 SCHEME OF WORK**

YEAR 7

7.1. Introductory unit focusing on writing skills *ten weeks*

Unit outline

ALL PUPILS MUST:

read and discuss (at word level, sentence level and whole text level) a variety of texts in a number of key genres including a short story (writing which imagines, explores and entertains), some recipes (writing which informs, explains and describes), a diet leaflet or similar (writing which persuades, argues and advises) and a restaurant review (writing which analyses, reviews and comments) in order to **learn** about the distinctive features of this writing

plan, draft and **write** original work in each of these genres including a piece of such writing completed under examination conditions

write a 'rain journal' which provides opportunities for personal and expressive writing and for which they will need to have **read** examples of other journals and notebooks

MOST PUPILS SHOULD:

talk about their reading in pairs, in small groups and in whole class sessions **write** in a way which conveys meaning clearly and in a way which shows some features of the appropriate style for the topic

learn how to shape their writing to match the required genre

SOME PUPILS COULD:

read aloud their work and offer a commentary on how they tried to achieve relevant effects

provide examples from their own **reading and research** to supplement the work in the class

copy work out neatly by hand or **using ICT** for displays

YEAR 7

7.1. Introductory unit focusing on writing skills

Range of Skills

Writing

Pupils should be taught to **draw on their reading** and knowledge of linguistic and literary forms when composing their writing.

When writing to **imagine, explore and entertain**, pupils should be taught to draw on their experience of good fiction; to use imaginative vocabulary and varied linguistic and literary techniques; to exploit choice of language and structure to achieve particular effects and appeal to the reader; to use a range of techniques and different ways of organising and structuring material to convey ideas, themes and characters. Pupils should be taught the structure of whole texts, including cohesion, openings and conclusions.

When writing to **inform, explain and describe**, pupils should be taught to form sentences and paragraphs that express connections between information and ideas precisely; to use formal and impersonal language and concise expression; to consider what the reader needs to know and include relevant details; to present material clearly, using appropriate layout, illustrations and organisation. Pupils should be taught the structure of phrases and clauses and how they can be combined to make complex sentences.

When writing to **persuade, argue and advise**, pupils should be taught to develop logical arguments and cite evidence; to use persuasive techniques and rhetorical devices; to anticipate reader reaction, counter opposing views and use language to gain attention and sustain interest.

When writing to **analyse, review and comment**, pupils should be taught to reflect on the nature and significance of the subject matter; to form their own view, taking into account a range of evidence and opinions; to organise their ideas and information, distinguishing between analysis and comment; to take account of how well the reader knows the topic. Pupils should be taught paragraph structure and how to form different types of paragraph.

Pupils should be taught to **plan, draft, redraft and proofread** their work on paper and screen. Pupils should be taught to write with fluency and, when required, with speed. In presenting final polished work, pupils should be taught to ensure that work is neat and clear; to write legibly (if their work is handwritten), and to make full use of different presentational devices where appropriate.

Pupils should also be taught to use **writing for thinking and learning**.

**ENGLISH DEPARTMENT
YEAR SEVEN: IMPROVING YOUR WRITING SKILLS**

This unit focuses on **writing**. You will be asked to complete a number of key writing tasks.

You will read a short story. You will talk about how the story is told: how a sense of place and time is created; how characters are introduced; how things get complicated and how they end up. Then, in a small group, you will write a story of your own. You yourself will be in charge of just one part of this final story.

You will read some recipes. You will have to imagine using the recipes to prepare some food. You will be asked to write clear and accurate reports on this imaginary cooking!

You will look at leaflets which give advice about health and people's lifestyles. You will also read some factual material about diets. Then you will have to write your own persuasive leaflet about a healthy diet.

The fourth piece of writing will be about restaurants. You will read newspaper articles which review food in expensive restaurants. Then you will write about a meal you have eaten - perhaps at home, perhaps in school - in the style of a newspaper review.

Finally you will do a short test of writing to show that your writing skills have improved by doing this work. Your teacher will give your term's work a mark, and make suggestions about how to continue your improvement next time.

A copiable master of this pupil's introduction appears on the next page (page 5).

**7.1. Writing to
imagine explore
and entertain**

three weeks

Learning Objectives	Suggested Activities	Resources	Learning Outcomes
<p>to appreciate the structure of a piece of narrative writing: an arresting opening; a developing plot; a complication; a crisis; a satisfying resolution;</p>	<p>reading <i>The Coronation Mob</i>; analysing the story into the 'S' pattern; collaboratively planning a story with these features;</p>	<p>copies of <i>Nothing to be Afraid Of</i> (E1)</p>	<p>notes in exercise book;</p>
<p>to be able to write imaginatively with accuracy, control and some originality.</p>	<p>working in small groups on the separate features (one group per feature);</p>		<p>one feature of the story written out as a final draft in exercise books</p>
	<p>working in (new) small groups on the complete story: revising and harmonising;</p>		<p>the ability to write using a narrative style even in examination conditions</p>
	<p>producing a matrix of units as a display which can be read in many ways;</p>		
	<p>groups prepare readings from the matrix and talk about their choices</p>		

7.1. Writing to inform, explain and describe

two weeks

Learning Objectives	Suggested Activities	Resources	Learning Outcomes
<p>to appreciate the way in which recipes explain and describe the effect of using a mixture of simple and complex sentences in writing a report</p>	<p>reading examples of recipes and discussing what they have in common and the stylistic differences they demonstrate</p> <p>pupils can compare two (out of three) examples, perhaps working in pairs, using differentiated worksheets;</p> <p>having read the recipes, pupils write a report of their (imagined) preparation on the dish (showing conversion of the imperative mood (present tense) to the past tense, for example;</p> <p>pupils write one report in which all sentences are simple and another in which all sentences are complex;</p> <p>In pairs they discuss differences in the two accounts and use elements from them to write a final 'best' account.</p>	<p>photocopied examples of recipes (E1)</p>	<p>pupils should be able to recognise and change the tense of verbs and to recognise the imperative mood of the verb</p> <p>pupils should be able to see the difference between simple and complex sentences</p> <p>pupils should be able - even under exam conditions - to write a clear report varying sentence structure to maintain the reader's interest</p>

7.1. Writing to persuade, argue and advise

three weeks

Learning Objectives	Suggested Activities	Resources	Learning Outcomes
<p>to recognise the way in which language and presentation can be used to persuade, at word level, for example, the use of emotive language, of the imperative and of contrasts; at sentence level, for example, the use of exaggerated statements, of opinion presented as facts, of a sense of climax, and at whole text level, for example, layout and the balance of words and images, the movement from problem to solution (what we must do in response to the article);</p>	<p>reading examples of persuasive lifestyle leaflets and discussing their techniques and effects;</p> <p>use appropriate articles as a source of information for a lifestyle (diet) leaflet of their own;</p> <p>to prepare a final copy of a persuasive leaflet.</p>	<p>photocopied examples of persuasive 'lifestyle' leaflets (E1)</p> <p>photocopied articles about a healthy diet (E1)</p>	<p>pupils should be able to recognise persuasive techniques in writing and to talk about them;</p> <p>pupils should be able to see the difference between fact and opinion</p> <p>pupils should be able - even under exam conditions - to write a clear piece of persuasive writing which uses language (and possibly presentational devices) to help it persuade.</p>
<p>to understand the difference between fact and opinion;</p>			
<p>to read an article for information and to be able to summarise this information for their own purposes.</p>			

7.1. Writing to analyse, review and comment

two weeks

Learning Objectives	Suggested Activities	Resources	Learning Outcomes
to appreciate the style in which newspaper journalists write reviews	reading examples of restaurant reviews, distinguishing fact from opinion and analysis from comment;	photocopied examples of restaurant reviews (E1)	pupils should be able to discuss features of style at both sentence level and word level
to appreciate and be able to use humour in writing	drawing up a style checklist for food journalists;		pupils should be able to see the difference between fact and opinion and between analysis and comment
the importance of drafting and redrafting	pupils draft, discuss and redraft a review of a meal they have eaten;		pupils should be able - even under exam conditions - to write a clear review which combines analysis and comment in an appropriate style
	they make a fair copy (possibly using ICT).		

The Rain Diary

7.1. Writing to think and learn

Learning Objectives	Suggested Activities	Resources	Learning Outcomes
to learn how writing can be used to record and develop thoughts, ideas and feelings	On wet days, pupils will not use the first ten minutes of their lessons for language study nor for anything else, but will, instead, write an entry for their 'rain journal' on a page of their exercise books.	for the initial lesson, photocopied examples of journals to read and discuss (E1) for subsequent lessons, rain	<p>pupils should be able to see how writing can help them clarify thoughts</p> <p>pupils should begin to recognise the potential of language for developing ideas and for expressing feelings</p> <p>on wet days pupils should have some fun with their writing</p>
	In order to prepare for this, on the first wet day of the term, the class will spend a lesson reading and discussing a selection of journal entries before writing their first 'rain journal' entry during the last ten minutes of the lesson (even if by then it has stopped raining!)		

ENGLISH DEPARTMENT

**YEAR SEVEN:
IMPROVING WRITING SKILLS**

END OF UNIT TEST

This test is to be completed on a clean page of your exercise book.

Choose one of the following tasks and answer it carefully. Your teacher will make it clear exactly how much time you have.

1. **A story.** When you and your family arrive at a holiday cottage for Christmas with another family, you discover a problem. Write about your arrival and how you discover and solve the problem.

2. **A report.** You have been on a trip to London or to another big city. You have been asked to write a report on it for a class magazine. Write the report. Make sure you choose carefully the things you report on. Give interesting details and information, not just a list.

3. **Persuasive writing.** Your school is running a sponsored walk to raise money for a hospital in Kenya where sick young mothers are looked after and fed properly. Write a leaflet that will be given to all the forms in the school which encourages pupils to take part in the walk or to sponsor a friend.

4. **A review.** Which is the best lesson you have had this term? It doesn't *have* to be an English lesson! Write a review of the lesson in which you describe what happened and make your own comments about why it was a successful lesson.

A copiable master of this sheet appears on the next page (page 12)