

Year 7 Curriculum Information - English

Year 7 English is a theme based study of Literature and Language that develops what the students have learned at KS2 and brings in new skills and knowledge to support the students' progression into KS3. Students journey through time in Year 7 English to explore different stories and identify links, contrasts and the development of storytelling and the impact of effective writing. English Literature is the study of how writers communicate their ideas about the world and how readers might respond to these ideas. High-quality English literature is writing which displays recognisable literary qualities and, although shaped by particular contexts, transcends them and speaks about the universality of the human condition. It aims to enable students to make links between a variety of written texts and between the text and the context within which it was shaped. Students will have opportunities to develop Reading, Writing and Speaking & Listening within every English topic throughout Year 7. The focus will be acquiring skills at key stage three that they will be able to apply effectively at an expert level at key stage four. There will be a termly progressive focus on SPaG and PLTS that will run continuously and be integrated into our units of study.

We will have five lessons a week in Year 7:

One Reading Lesson- There will be a class reader, individual readers and an opportunity to read and explore a range of different genres and reading texts. The Accelerated Reader programme will operate alongside these lessons. These lessons will support the development of significant reading skills.

One Let's Think Lesson- This is a lesson where there will be no writing of any sort. The students will be presented with stimulus that will generate discussion and debate. This is linked to the skills needed for Speaking and Listening but also the new GCSE views and perspectives exam paper. These lessons will support the development of higher level thinking; generating responses; speaking and listening; verbal drafting and presentation of views and opinions.

Three lessons of 'Journey Of A Story'- Detailed in the Learning Grid

Homework- This will be a half termly project set during the first lesson of every half term and available on Show My Homework. Teachers will monitor homework progress weekly however students do not need to submit it until the second last week of each half term.

Assessments will be completed during the penultimate week of each half term giving the students every opportunity to demonstrate the skill and knowledge that they have learned during the half term.

The last week of every half term is called 'Finding Your Voice' - This is where students use media to share their thoughts, views, opinions and perspectives on a given statement/debate/argument relating to the Journey of a story topic. This is developed into a detailed unit of study in the summer term.



Dates	Key topics	Topic detail
Autumn term 1 st half term	Early Stories <i>Greek Myths and Legends</i>	<i>A 7 week unit of study looking at myths and legends. There are links to History who introduce Year 7s to the Greek wars and to Art as we look at caveman paintings as an early form of storytelling.</i>
SPAG FOCUS	<i>WORD CLASS</i>	Nouns, verbs, adjectives, articles, prepositions, tense, subject-verb agreement
PLTS FOCUS	REFLECTIVE LEARNERS	
Autumn term 2 nd half term	Comic Geniuses Shakespeare and Chaucer	A 7 week study of two comic texts 'A Midsummer Night's Dream' and 'The Miller's Tale' written by two of our most accomplished British writers, Shakespeare and Chaucer. A 'Midsummer Night's Dream' links with the Greek theme of Autumn 1. The Canterbury Tales links to the study of the Black Death and the Crusades in History. Students will engage with unfamiliar language and analyse how different writers introduce comedy to their writing.
SPAG FOCUS	WORD CLASS	Nouns, verbs, adjectives, articles, prepositions, tense, subject-verb agreement
PLTS FOCUS	EFFECTIVE PARTICIPATORS	
Spring term 1 st half term	Narrative Poetry Beowulf, Lady of Shallot, Highway man, The Ballad of Lochinvar, The Raven,	A 6 week study of poetry where students are introduced to stories being told within the genre of poetry. Students will cultivate analytical skills and develop confidence to respond to challenging texts.
SPAG FOCUS	SENTENCE STRUCTURE	<i>Simple sentence, compound sentence, complex sentence, Listing and bracketing commas</i>
PLTS FOCUS	INDEPENDENT INQUIRERS	
Spring term 2 nd half term	Today's Story A modern Text study Bringing it all together-	A 5 week study of a modern text chosen by the teacher and the class. They reflect on their Journey of a story and work on a three week media based project bringing their ideas together (from the two terms) showing links between stories and how English Literature and Language has evolved. They will interpret and analyse themes, ideas, concepts and genres.
SPAG FOCUS	SENTENCE STRUCTURE	<i>Simple sentence, compound sentence, complex sentence, Listing and bracketing commas</i>
PLTS FOCUS	TEAM WORKERS	



Summer term 1 st half term	<i>Finding your voice</i>	A 7 week reading and writing unit where students explore stimulus(texts, images, media sources) and form opinions and views. There will also be a focus on exam skills culminating in a formal Year 7 summative assessment
SPAG FOCUS	Paragraphing	<i>Topic sentences, paragraphs, introductions and conclusions</i>
PLTS FOCUS	CREATIVE THINKERS	
Summer term 2 nd half term	<i>Reading For Life</i>	A 7 week study of the significance of reading. This unit looks at reading as a life skill.
SPAG FOCUS	Paragraphing	<i>Topic sentences, paragraphs, introductions and conclusions</i>
PLTS FOCUS	SELF MANAGERS	

We're pleased that you're interested in helping your child get ahead of the game!

Parents and teachers working together are the best means for assuring that children and teens become confident and successful learners ready for the transition between Key Stage 2/3, through the all important GCSE years and beyond into their adult life.

We understand the situation in every home is different, we can't say when the best time is to pursue each of the following suggestions. However, please be aware that English skills develop slowly and over time. For some, it comes early; for others it comes later.

Occasionally a child's skills may even seem to go backwards. Nonetheless, with your help and encouragement, the child will certainly progress in the Harwich and Dovercourt High school.

We hope you will enjoy following these suggestions for helping your child. Please also feel free to email any hints, or tips of your own that you have found/find successful that you would be willing to share with other parents and the English Department.

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Things to Do at Home

1: Build a climate of words at home. When you go places and see things with your child, talk about what has been seen, heard, smelt, tasted, and touched. The basis of good writing is 'good talk', and children especially grow a stronger control of language when adults -- particularly parents/carers, or people of responsibility -- share experiences and rich talk about those experiences.

2: Let children see you write often. You're both a model and a teacher. If children never see adults write, they gain an impression that writing occurs only at school. What you do is as important as what you say. Have children see you writing notes to friends, letters to business firms, perhaps stories to share with younger children. From time to time, read aloud what you have written and

“working and learning together”

ask your children their opinion of what you've said. If it's not perfect, so much the better. Making changes in what you write confirms for the child that revision is a natural part of writing -- which it is.

3: Be as helpful as you can in helping children write. Talk through their ideas with them; help them discover what they want to say. When they ask for help with spelling, punctuation, and usage, supply that help. Your most effective role is not as a critic, but as a helper. Rejoice in effort, delight in ideas, and resist the temptation to be critical.

4: Provide a suitable place for children to write. A quiet corner is best, the child's own place, if possible. If not, any flat surface with elbow room, a comfortable chair, and a good light will do.

5: Give the child, and encourage others to give, the gifts associated with writing:

- pens of several kinds
- pencils of appropriate size and hardness
- a desk lamp
- pads of paper, stationery, envelopes -- even stamps
- a booklet for a diary or daily journal (Make sure that the booklet is the child's private property; when children want to share, they will.)
- a dictionary appropriate to the child's age and needs. Most dictionary use is for checking spelling, but a good dictionary contains fascinating information on word origins, synonyms, pronunciation, and so forth.
- a thesaurus. This will help in the search for the "right" word.
- erasers or "white-out" liquid for correcting errors that the child wants to repair without rewriting (please be aware though that 'white-out' liquid is not allowed in school.

6: Encourage (but do not demand) frequent writing. Be patient with reluctance to write. "I have nothing to say" is a perfect excuse. Recognise that the desire to write is a sometime thing. There will be times when a child "burns" to write; others, when the need is cool. But frequency of writing is important to develop the habit of writing.

7: Praise the child's efforts at writing. Forget what happened to you in school and resist the tendency to focus on errors of spelling, punctuation, and other mechanical aspects of writing. Emphasize the child's successes. For every error the child makes, there are dozens of things he or she has done well.

8: Share letters from friends and relatives. Treat such letters as special events. Urge relatives and friends to write notes and letters to the child, no matter how brief. Writing is especially rewarding when the child gets a response. When thank-you notes are in order, after a holiday especially, sit with the child and write your own notes at the same time. Writing ten letters (for ten gifts) is a heavy burden for the child; space the work and be supportive.

9: Encourage the child to write for information, free samples, and travel brochures.

10: Be alert to occasions when the child can be involved in writing, for example, helping with grocery lists, adding notes at the end of parents' letters, sending holiday and birthday cards, taking down telephone messages, writing notes to friends, helping plan trips by writing for information, drafting notes to school for parental signature, writing notes to letter carriers and other service persons, and preparing invitations to family get-togethers.

Writing for real purposes is rewarding, and the daily activities of families present many opportunities for purposeful writing. Involving your child may take some coaxing, but it will be worth your patient effort.

How to encourage your child to become a stronger reader

1: Read out loud together each day. Take turns reading out loud. If your adolescent struggles with a word, try to sound it out with him. Encourage your child to take his time reading and do not rush them.

2: Make reading fun. As you read together, ask your child questions about the story, such as "What do you think of this character?" or "Wow, that's a really interesting fact. How do you feel about that?" Use different voices when reading different characters' lines. Use facial expressions and hand motions to add feeling and excitement to the story.

3: Incorporate reading into daily activities. Look for opportunities to read out loud with your child that don't involve books. When you see an interesting sign or a funny joke on your cereal box, read it to your child. Ask your child to help you read a recipe while you make dinner together, or read the television guide to see if any new shows will be on.

4: Learn vocabulary words together. When you read with your child, keep a list of new and interesting words that you find. Look up the definitions in a dictionary and write them on index cards. Try to incorporate the new words you learn into daily conversation and encourage your child to do the same. Make it a game to see who can use the most new words each day.

5: Find books that interest your child. Whether you buy new books or check them out from a library, make sure your child has books at home that are interesting to him. If your child plays piano, try to find a book about pianos or music. If your child likes birds, find a story about a bird or different types of birds. Finding a topic that interests your child will make reading exciting and entertaining for your child

Supporting your child with English at KS3

How is your child's target set?

- Your child's end of year targets are determined by their Key Stage 2 English test result.
- We set ambitious targets and encourage students to make 2 fine levels of progress every year. For example: A student who attains a 4A at Key Stage 2 will be aiming to achieve a 5B by the end of Year 7, a 6C by the end of Year 8 and a 6A by the end of Year 9.
- Your child's level is an average of their reading and writing fine levels. We also assess speaking and listening but we do not use this to determine their level as this is not assessed as part of the GCSE qualification at Key Stage 4.

What kind of progress should my child make?

- Approximately 40% of students nationally make 2 fine levels of progress a year so neither you, nor your child, should worry if an end of year target is not quite met. English is a skills-based subject hence progress is not linear and it can take a long time for students to consolidate and master new skills. It is particularly challenging to move up into a new level.



How can I help my child progress in their reading?		
To move from:	Basic pointers to be aware of:	How can I help?
4-5	You need to be able to use quotation to support your points and explain the impression created by your quotations.	<ul style="list-style-type: none"> • Read with your child and ask them comprehension questions. • Talk about texts in the world around you with your child. Eg. Posters and leaflets. Discuss why/how particular language choices are effective. • Help your child to memorise literary and linguistic terminology.
5-6	You need to be able to use short quotations and analyse the precise effects of language.	
6-7	You need to be able to explore how different readers may respond to a text. You also need to demonstrate a formal analytical style.	

How can I help my child progress in their writing?		
To move from:	Basic Pointers to be aware of:	How can I help?
4-5	You need to be able to structure your work clearly in paragraphs and use punctuation accurately.	<ul style="list-style-type: none"> • Encourage your child to keep a journal and practise extended writing at home. • Proofread your child's work with your child. • Help them practise punctuation exercises and learn spellings. • Encourage them to read as much as possible.
5-6	You need to show control of your writing, varying your paragraphs and sentences for effect. You need to be able to use punctuation to create deliberate effects. Spelling needs to be virtually 100% accurate.	
6-7	You need to craft your writing for maximum impact on your reader, demonstrating effective command of ambitious and appropriate vocabulary. Spelling needs to be 100% accurate.	