

Year 7 English Learning Outcomes

Unit 1: Introduction to Reading Different Text Types and Writing Creatively Using BUGS Material/Extracts

- **Intent:** learning to appreciate and love reading and language, drawing meaning from a range of texts; developing their writing styles through exposure to a variety of texts; begin to use more sophisticated subject specific language; and interpret a writer's intent.
- **Conventions of genre:** dramatic texts with an emphasis on the animal kingdom.
- **Relevant ideas about:** how views on the natural world have changed.
- **Understanding of:** that reading material can be used to inspire writing material and the importance of planning.
- **Writer's use of and students' use of** a varied, ambitious vocabulary and range of sentence structures for clarity, purpose, and effect, with accurate spelling and punctuation that directs the reader and shapes meaning.
- **Understanding how to** focus on the correct part of the extract/text, list a set number of things using full sentences, use relevant quotations- with quotation marks and then explain 3-4 quotes from a specified section of text. Recognise language devices: similes, metaphors, personification, rule of 3, repetition, onomatopoeia. Identifying parts of speech: adjectives, nouns, verbs and adverbs.
- **Understanding how to** write responses to questions about how language is used by identifying explicit and implicit information and ideas; selecting evidence from texts; making inferences and using embedded quotations.

Unit 2: Introduction to Shakespeare – Twelfth Night

- **Intent:** to introduce a love of theatricality, humour and playing with language through Shakespeare as crowd-pleasing entertainment. Embed understanding of dramatic irony for later units.
- **Conventions of genre:** comedy; links to misunderstandings.
- **Relevant ideas about Shakespeare's life:** the role of women in Elizabethan/ Jacobean eras; the role and mechanic of theatre and hierarchy of theatre audience
- **Understanding of** textual issues such as gender, social ambition, honour, love.
- **Writer's use of dramatic devices:** dramatic irony and symbolism. Language devices - puns, metaphors and similes.
- **Understanding how to** focus on the correct part of the extract, recognise dramatic and language devices, use embedded quotations and view the storyline from different perspectives both on and off stage.

- **Understanding how to** write a successful response to the play about how scenes would have amused the audience using references to text.

Unit 3: Cultural Capital - Zoos

- **Intent:** continue to develop an appreciation for reading and language through a focus around a zoo; developing their writing styles such as letter/speech, article and diary entries. To develop an awareness of ecological issues. Embed an understanding of non-fiction writing for later units.
- **Conventions of genre:** autobiographical writing and non-fiction writing.
- **Contextual ideas of zoos,** climate change, preservation of animals.
- **Writer's use of facts,** opinions and anecdotes.
- **Understanding how to** write convincing and persuasive arguments, using standard English, using facts and statistics to support your argument, addressing the opposite view.

Unit 4: Introduction to Creative Writing and Myths

- **Intent:** to introduce the myths and narratives that have shaped western civilisation. To develop a love for mythology and allegory. To understand how all cultures derive meaning from stories and aspire to heroism and greatness. Embed a sense of wonder at how stories have shaped the world and to understand how stories carry messages that shape our society.
- **Conventions of genre:** to write accurately, fluently, effectively and at length for pleasure and engagement. Writing for a wide range of purposes and audiences including well structured, formal expository and descriptive narratives, stories, scripts and poems.
- **Relevant ideas about** stereotypes. Archetypes, the meanings behind myths, symbolism, Greek power structures, Greek gods, Roman gods, other myths.
- **Understanding of** the importance of planning, drafting, editing and proof-reading work, through amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness. The necessary elements of accurate grammar, punctuation and spelling. Considering how their writing reflects the audiences and purposes for which it was intended,
- **Writer's use of and students' use of** extensive and ambitious vocabulary and sustained crafting of linguistic and structural devices assuredly matched to purpose and audience, including the use of adjectives, similes, metaphors, alliteration, onomatopoeia, complex and compound sentences and different perspectives.
- **Understanding how to** summarise and organise material and support ideas and arguments with any necessary factual detail. Apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. To draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing. To discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology.
- **Understanding how to** write successfully planned pieces of creative writing that have been edited and improved by themselves and others. By looking at examples of literature and mimicking structure or style and writing under pressure inspired by a broad range of written, visual and audio prompts.

Unit 5: Introduction to C19th Literature, Frankenstein

- **Intent:** to introduce a love of C19th literature and the gothic. To develop a sense of how the C19th saw rapid change in science, understanding and literary forms.
- **Conventions of genre:** the gothic, unreliable narrator(s), the power of nature.
- **Relevant ideas about** stereotypes, archetypes, the meanings behind myths, symbolism, Greek power structures, Greek gods, Roman gods, other myths, science versus religion, Victorian belief in science, body and soul, Michelangelo's Sistine chapel.
- **Understanding of** wider themes in literature, use of the big methods – characters, setting and symbolism, literature as exploring themes.
- **Writer's use of and students' use of** frame narratives, allusions, family relationships, the blind man, prejudice.
- **Understanding how to** understand the meaning behind a text and explain the writer's ideas using evidence from a text, relate a literature text to the issues of the day and
- **Understanding how to** write successfully planned pieces of creative writing that have been edited and improved by themselves and others. By looking at examples of literature and mimicking structure or style and writing under pressure inspired by a broad range of written, visual and audio prompts.