**English Long Term Plan 2018-19**

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| **Subject:** | **English** | **Year group:** | **7** |
| **Teacher(s):** | **Ms Nicola Tully** | | |

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| **Term 1:** | |
| **Title** | **Summary** |
| **Unit 1:**  **Novel: ‘Stone Cold’ by Robert Swindells** | Engage with a text for sustained study – transition unit from year 6 into year 7  Read and understand a range of extracts, and respond appropriately developing PEEAL, analytical writing and deeper reading for meaning.  Explore how the writer’s ideas and themes are linked across the whole text and their effects  Infer and deduce meanings, recognising the writers’ intentions  Explore how writer’s use of rhetorical, grammatical and literary features influence the reader  Determine how the writer presents ideas and issues to have an impact on the reader  Make fresh connections between ideas, experiences, themes and words, drawing on a rich experience of language and literature.  Analyse and evaluate key features, literary devices and written language to appreciate how meaning is shaped  Engage in specific activities that develop speaking and listening skills |
| **Unit 2:**  **Poetry** | Explore how ideas, experiences and values are portrayed differently in texts from a range of cultures and traditions.  Infer and deduce meanings, recognising the writers’ intentions |
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| **Term 2:** | |
| **Title** | **Summary** |
| **Unit 3:**  **Gothic Horror Fiction and Dystopian Creative Writing**  **Spellathon (to be integrated across Units 1&2 in the form of spelling tests, home learning and starters)** | To understand the concept of gothic horror, a dystopia and notable features of the genres through the study of gothic horror and dystopian extracts.  To analyse the effect of literary techniques and apply them to their own descriptive responses.  To explore issues raised through examples of gothic horror and dystopian fiction and learn how to effectively structure a short story.  To apply the skills they have learnt throughout the unit by writing their own gothic horror or dystopian short story.  Demonstrate a secure understanding of the conventions of written language, including grammar, **spelling** and punctuation. |
| **Unit 4:**  **Novel: The Boy in the Striped Pyjamas** | Gain a sense of how modern history has shaped our English literary heritage and engage with important texts in it.  Understand how themes are explored in the text  Develop knowledge of language and conventions of Boyne’s writing through a variety of reading for meaning, developing inference and analytical writing using PEEAL  Engage with ideas and texts, understanding and responding to the main issues.  Make different kinds of relevant contributions in groups, responding appropriately to others, proposing ideas and asking questions  Develop ideas, themes, imagery, settings and/or characters when writing to imagine, explore and entertain |
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| **Term 3:** | |
| **Title** | **Summary** |
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| **Unit 5:**  **Drama – An Introduction to Shakespeare** | Explore how Shakespeare engages an audience, using a range of techniques to explore, enrich and explain ideas  Explore others’ ideas of Shakespeare and stage craft performance and develop own  Develop knowledge of language and conventions of Shakespeare’s writing through a variety of extracts, analyse language using PEEAL  Present information and explore the different contexts of Elizabethan England  Adapt talk for a range of purposes and audiences, including the more formal  Vary vocabulary, structures and grammar to convey meaning, including speaking and writing in standard English fluently about Shakespeare  Engage an audience, using a range of techniques to explore, enrich and explain their ideas |
| **Unit 6:**  **History of Language**  **and**  **Reading and Writing Skills for end of term examination** | From Beowulf to Emojis, students study and chart the history of the English Language and how it works  Look at a range of texts over time to explore how language changes  Develop knowledge of historical events and how these lead to changes in language, Celts, invasions, Roman occupation, Old Norse, Vikings, 1066 etc.  Look at the original Beowulf text and a modern translation. Infer and deduce meanings, recognising the similarities between then and now  Analysing older written language to appreciate how meaning is shaped.  Understand how writers’ uses of language and rhetorical, grammatical and literary features influence the reader; use PEEAL to explain ideas  Understanding how writers present ideas to have an impact on the reader  Use imaginative vocabulary and varied linguistic and literary techniques  to achieve particular effects |
| **Students will spend some lessons or sessions in the library for library lessons.**  **Aims:**  **To raise awareness of different text types and literary genres**  **To improve reading records of all students**  **To facilitate discussion and oral tasks based on student reading**  **To discuss reading interests and preferences, and sustain individual reading for pleasure** | |