

English Department

Key Stage 3

Scheme of Work

*Progressing from KS2 & Preparing for KS4*

Year 7





Changes to Assessment Task setting and conditions

To reflect the changes to the GCSE exams, all assessment tasks will be uniform and set by the KS3 Co-ordinator; this will allow moderation to be more productive and also create direct comparison between children when set changes arise.

All questions will be given to class teachers before the half-term begins in order to inform planning. Questions will also have bullet points to support the lower ability classes, while also being broad enough to provide challenge to our highest achievers.

These must **not** be shown to pupils prior to the assessment in order to re-create the exam style assessment. All assessments are to be completed in exam conditions to allow the pupils to familiarise themselves with timings and the general exam environment.

Revision check lists may be provided by the class teacher and revision outside of lesson is to be encouraged.

Recording

In order to reflect the whole school marking policy, only **one** levelled piece of work per half-term needs to be recorded on the year 7 tracker. The other elements of the scheme must still be covered and assessed, however evidence of this will be provided through book monitoring.



Long Term Plan

September 2016 Onwards

*Progressing from KS2 & Preparing for KS4*

Autumn Content Overview

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|  | **HALF TERM 1** | **HALF TERM 2** |
| **AUTUMN****Long Term Plan****2016 Onwards** | **WRITING**Descriptive WritingDescriptive Devices**Accuracy****READING**Becoming a successful reader!Introduction to reading and Literary Heritage. Library introduction. Extract analysis skills.*Heritage Texts to be included* | **WRITING**Descriptive WritingDescriptive Devices**Accuracy****READING**Fictional Reading SkillsClose Literary AnalysisSkills: Language analysis (including grammar terms)Critical Evaluation Seasonal Poetry: Bonfire Night & Christmas*Heritage Texts to be included* |
| **COHESIVE****ASSESSMENT****(To be moderated)** | Baseline Writing: Description(TASK PRE-SET)Spelling Age (SEN department)Reading Age (SEN department) | Writing: descriptive (near end of term to measure progress from baseline)Reading: Fictional Analysis (TASK PRE-SET) |

Spring Content Overview

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|  | **HALF TERM 1** | **HALF TERM 2** |
| **SPRING****Long Term Plan****2016 Onwards** | **WRITING**Persuasive writingRhetorical DevicesLeaflet Format**Accuracy****READING**Reading skills based on reading of ability specific novel/play(Whole text exploration)*Heritage Texts Opportunity*Skills: Synthesise materialWriter’s craftStructure* **Enrichment**

**Get Caught Reading****World Book Day** | **WRITING**Word ClassesGrammar skillsPunctuation Revision**Accuracy****READING**Reading skills based on reading of ability specific novel/playWhole text exploration)Heritage texts to be includedSkills: Synthesise materialWriter’s craftCritical opinionStructure* **Enrichment**

**Grammar Orienteering** |
| **COHESIVE****ASSESSMENT****(To be moderated)** | Writing: Writing to Persuade – Leaflet (TASK PRE-SET)  | Writing: Grammar and Punctuation TestReading: Novel Based Essay Question (TEACHER SET) |

Summer Content Overview

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|  | **HALF TERM 1** | **HALF TERM 2** |
| **SUMMER****Long Term Plan****2016 Onwards** | **WRITING**Technical AccuracySpelling StrategiesPunctuation RulesVocabulary RangeSentence Structure and Effects**SPOKEN LANGUAGE**Individual Speech**READING**Social and historical context of ShakespeareStudy Shakespeare play (suggested: Romeo and Juliet. Not Macbeth – Year 8 text).Regardless of ability, pupils must study **at least 1** extract in the original language. * **Enrichment**

**Shakespeare’s Birthday Bash @St Bede’s****Shakespeare trip to London** | **WRITING**Writing to Argue - ArticleRhetorical Devices Argument and Counter-argumentArticle Format**Accuracy****READING**EXAM PREPARATION:Non Fiction Reading Skills Revision Skills: Synthesise materialWriter’s craftWriter’s ideas and perspectiveComparison of non-fiction texts from different erasHeritage Texts to be includedStudy of poetry anthology containing 4 poems Poetic DevicesComparative analysis skillsAnalysis of Unseen Poetry*Heritage Texts Opportunity** **Enrichment**

**Punctuation Rocks****Shakespeare Workshop**  |
| **COHESIVE****ASSESSMENT****(To be moderated)** | Reading: Shakespeare Analysis using extract (TEACHER SET)Spoken Language: individual presentation | Writing: End of Year ExamFunctional Writing (TASK PRE-SET) Writing to argue – articleReading: End of Year ExamNon-fiction Reading (TASK PRE-SET) |



Medium Term Plan

September 2016 Onwards

*Progressing from KS2 & Preparing for KS4*

Autumn Medium Term Plan

**HALF TERM 1**

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| **WRITING** |
| **Overview*****Descriptive Writing*** |
| **Suggested Content Coverage*** Baseline Assessment
* Descriptive Devices
* Planning & Developing ideas
* Punctuation
* Vocabulary Extension
* Sentences Types
* Focus: Technical weaknesses highlighted in baseline assessment
* Importance of Accuracy
* Emphasis on planning, drafting, editing and proofreading writing
 |
| **Assessment**Baseline Writing: DescriptionSpelling Age (SEN department) |
| **READING** |
| **Overview*****Non-Fiction Reading Skills*** |
| **Suggested Content Coverage*** Baseline Comprehension Assessment
* Point, Evidence, Explanation & Link
* Purpose, Audience & Format
* Skimming & Scanning Skills
* Highlighting & Selecting Relevant Evidence
* Focussed development of individual reading AFs
* Analysis of a wide range of Non-Fiction texts (considerable range of different purposes, audiences and formats)
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| **Assessment**Reading Age (SEN department) |

Autumn Medium Term Plan

**HALF TERM 2**

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| **WRITING** |
| **Overview*****Descriptive Writing*** |
| **Suggested Content Coverage*** Revision of Descriptive Devices
* Planning & Developing ideas
* Punctuation
* Vocabulary Extension
* Sentences Types
* Focus: Technical weaknesses highlighted in baseline assessment
* Dialogue Punctuation
* Importance of Accuracy
* Sentence Types for effect
* Emphasis on planning, drafting, editing and proofreading writing
 |
| **Assessment**Descriptive Writing (to show progress from baseline assessement) |
| **READING** |
| **Overview*****Fictional Reading Skills*** |
| **Suggested Content Coverage*** Wide Range of texts (ensure Literary Heritage is covered) (Extracts & Short Stories)
* Development of Point, Evidence, Explanation & Link
* Close analysis of extracts
* Reading of Abridged Heritage Text with extracts of the original text
* Author’s Craft
* Developing opinions and structuring critical views in response to texts.
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| **Assessment**Fictional Analysis (TASK PRE-SET) |

Spring Medium Term Plan

**HALF TERM 1**

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| **WRITING** |
| **Overview*****Persuasive Writing & Leaflet Format*** |
| **Suggested Content Coverage*** Rhetorical Devices
* Connectives & Structure for Non Fiction
* Planning & Developing Points
* Formal Vocabulary
* Importance of Accuracy
* Leaflet Format
* Emphasis on planning, drafting, editing and proofreading writing
 |
| **Assessment**Writing to Persuade- leaflet (TASK PRE-SET) |
| **READING** |
| **Overview*****Reading skills based on reading of ability specific novel/play*** ***(Whole text exploration)*** |
| **Suggested Content Coverage*** Narrative Openings & Predictions
* Language Analysis
* Themes
* Characters
* Author’s Craft
* Narrative Endings
* Social and Historical Context (High Quality Works)
 |
| **Suggested Teacher Assessment (not recorded on tracker)**Novel Based Assessment |

Spring Medium Term Plan

**HALF TERM 2**

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| **WRITING** |
| **Overview*****Technical Accuracy : Grammar and Punctuation***  |
| **Suggested Content Coverage** * Word Classes
* Grammar
* Punctuation Revision
 |
| **Assessment**Grammar and Punctuation Test  |
| **READING** |
| **Overview*****Reading skills based on reading of ability specific novel/play (whole text exploration )*** |
| **Suggested Content Coverage*** Narrative openings and predictions
* Language analysis – using subject specific terminology such as word classes
* Themes
* Characters
* Author’s craft
* Narrative endings
* Social and historical context (high quality works)
 |
| **Assessment**Novel based whole text analysis (TEACHER SET)  |

Summer Medium Term Plan

**HALF TERM 1**

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| **WRITING** |
| **Overview*****Technical Accuracy***  |
| **Suggested Content Coverage*** Spelling strategies
* Homophones
* Common punctuation rules
* Complex punctuation usage for effect
* Sophisticated vocabulary
* Sentence types and using them for effect
 |
| **Assessment – formative (not recorded on tracker)** |
| **READING** |
| **Overview*****Shakespeare***  |
| **Suggested Content Coverage*** Year 7 text: Romeo and Juliet (or teacher choice, apart from Macbeth)
* Features of the Globe Theatre
* Biographical context
* Elizabethan context
* Abridged version of play with analysis of **at least** 1 extract from the original text.
* Language analysis
* Author’s craft
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| **Assessment**Shakespeare analysis using extract (TEACHER SET)  |
| **SPOKEN ENGLISH** |
| **Assessed Skill**Individual presentation  |

Summer Medium Term Plan

**HALF TERM 2**

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| **WRITING** |
| **Overview*****Writing to Argue - article*** |
| **Suggested Content Coverage*** Development of rhetorical devices
* Development of arguments and counter-arguments
* Newspaper/magazine article layout
* Sentence types
* Importance of accuracy
* Connectives and structure
* Formal vocabulary
* Revision of Purpose, Audience & Format
* Emphasis on planning, drafting, editing and proofreading writing
 |
| **Assessment**Writing – End of Year Exam (writing to argue – article) (TASK PRE-SET)Spelling Age (SEN department) |
| **READING** |
| **Overview*****Analysis of Non-Fiction Texts Revision/Poetry Anthology*** |
| **Suggested Content Coverage*** Revision of Non-Fiction textual analysis skills
* Wide range of text types (ensuring Literary Heritage is covered)
* Revision of point, evidence, explanation & link
* Poetic devices
* Language analysis
* Structural analysis
* Development of point, evidence, explanation & link
* Comparative skills
* Social & historical context of anthology poetry (high quality works)
* Themes
* Unseen poetry skills
 |
| **Assessment**Analysis of Non-Fiction Texts – End of Year ExamPoetry Analysis Comparison (NOT RECORDED ON TRACKER)Reading Age (SEN department) |