

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y7 Lit Her x2	A Christmas Carol Students have some awareness of the story, and it is an accessible introduction to literary heritage. The themes and ideas are relatable to our students.		A Midsummer Night’s Dream Accessible Shakespearean text students are usually familiar with. Themes and ideas are appropriate for the students.		Sonnet Through Time Introduction to a key aspect of poetry – allows us to teach the fundamentals of poetry based on preconceptions (rhyme, rhythm, imagery etc.)	Short play? Spoken Language
Language x1	Grammar basics recap Recap the grammatical understanding students should have from KS2	Writing Skills Recap the grammatical understanding students should have from KS2		Creative writing Opportunity for students to develop the fundamental ideas of narrative writing (basis formed at KS2)	Reading Skills – non-fiction Exposing students to a range of non-fiction texts along a theme – application of reading skills developed earlier in the year to a new context.	
AR x1	Reading and Respond Build and develop reading skills for texts suitable for the specific ability of the groups. Lessons are adapted to meet the specific needs of these students.					

Year 7 Lit Heritage				
	Autumn	Spring	Summer 1	Summer 2
Unit title:	A Christmas Carol	A Midsummer Night’s Dream	The Sonnet Through Time	Modern Drama
Unit length:	25 lessons	24 lessons	12 lessons	14 lessons
Knowledge/ Skills:	Knowledge <ul style="list-style-type: none"> The contextual understanding of Victorian era (poverty, greed, redemption) Contextual information about the author (Dickens’s childhood and life and how it links to the novel) The key characters, plot and ideas of the text Skills <ul style="list-style-type: none"> How to respond to a text (what, how why structure) To use topic sentences (what) Exploration of quotations How to explore a text as a whole 	Knowledge <ul style="list-style-type: none"> Contextual information about the author (life, globe, Elizabethan audience) The conventions of a comedy (structure, characters) The key characters, plot and ideas of the text Symbolism (potion) Skills <ul style="list-style-type: none"> How to structure a clear response (what, how, why) Exploration of quotations (Moving beyond the obvious) How to explore a text as a whole 	Knowledge <ul style="list-style-type: none"> The conventions of a sonnet (both Shakespearean and Petrarchan) Metaphors and similes The key idea of the poems Analytical responses (multiple levels of analysis) Skills <ul style="list-style-type: none"> How to structure a response to a poem (what, how, why) Exploring use of techniques (metaphor, simile, imagery) Exploration of quotations How to explore a poem as a whole 	Knowledge <ul style="list-style-type: none"> The key characters, plot and ideas of the play Contextual understanding of the time Analytical responses Skills <ul style="list-style-type: none"> How to structure and analytical argument Considering the effect on the audience Exploration of quotations

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End points covered:	A personal appreciation of language and literature, through a grasp of intertextuality and enduring themes. <i>Skills in literary criticism using a range of texts from different periods, styles and genres.</i> <i>Understanding of form, structure and language across contexts, cultures, writers and genres.</i>	A personal appreciation of language and literature, through a grasp of intertextuality and enduring themes. <i>Skills in literary criticism using a range of texts from different periods, styles and genres.</i> <i>Understanding of form, structure and language across contexts, cultures, writers and genres.</i>	A personal appreciation of language and literature, through a grasp of intertextuality and enduring themes. <i>Skills in literary criticism using a range of texts from different periods, styles and genres.</i> <i>Understanding of form, structure and language across contexts, cultures, writers and genres.</i>	A personal appreciation of language and literature, through a grasp of intertextuality and enduring themes. <i>Understanding of form, structure and language across contexts, cultures, writers and genres.</i> <i>Be a confident and impressive orator able to communicate effectively for a specific purpose through using a sophisticated repertoire of vocabulary, structure and rhetoric in order to engage the audience.</i>
NC/Spec coverage:	<ul style="list-style-type: none"> - Reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. - Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - Recognising a range of poetic conventions and understanding how these have been used - Studying setting, plot, and characterisation, and the effects of these - Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play - Making critical comparisons with texts 			
Cross-curricular links:	History – Victorian Era, Work houses	Drama		Drama
Assessments:	Pre test – extract based response Mid test – extract based response End test – extract based response	Pre test – extract based response Mid test – extract based response End test – extract based response	Mid test – response to a poem End test – response to a poem	Mid test – extract based response End test – extract based response
<i>Other academy intent priorities</i>				
Curriculum Careers - Gatsby 4	Teacher, writer, editor, publisher			
Culturally rich – broadening horizons	Theatre company performances of the novel Contextual information <ul style="list-style-type: none"> - Poverty - Dickens and his life 	Watch RSC performance of AMND Contextual knowledge <ul style="list-style-type: none"> - Elizabethan England 	Exposure to a variety of time periods	Dependent on the text

Year 7 Language Skills				
	Autumn 1	Autumn 2/Spring 1	Spring 2	Summer
Unit title:	Grammar Basic	Writing skills	Creative Writing	Reading Skills

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Unit length:	7 Lessons	13 lessons	6 lessons	13 lessons
Knowledge/ Skills:	<p>Knowledge</p> <ul style="list-style-type: none"> ▪ Different word classes (noun, verb, adverb, adjective) ▪ Sentence types (simple, compound, complex) ▪ Punctuation (.,:) <p>Skills</p> <ul style="list-style-type: none"> ▪ Sentence construction (subordinate clause, prepositional phrase) ▪ How to punctuate correctly (.,:) 	<p>Knowledge</p> <ul style="list-style-type: none"> ▪ Develop understanding of main clauses, subordinate clauses etc. ▪ Understand how to apply this to a story <p>Skills</p> <ul style="list-style-type: none"> ▪ Sentence construction ▪ Using various sentences for effect 	<p>Knowledge</p> <ul style="list-style-type: none"> ▪ Different story structures (Freytag's pyramid, chronological) ▪ Character development ▪ Imagery <p>Skills</p> <ul style="list-style-type: none"> ▪ Sentence variation for effect (simple, compound and complex) ▪ Varying language for effect (similes, metaphors, range of adjectives, verbs and adverbs). 	<p>Knowledge</p> <ul style="list-style-type: none"> ▪ Understand the main themes and ideas ▪ Learn new vocabulary (tier 1 and 2 vocabulary) and how to decode new skills. <p>Skills</p> <ul style="list-style-type: none"> ▪ How to read for meaning (understanding what has been read, summarise, retell) ▪ Make inferences ▪ Comprehension skills
End points covered:	Write accurately and purposefully, in an academic register, using a full range of sentence forms, punctuation, and structural and grammatical features, for effect.	A personal appreciation of language and literature, through a grasp of intertextuality and enduring themes.	Write descriptively and imaginatively through sustained crafting of figurative language and symbolism to create fictional writing in different genres	A personal appreciation of language and literature, through a grasp of intertextuality and enduring themes.
NC/Spec coverage:	<ul style="list-style-type: none"> - Paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in the key stage 1 and 2 programmes of study for English. 	<ul style="list-style-type: none"> - Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries - Making inferences and referring to evidence in the text - Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension - Checking their understanding to make sure that what they have read makes sense. 	<ul style="list-style-type: none"> - Write accurately, fluently, effectively and at length for pleasure - Applying their growing knowledge of vocabulary, grammar and text structure to their writing - Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing 	<ul style="list-style-type: none"> - Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries - Making inferences and referring to evidence in the text - Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension - Checking their understanding to make sure that what they have read makes sense.
Cross-curricular links:	French – structures and word class			
Assessments:	End test – piece of writing	Mid test – response to character End test – response to text	End test – extended writing	Mid test – response to character End test – response to text

Other academy intent priorities

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Curriculum Careers - Gatsby 4	Media, journalism, teacher, researcher			
Culturally rich – broadening horizons	Giving students the fundamentals for life,	Dependent on the novel chosen	Extracts from a range of contexts	Exposure to a range of contexts

Accelerated Reader	
	Whole Year
Unit title:	Accelerated Reader
Unit length:	39 lessons
Knowledge/ Skills:	<p>Knowledge</p> <ul style="list-style-type: none"> ▪ Understanding how characters are developed. ▪ Plot structures ▪ Wide range of vocabulary <p>Skills</p> <ul style="list-style-type: none"> ▪ Decoding vocabulary ▪ Locating information ▪ Reading between the lines
End points covered:	A personal appreciation of language and literature, through a grasp of intertextuality and enduring themes.
NC/Spec coverage:	<ul style="list-style-type: none"> - choosing and reading books independently for challenge, interest and enjoyment. - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons. - studying a range of authors, including at least two authors in depth each year.
Cross-curricular links:	Basic literacy skills taught in all subjects.
Assessments:	NGRT tests T1 and T4 STAR testing Sept, Feb, May