

Year 7 Language	How is childhood presented in literature? How are experiences of childhood different across time and space?		
	Autumn	Spring	Summer
Texts	<i>Holes</i> <i>The Great Foodbank Heist</i>	<b>Literary Non-fiction:</b> <i>PHS 'Childhood' Anthology</i>	<i>Wonder</i> <i>Holes</i>
Reading Comprehension Strategies	<b>Know and apply:</b> Strategies for unfamiliar vocabulary Questioning Predicting Extracting explicit information Inferring explicit information Selecting evidence	<b>Know and apply:</b> Strategies for unfamiliar vocabulary Explaining/paraphrasing Summarising Relating Identifying methods (transactional) Rereading for specific information Selecting evidence Interpreting opinions	<b>Practise and consolidate:</b> Term 1&2 strategies  <b>Know and apply:</b> Visualising Empathising Identifying methods (creative)
Writing Skills	<b>Creative Writing:</b> <i>Imagine, Describe and Entertain</i>  Sensory imagery Figurative language Describing people/places/objects Vocab to describe colour/emotion/sound	<b>Transactional Writing:</b> <i>Inform, Explain and Argue</i>  <b>Forms:</b> Letter/diary/leaflet/report  Levels of formality Anecdote Fact and opinion Repetition Rhetorical question Emotive language Hyperbole  Adapting style to purpose and audience.	<b>Writing Portfolio:</b> <i>Creative and Transactional</i>  Independent extended writing project to practise/consolidate skills learnt in terms 1&2.  Planning Drafting Proof-reading Editing
Technical Accuracy	<b>Define, explain (the rules of) and identify (inaccuracies in the use of):</b>  1. Punctuation . ? ! ' - ( ) , ; : 2. Word classes: noun, verb, adjective, adverb, preposition and pronoun 3. Sentence types (QECS) 4. Object/subject 5. Main clause	<b>Practise and consolidate</b> all of term 1 knowledge and skills PLUS  <b>Define, explain (the rules of) and identify (inaccuracies in the use of):</b>  1. Subject verb agreement 2. Tenses 3. Homophones	<b>Practise and consolidate</b> all of term 1&2 knowledge and skills PLUS  <b>Define, explain and identify:</b>  1. Tense consistency 2. Paragraphs 3. Cohesion and discourse markers 4. Direct and indirect speech

	6. Co-ordinating conjunction 7. Simple and compound sentences 8. Subordinating conjunctions 9. Complex sentences	4. Varying sentence structures (S/C/Com)	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Half-term vocab/knowledge recall test</li> <li>• End of term vocab/knowledge/skills test</li> <li>• Fortnightly spelling tests</li> </ul>	<ul style="list-style-type: none"> <li>• Half-term vocab/knowledge recall test</li> <li>• End of term vocab/knowledge/skills test</li> <li>• Fortnightly spelling tests</li> </ul>	<ul style="list-style-type: none"> <li>• Y7 summative vocab/knowledge/skills test</li> <li>• Fortnightly spelling tests</li> <li>• End of term moderated writing portfolio (marked formatively and passed on to Y8 teacher)</li> </ul>
<b>Independent Learning</b>	<b>Vocabulary Builder:</b> Alternative adjectives <b>MS Forms:</b> Fortnightly SPAG practice <b>Extended Writing Task:</b> Narrative or descriptive	<b>Vocabulary Builder:</b> Alternative verbs <b>MS Forms:</b> Fortnightly SPAG practice <b>Extended Writing Task:</b> Transactional	<b>Vocabulary Builder:</b> Alternative adverbs <b>MS Forms:</b> Fortnightly SPAG practice