

Year 7 LTP	Autobiographical Reading and Writing. (Including both fiction and non-fiction.)	Shakespeare: The Tempest	Modern Novel: The Bone Sparrow
	<b>Why do writers write about themselves? How can this be used to inspire our own writing?</b>	<b>Why is Shakespeare such an important writer in the English Canon?</b>	<b>How are human crises presented in modern teenage fiction and 21<sup>st</sup> century non-fiction?</b>
Key knowledge Students will learn...	<ul style="list-style-type: none"> <li> <span style="background-color: yellow;">●</span> <b>BASELINE ASSESSMENT</b>  <b>Write a letter to a Year 6 child about coming to Soar Valley as a new student.</b>            Students should know:            What audience, purpose and content means in English and begin to consider this in their work.            How to plan their ideas            What proofreading means.            How to proofread their work.            How to use varied sentences for effect         </li> <li> <span style="list-style-type: none;">●</span> <b>How to read, discuss and analyse autobiographical poetry. Studying at least 3 poems.</b>            Students should know:            How to read and discuss poetry confidently.            How to select and use quotations when writing about poetry.         </li> <li> <span style="list-style-type: none;">●</span> <b>How to write some autobiographical poetry using the style of Run the Film Backwards as inspiration.</b>  <i>Students should know:            How to structure their poem using stanzas and lines.            Choose their words and language carefully</i> </li> <li> <span style="list-style-type: none;">●</span> <b>Read and explore 2-3 pieces of autobiographical writing, in order to:</b>  <i>Understand how writers use autobiographical conventions in order to use these effectively in our own writing.            Learn how writers focus on key moments            Learn how writers use language and structure build tension and excitement            Learn how writers use language and structure to convey powerful emotions</i> </li> </ul>	<ul style="list-style-type: none"> <li> <span style="list-style-type: none;">●</span> <b>Contextual knowledge of Shakespeare, his works and The Globe.</b>  <i>Students should know:            Facts about Shakespeare's life            Relevant information about Shakespeare's time.            Be able to make links to biographical and autobiographical writing.            About the Globe theatre, how plays were performed in the Globe theatre.            How to research context            How to make notes (skimming, scanning, close-reading, summarising) and record (lists, bullet points, spider diagrams).</i> </li> <li> <span style="list-style-type: none;">●</span> <b>Read non-fiction writing about Shakespeare's time.</b>  <i>Students should know:            How to identify audience, purpose and text-type            Strategies to identify and decode unfamiliar vocabulary</i> </li> <li> <span style="list-style-type: none;">●</span> <b>Write a diary entry about living in Shakespeare's time or about a visit to the Globe to watch a play.</b>  <i>Students should know:            Conventions of diary writing            1<sup>st</sup> person and 3<sup>rd</sup> person            Past tense            Sensory writing            Apostrophes for omission</i> </li> <li> <span style="list-style-type: none;">●</span> <b>How to read Shakespeare, using extracts from various texts, various plays and the play chosen for closer study.</b>  <i>Students should know:</i> </li> </ul>	<ul style="list-style-type: none"> <li> <span style="list-style-type: none;">●</span> <b>How to read, discuss and analyse the messages of a poem; Benjamin Zephaniah 'We Refugees'</b>  <i>Students should know:            What is a 'message' in a poem.            How to work out the message of the poem and how this adds to the understanding of their poem.            Revise and use key terminology: line, stanza, idea            Write a paragraph about key ideas/messages. Revise using quotations accurately and correctly,</i> </li> <li> <span style="list-style-type: none;">●</span> <b>Contextual knowledge of chosen novel.</b>  <i>Students should know:            Relevant social, historical, political information about setting/place/time period.            Relevant information about the author's life.</i> </li> <li> <span style="list-style-type: none;">●</span> <b>How to read a whole novel.</b>  <i>Students should know:            How to read out loud for clarity, fluency and expression.            How to read for meaning            How to find information in a text            What inference is and how to infer information in a text            What implicit and explicit information is and how to use it.</i> </li> <li> <span style="list-style-type: none;">●</span> <b>How to discuss the narrative structure of the whole novel and of relevant sections.</b>  <i>Students should know about the structural features of the whole-text; particular chapters and relevant scenes (e.g. The</i> </li> </ul>

*How tension is developed.*

- **Revisit the conventions and structure of autobiographical writing.**

*Students should know:*

- *1<sup>st</sup> person and 3<sup>rd</sup> person, past tense, the difference between autobiographical, biographical and memoir, personal, can vary in formality, audience, anecdotes and personal stories*

- **Write their own 'single-moment' of autobiography using the correct conventions**

*Students should know:*

*What single-moment writing means*

*How to use language to build emotions or tension*

*How to make correct sentence choice*

*How to begin making sentence choices for effect.*

- **To give a one-minute presentation of their autobiographical 'single moment'. (Not necessarily at the front of class. Pairs or small groups and peer assess.)**

- **Learn the conventions and structure of autobiographical narrative writing. Use Superman and Paula Brown's new Snowsuit.**

*Students should know:*

*What a narrative arc is; the sections of the narrative arc: exposition, rising action, climax, falling action and resolution.*

*Purpose of each part of the narrative arc*

*To track character across narrative arc*

*To explore literary techniques:*

*imagery/metaphor/simile.*

- **Write an autobiographical narrative**

*Students should know:*

*How to write an opening, rising action, climax, falling action and ending.*

*How to use descriptive techniques*

*Emotive writing*

*Narrative structure*

*The conventions of a play and what it looks like on a page.*

*What stage directions are and how they are used.*

*How and why Shakespeare's language is different to modern English.*

*About verse and prose and the differences.*

- **Introduction to the sonnet form**

*Students should know:*

*A brief history of the sonnet form*

*Conventions of the Shakespearean sonnet and read a sonnet*

*Key vocabulary: sonnet, lines, rhyme scheme, quatrain, rhyming couplet, volta.*

- **Understand the plot of a chosen Shakespeare play.**

*Students should know:*

*Character names/spellings from the chosen play*

*The plot points from the chosen play and be able to describe what happens*

*About a particular character and understand their development through the play.*

- **How to read extracts from a Shakespeare play, using extracts from various plays and the play chosen for closer study.**

*Students should know:*

*The conventions of a play and what it looks like on a page.*

*What stage directions are and how they are used.*

*How and why Shakespeare's language is different to modern English.*

*About verse and prose and the differences.*

- **How to track a character in a Shakespeare play, using extracts from various scenes of the play chosen for closer study.**

- **How to perform parts of a Shakespeare play through drama.**

*Bone Sparrow consists of 3 narratives within the whole novel).*

- **How the writer uses different techniques to construct characters.**

*Students should know how: description, actions, dialogue, thoughts, feelings, narrative voice are used to create character.*

- **How to analyse the language of a text (analytical paragraphs).**

*Students should know:*

*Analyse word, technique and sentence type and how this has an effect on the reader.*

*Construct analytical paragraphs with quotations, tentative language, analytical verbs and begin to analyse WHAT and HOW, begin to use word zooms.*

- **How to read, discuss and respond to non-fiction texts.**

*Students should know:*

*About audience and purpose and how this affects the writer's choices*

*About informal and formal writing*

*Writer's use of paragraphs and cohesion within a text*

*How tone is created*

*Strategies to work out unfamiliar vocabulary*

- **How to write a speech paragraph**

*Students should know:*

*Structure and features of speech writing*

*To consider the audience and how this affects content*

*To consider purpose and how this affects content*

*OREO*

*How to plan and develop content*

*Persuasive and rhetorical devices*

*Paragraphing correctly and for effect*

*Use sentence types accurately and for effect*

*Useful punctuation for this text type.*

	<p><i>Use of time: single moments, flashbacks</i>  <i>Structural features: paragraphs, topic sentences, discourse markers, adverbial phrases.</i></p>	<p><i>Students should know:</i>  <i>Learn the importance of stagecraft, costume, with a focus on language and annotation.</i></p> <ul style="list-style-type: none"> <li>• <b>How to analyse character in a Shakespeare play.</b>  <i>Students should know:</i>  <i>How to comment on Shakespeare’s language. How to select relevant character quotations from very short extracts.</i></li> <li>• <b>How to make choices about stagecraft.</b>  <i>Students should know:</i>  <i>How props and scenery might be used to present a scene</i>  <i>How character is created through costume.</i>  <i>How a play is presented using lighting/scenery/music/special effects and how these impact an audience.</i></li> <li>• <b>Write a leaflet (or other non-fiction text) about an aspect of Shakespeare’s life/times/the Globe for a given purpose and audience.</b>  <i>Students should know:</i>  <i>How to write for audience and purpose</i>  <i>How to choose formality</i>  <i>How to use paragraph, structural and layout features and their effect on the reader.</i></li> </ul>	<p><i>Cohesion and how to build, link arguments.</i></p> <ul style="list-style-type: none"> <li>• <b>How to deliver a paragraph of speech</b>  <i>Students should know:</i>  <i>How to use cue cards</i>  <i>How to use volume, tone, body language and expression to present a speech</i>  <i>Strategies to engage an audience</i></li> <li>• Have other opportunities for spoken language: e.g. debates, group discussion, taking on roles.</li> </ul>
Key texts	<ul style="list-style-type: none"> <li>• A selection of autobiographical poetry: Willam Blake</li> <li>• <i>I am Malala</i> (Malala Yusuf)</li> <li>• <i>You are a Champion</i> (Marcus Rashford)</li> <li>• <i>Extract from Twin Ambitions</i> (Mo Farah)</li> <li>• <i>The Day I Met the Bear</i> extract.</li> <li>• <i>Extract from The Black Flamingo</i> Dean Atta</li> </ul>	<ul style="list-style-type: none"> <li>• The Tempest</li> <li>• Extracts from: The Seven Ages of Man speech; Richard III; Hamlet; Macbeth</li> <li>• Bill Bryson ‘Shakespeare’</li> <li>• Shakespeare’s sonnets</li> <li>• Animated Tales</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Bone Sparrow</i> Zana Fraillion</li> <li>• WH Auden ‘<i>Refugee Blues</i>’</li> <li>• Benjamin Zephaniah ‘<i>We Refugees</i>’</li> <li>• The Day News articles.</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Superman and Paula Brown's New Snowsuit</i> (Sylvia Plath)</li> </ul>		
Grammar and technical language	<p>Word Classes</p> <p>Past/present tense</p> <p>Narrative voice 1<sup>st</sup> and 3<sup>rd</sup> person</p> <p><u>Pronouns</u></p> <p><u>Grammar of sentences: subject, verb, object.</u></p> <p><u>Co-ordinating and subordinating conjunctions to craft sentences</u></p> <p><u>Determiner</u></p> <p><u>Articles</u></p> <p>Plural</p>	<p>Word classes</p> <p><u>Etymology</u></p> <p><u>Word origins</u></p> <p><u>Prefixes</u></p> <p><u>Suffixes</u></p> <p><u>Root words</u></p> <p><u>Use of punctuation specific to play scripts</u> (brackets, colons)</p> <p>Active and passive voice</p>	Word classes
Cultural Capital Opportunities	<p>Key texts which explore cultural capital in this unit:</p> <ul style="list-style-type: none"> <li>• A selection of autobiographical poetry: 'Run the Film Backwards' and a range of poetry by William Blake.</li> <li>• <i>Extracts from 'I am Malala'</i> by Malala Yousafzai.</li> <li>• <i>Extracts from 'You are a Champion'</i> by Marcus Rashford.</li> <li>• <i>Extracts from 'Twin Ambitions'</i> by Mo Farah.</li> <li>• <i>Extract from 'The Black Flamingo'</i> by Dean Atta.</li> <li>• <i>Short Story: 'Superman and Paula Brown's New Snowsuit'</i> by Sylvia Plath.</li> </ul>	<p>Key texts which explore cultural capital in this unit:</p> <ul style="list-style-type: none"> <li>• The Tempest</li> <li>• Extracts from Shakespearean texts: The Seven Ages of Man; Richard III; Hamlet or Macbeth.</li> <li>• Bill Bryson's 'Shakespeare.'</li> <li>• Shakespeare's sonnets.</li> </ul>	<p>Key texts which explore cultural capital in this unit:</p> <ul style="list-style-type: none"> <li>• <i>The Bone Sparrow</i> by Zana Fraillon.</li> <li>• WH Auden's '<i>Refugee Blues.</i>'</li> <li>• Benjamin Zephaniah's '<i>We Refugees.</i>'</li> <li>• 'The Day' News articles.</li> </ul>