

## Scheme of Work - Progression

English / Anglais

Year 7 / Sixième

Period 1	<p><b>How to Read: Non-fiction - focus on life-writing (extract based, e.g. <i>Chinese Cinderella</i> by Adeline Yen Mah, <i>My Family and Other Animals</i> by Gerald Durrell, <i>Going Solo</i> by Roald Dahl)</b></p> <ul style="list-style-type: none"> <li>• How to research and make notes</li> <li>• Using the dictionary and thesaurus</li> <li>• Reading for literal understanding</li> <li>• Identifying essential information</li> <li>• Collating and ordering information</li> <li>• Summarising information</li> <li>• Rephrasing/reformulating information</li> <li>• Learning and using new vocabulary in the correct contexts</li> </ul>
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### Autumn – Mid-Term Holiday

Period 2	<p><b>How to Read: Fiction - Novel of teacher's choice from a selection (e.g. <i>Witch Child</i> by Celia Rees, <i>The Railway Children</i> by E Nesbit, <i>Wolf Hollow</i> by Lauren Wolk)</b></p> <ul style="list-style-type: none"> <li>• Explain what is happening in a text</li> <li>• Explain and justify an opinion about a text</li> <li>• Interpret meaning beneath the surface of a text</li> <li>• Identify language and structural features in a text and begin to be able to understand how these create effects and contribute to meaning</li> </ul> <p><b>How to Read: Poetry - a selection is taught, representing a range of periods and genres (e.g. John Agard, Seamus Heaney, Grace Nichols, William Wordsworth)</b></p> <ul style="list-style-type: none"> <li>• Interpret meaning beneath the surface of a text</li> <li>• Identify a range of language and structural features</li> <li>• Analysis of the effects of language and structural features</li> <li>• Beginnings of evaluation</li> </ul>
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### Winter Holiday

Period 3	<p><b>How to Write: Getting the basics right – punctuation and grammar</b></p> <ul style="list-style-type: none"> <li>• Understanding different types of sentence structures, their uses and effects</li> <li>• Understanding the whole range of punctuation and their usage and effects</li> <li>• Using knowledge of grammar and punctuation to create effects in writing – manipulating word and sentence orders, using different tenses, etc.</li> <li>• Judging when to 'stick to the rules' and when to play with the rules to create effects</li> </ul> <p><b>How to Write: Writing fiction</b></p> <ul style="list-style-type: none"> <li>• How to plot</li> <li>• How to create effective openings and endings</li> </ul>
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### Winter – Mid-Term Holiday

Period 4	<p><b>How to Write: Writing fiction</b></p> <ul style="list-style-type: none"> <li>• How to create convincing characters</li> <li>• How to write dialogue</li> <li>• How to show not tell</li> </ul> <p><b>How to Write: Writing non-fiction</b></p> <ul style="list-style-type: none"> <li>• Writing for purpose and audience</li> <li>• Writing to persuade</li> <li>• Writing to inform</li> <li>• Writing to entertain</li> <li>• Formal/informal registers</li> </ul>
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### Spring Holiday

Period 5	<p><b>How to Perform: The Building Blocks of Theatre</b></p> <ul style="list-style-type: none"> <li>• Understanding an overview of theatrical history from Greek times to the present</li> <li>• Understanding the differences between theatre and TV/film</li> <li>• Understanding different types of stage and why/how these suit different types of plays</li> <li>• Understanding different schools of acting and performance – physical theatre, naturalistic theatre, promenade theatre, Greek theatre – etc. and how/why directors and writers might choose to incorporate these methods into their work</li> </ul> <p><b>How to Perform: Shakespeare (<i>A Midsummer Night's Dream</i> or <i>The Tempest</i>)</b></p> <ul style="list-style-type: none"> <li>• Understanding the context of Shakespeare's world and theatre at the time</li> <li>• Understanding the genre of comedy and features that create comedy</li> <li>• Building on reading skills by analysing language features and their effect</li> <li>• Using understanding of language features and performance styles to interpret how the play could have been performed and how an audience might respond</li> <li>• Utilise performance skills to produce class performance of the play</li> </ul>
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