**Year 7**

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|  | **Term 1: September-December** | **Term 2: January-April** | **Term 3: April-July** |
| **BIG question** | **‘How can conflict shape our experiences?’** | **‘What qualities allow people to survive in difficult circumstances?’** | **‘When is there a difference between appearance and reality?’** |
| **Reading – main text for the term, plus poetry links** | ***‘Wonder’ by R J Palacio*****NON-LINEAR FICTION NARRATIVE** with poems including: Faceless by Benjamin Zephaniah, My Face is a Map by Jackie Kay and Russian Doll by Rachel Rooney.  | ***‘Boy’ by Roald Dahl*****NON-FICTION** with poems including: Blackberry Picking, Mrs Tilscher’s Class and First Day at School. | ***‘Much Ado About Nothing’ by Shakespeare*** **ARCHAIC** with poems including: Sonnet 130 and Today I Got a Valentine by Ken Nesbitt. |
| **Spoken language – speaking and listening opportunities**  | **Persuasive speech** - anti-bullying speech.  | **Debate in small groups** – Boarding school is a wonderful opportunity for children to develop independence. | **Paired role play** – Detective and Don John - interviewReciting poetry (Trust competition) |
| **Writing – writing opportunities within the reading units** | * Informal letter
* 3rd person description of first day at school
* Persuasive speech
 | * Formal letter from school
* Guide to Norway
* 1st person description
 | * Diary entries
* Letter writing to advise
* Writing Poetry (Trust competition)
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| **Writing consolidation - the main writing topic for the term** | **Description of a market** – 3rd person  | **Formal letter to a newspaper** – opinion piece with persuasive elements | **Writing about literature** – essay writing skills focusing on approaching extracts, making links to themes and messages. |
| **Enrichment focus – at the end of every term** | **Charity in the community** – Year7 charity fair to raise money for chosen charities.  | **Project management** – school planning with links to the school council | **Delta Poetry Competition** – entries judged by class teacher and top passed to TLRs to be entered into competition |
| **Reading assessment** | * Baseline: GL Reading Age Test
* STAR Reading: Accelerated Reader programme

[Written Accuracy Audit /50] | * GL Reading Age Test
* STAR Reading
 | * GL Reading Age Test as appropriate to need
* STAR Reading

[Written Accuracy Audit /50] |
| **End of term assessment** | Fiction reading and descriptive writing | Non-fiction reading and formal letter  | Shakespeare – Much Ado About Nothing (extract writing) |

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|  | **Term 1: September-December** | **Term 2: January-April** | **Term 3: April-July** |
| **BIG question** | **‘How can power corrupt?’** | **‘How can you overcome adversity?’** | **‘What makes us different?’** |
| **Reading – main text for the term, plus poetry links** | ***‘Stone Cold’ by Robert Swindells*****FICTION** with poems includingHunchback in the Park by Dylan Thomas, Tramp by Rupert M. Loydell and Give by Simon Armitage.  | ***‘I am Malala’ by Malala Yousafzai*** **NON FICTION/RESISTANT TEXT** with poems including: Flag by John Agard, Nothing’s Changed, and Not My Business by Niyi Osundare. | ***The Curious Incident of the Dog in the Night-time by Mark Haddon (adapted by Simon Stephens)*** **MODERN PLAY** with poems including: The Walking Wounded at Lidl by Henry Normal, The Hunchback in the Park by Dylan Thomas and The Missing Heart by Anon. |
| **Spoken language – speaking and listening opportunities**  | **Speech –** persuading peers to help the homeless. | **Class debate** – should celebrities be role models? | **Collaborative drama to create and perform a ‘hidden’ scene*****OR Poetry by heart***  |
| **Writing – writing opportunities within the reading units** | * Diary entries
* Persuasive speech writing
 | * Narrative writing
* Article on someone you admire
 | * Create an extra/hidden scene
* Review writing
 |
| **Writing consolidation - the main writing topic for the term** | **Creative writing** – narrative writing | **Speech to parents** – using persuasive techniques | **Writing about literature** – essay writing skills focusing on the whole text, making links to themes and message and writer’s intentions. |
| **Enrichment focus – at the end of every term** | **Homelessness in the local community** – raising awareness and money for charities that support the local homeless community  | **World History** – Inspiring female figures, including authors, political figures and sports women | **Delta Short Story Competition -** entries judged by class teacher and top passed to TLRs to be entered into competition |
| **Reading assessment** | * Baseline: GL Reading Age Test
* STAR Reading
* [Written Accuracy Audit /50]
 | * GL Reading Age Test
* STAR Reading
 | * GL Reading Age Test as appropriate to need
* STAR Reading
* [Written Accuracy Audit /50]
 |
| **End of term assessment** | * Fiction reading and creative writing
 | * Non-fiction reading and speech writing
 | * Modern play – Curious Incident
* Analysis of whole play (Internal)
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**Year 8**

**Year 9**

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|  | **Term 1: September-December** | **Term 2: January-April** | **Term 3: April-July** |
| **BIG question** | **How do our relationships change us as people?**  | **Can we make a difference?**  | **‘When is there a difference between appearance and reality?’** |
| **Reading – main text for the term, plus poetry links** | ***‘Of Mice and Men’ by John Steinbeck:*** **WORLD LITERATURE/CYCLICAL STRUCTURE** with poems including: To a Mouse by Robert Burns, Havisham and Salome by Carol Ann Duffy  | ***‘Down Under’ by Bill Bryson***: **RESITANT TEXT/NON FICTION** with poems including: Warned by Sylvia Stuts, Concrete Jungle and Island Man. | ***‘Much Ado About Nothing’ by Shakespeare*** ***\*For 2022 only as part of Covid recovery.*****ARCHAIC** with poems including: Love’s Philosophy by Shelley, Before you were mine by Carol Ann Duffy and Sonnet 29 by Barrett Browning.  |
| **Spoken language – speaking and listening opportunities**  | **Dramatic monologue –** creating voices for the marginalised. Students will plan, write and perform a dramatic monologue. | **Class debate** – the effects and consequences of global warming**.** | **Group presentations** – a presentation on the key themes in the play, making links to character, plot and messages. |
| **Writing – writing opportunities within the reading units** | * Formal letter writing
* News report writing
* Narrative – creating a hidden chapter in the novel.
 | * Article writing – persuasive tone
* Speech writing – advisory
 | * Poetry writing – to be performed
* Writing a script
* Letter to a director
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| **Writing consolidation - the main writing topic for the term** | Creative writing - narrative | Transactional writing - article writing | Writing about literature – essay writing skills focusing on making links between extracts and full text, making links to themes and messages and writer’s intentions. |
| **Enrichment focus – at the end of every term** | **Combatting loneliness in the community** – raising awareness and letter writing to local care homes | **Environmental awareness in the wider world** – school campaign on how we can be greener | **Poetry by heart competition –** an opportunity to both write and perform original poetry |
| **Reading assessment** | * Baseline: GL Reading Age Test
* STAR Reading: Accelerated Reader programme
* [Written Accuracy Audit /50]
 | * GL Reading Age Test
* STAR Reading
 | * GL Reading Age Test as appropriate to need
* STAR Reading
* [Written Accuracy Audit /50]
 |
| **End of term assessment** | * Fiction reading and narrative writing
 | * Non-fiction reading and article writing
 | * Shakespeare – Much Ado About Nothing
* Analysis of extract (for 2022 as part of Covid recovery)
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