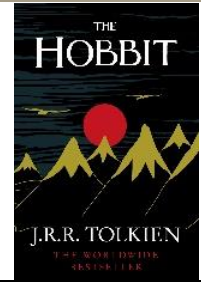




Key Stage Three English - Unit Overview

Year 7 – Autumn – ‘Storytelling’

Main – *The Hobbit*



<p>Unit rationale</p>	<p>1. The text can be used to address the identified transition priorities, creating a smoother transition between KS2 and KS3:</p> <ul style="list-style-type: none"> i. Extending and consolidating the following writing skills: <ul style="list-style-type: none"> - Punctuating a variety of sentence structures accurately - Spelling high frequency words correctly - Adapting and crafting writing for greater effects, using Tolkien as a style to emulate ii. Providing pupils with extended reading opportunities, with pupils tracking how a character and narrative develops iii. Extending and consolidating core reading strategies: questioning, predicting, clarifying and summarising. Modelling skimming and scanning to develop further reading independence <p>2. An engaging novel that provides challenge and rich vocabulary</p>	
<p>Assessment (this unit's outcome IS formally assessed)</p>	<p>Unit outcome:</p> <p>Reading: Comprehension and inference task</p> <p>Writing: Creative writing response to <i>The Hobbit</i></p> <p>Either:</p> <p>Describe the first encounter with Smaug from Bilbo's point of view.</p> <p>Or:</p> <p>Create your own description of a hero meeting the antagonist of an adventure story. It could be a dragon or a creature of your own invention</p>	<p>Informal assessment and low-stakes testing:</p> <ul style="list-style-type: none"> • Students are to be encouraged to self and peer assess their writing throughout the unit on a regular basis. Success criteria to be made available by teachers. Students must engage with this, redrafting their work on a regular basis. Staff to encourage 'slow writing' • Students are to use their knowledge organisers for the unit to develop core knowledge retention and learn the unit's key vocabulary in order for it to be applied independently

<p>Core knowledge</p>	<p>1. 'Writing knowledge':</p> <p>i). Sentence construction:</p> <ul style="list-style-type: none"> • Main clauses • Subordinate clauses • Adverbials • Noun phrases • Varying sentence openers <p>ii). Punctuation:</p> <ul style="list-style-type: none"> • Marking main clauses correctly • Using a range of punctuation accurately and for effect <p>iii). Tenses</p> <p>iv). Paragraphing (TIPTOP)</p> <p>v). Spellings – high frequency words (TBC)</p> <p>vi). Methods of characterisation (PAIRS):</p> <ul style="list-style-type: none"> • Physical description • Actions • Inner thoughts • Reactions • Speech <p>vii). Narrative structure:</p> <ul style="list-style-type: none"> • Exposition • Rising action • Climax • Falling action • Resolution
<p>Core skills</p>	<p>1. Application of 'writing knowledge' independently</p> <p>2. Application of core reading strategies independently: questioning, predicting, clarifying, summarising, skimming and scanning</p> <p>3. Articulating points of view in structured discussion (use of reading strategy sentence stems to structure discussion and develop verbal responses)</p>
<p>Key questions for the unit</p>	<ul style="list-style-type: none"> • What is the fantasy genre? • How do writers create interesting characters? • How do writers create interesting settings? • How do writers structure a successful piece of writing? • How can I use different types of sentences in my writing? • How can I use vocabulary effectively? • How can I redraft my work? • What is the best reading strategy to use for this task?

Key vocabulary	1. Unit vocabulary – tier 2 vocabulary <ol style="list-style-type: none"> 1. Curious 2. Apprehensive 3. Meticulous 4. Adventurous 5. Domestic 6. Intimidating 7. Infuriate 8. Bewildered 9. Vulnerable 10. Ominous 11. Deceptive 12. Obsessive 13. Destructive 14. Possessive 15. Quest 	2. Unit terminology: <ol style="list-style-type: none"> 1. Protagonist 2. Antagonist 3. Exposition 4. Resolution 5. Main clause 6. Subordinate clause 7. Noun 8. Adjective 9. Verb 10. Adverb
Homework opportunities	<ul style="list-style-type: none"> • <i>The Hobbit</i> menu tasks • Knowledge organisers to prepare for in class quizzes and to consolidate their understanding or core reading and writing skills/strategies • Spellings to address high frequency word gaps • SPAG exercises to address identified gaps and to consolidate skills 	
Wider English curriculum links	<ul style="list-style-type: none"> • Reading – consolidating and encouraging independence with these strategies will establish the core skills needed across the curriculum, developing 'good readers' • Writing – consolidating and refining written accuracy will allow students to craft their writing to a greater extent as they move through KS3 	



Key Stage Three English - Unit Overview

Year 7 – Autumn – ‘Storytelling’

Enrichment – *Old and Middle English*



<p>Unit rationale</p>	<p>1. The unit is designed to complement the core writing and reading skills outlined in the main unit.</p> <p>i. Extending and consolidating the following writing skills:</p> <ul style="list-style-type: none"> - Punctuating a variety of sentence structures accurately - Spelling high frequency words correctly - Adapting and crafting writing for specific effects – focus on characterisation <p>ii. Extending and consolidating core reading strategies: questioning, predicting, clarifying and summarising. Modelling skimming and scanning to develop further reading independence</p> <p>2. Exploring characterisation is to be at the centre of the unit. Approaches to inferring (a key skill gap to address) to be approached through rich character study – focus on character prologues. Inference a core focus for Spring unit of work (<i>Frankenstein</i>)</p> <p>3. Exploration of stories to help pupils acknowledge the moral nature of storytelling</p> <p>4. Cultural capital – the rich history of storytelling – study some tales</p>	
<p>Assessment (this unit's outcome IS NOT formally assessed)</p>	<p>Unit outcome:</p> <p>Warm task- Creative writing response.</p> <p>Aim: To allow pupils to display the key knowledge and skills they have focused on throughout the unit.</p> <p>Pupils are to create a prologue for their own pilgrim.</p>	<p>Informal assessment and low-stakes testing:</p> <ul style="list-style-type: none"> • Students are to be encouraged to self and peer assess their writing throughout the unit on a regular basis. Success criteria to be made available by teachers. Students must redraft work regularly. • Students are to use their knowledge organisers for the unit to develop core knowledge retention and learn the unit's key vocabulary in order for it to be applied independently.

<p>Core knowledge</p>	<p>1. 'Writing knowledge':</p> <p>i). Sentence construction:</p> <ul style="list-style-type: none"> • Main clauses • Subordinate clauses • Adverbials • Noun phrases • Varying sentence openers <p>ii). Punctuation:</p> <ul style="list-style-type: none"> • Marking main clauses correctly • Using a range of punctuation accurately and for effect <p>iii). Tenses</p> <p>iv). Paragraphing (TIPTOP)</p> <p>v). Spellings – high frequency words (TBC)</p> <p>vi). Methods of characterisation (PAIRS) and 'show not tell':</p> <ul style="list-style-type: none"> • Physical description • Actions • Inner thoughts • Reactions • Speech <p>2. Context of storytelling for <i>Beowulf</i> and <i>The Canterbury Tales</i></p>
<p>Core skills</p>	<p>1. Application of 'writing knowledge' independently</p> <p>2. Application of core reading strategies independently: questioning, predicting, clarifying, summarising, skimming and scanning</p> <p>3. Explicit modelling of inference</p> <p>4. Articulating points of view in structured discussion (use of reading strategy sentence stems to structure discussion and develop verbal responses)</p>
<p>Translation extracts to explore (teachers are free to select their own)</p>	<ul style="list-style-type: none"> • <i>Beowulf</i> • CT - General Prologue • CT - The Knight • CT - The Miller
<p>Key questions for the unit</p>	<ul style="list-style-type: none"> • Why do we tell stories? • When were the periods 'Old English' and 'Middle English'? • What was <i>Beowulf</i>? • What was <i>The Canterbury Tales</i>? • What is a hero? • What is a pilgrimage? Why would a person go on a pilgrimage? • What is the moral of the story? • To what extent is the character stereotypical? • How are effective characters created?

Key vocabulary	1. Unit vocabulary – tier 2 vocabulary: <ol style="list-style-type: none"> 1. Heroic 2. Villainous 3. Gallant 4. Honourable 5. Chivalrous 6. Stereotypical 7. Sinful 8. Corrupt 9. Status 10. Hierarchy 11. Pilgrim 12. Pilgrimage 13. Devotion 14. Sacrifice 15. Portrayal 	2. Unit terminology – tier 3 vocabulary <ol style="list-style-type: none"> 1. Moral 2. Stereotype 3. Prologue 4. Epic 5. Simile 6. Personification 7. Metaphor 8. Adjective 9. Verb 10. Adverb
Homework opportunities	<ul style="list-style-type: none"> • Knowledge organisers to prepare for in class quizzes – core knowledge and vocabulary • List of books covered for students to read to extend knowledge 	
Wider English curriculum links	1. Reading <ul style="list-style-type: none"> • Consolidating and encouraging independence with these strategies will establish the core skills needed across the curriculum, developing ‘good readers’. Skill demand increasing • Morality tales considered • Focus on character construction central to exploration of literary texts 2. Writing <ul style="list-style-type: none"> • Consolidating and refining written accuracy will allow students to craft their writing to a greater extent as they move through KS3 	



Key Stage Three English - Unit Overview

Year 7 – Spring – ‘Myths, Legends and Biblical Allusions’

Main – *Frankenstein*



<p>Unit rationale</p>	<p>1. The text can be used to address the identified transition priorities, with the demand on reading skills increasing from <i>The Hobbit</i> unit:</p> <ul style="list-style-type: none"> i. Building inference skills <ul style="list-style-type: none"> - Students struggle with this skill. This unit will focus upon teacher modelling of this skill, with pupils working towards independent application. Close character study to develop this skill. Teachers are to model transferring inference discussions into analytical writing ii. Locating and selecting judicious textual evidence to support the expressed inferences iii. Extending and consolidating the core reading strategies from <i>The Hobbit</i> unit: questioning, predicting, clarifying and summarising. Modelling skimming and scanning to develop further reading independence <p>2. Studying nineteenth-century extracts alongside the play will build resilience around challenging vocabulary (subsequent KS3 units will familiarise pupils with this further as they work towards 19TH Century components at GCSE)</p> <p>3. Pupils will be introduced to the conventions of the gothic genre (Year 8 unit will build upon this knowledge as students work towards GCSE 19th C prose text)</p> <p>4. Studying the play text will develop pupils' knowledge and confidence with drama based texts (future Shakespeare study)</p>	
<p>Assessment (this unit's outcome IS formally assessed)</p>	<p>Unit outcome:</p> <p><u>Reading task</u></p> <p>Aim: for pupils to display their inference skills and to support ideas with textual references</p> <p>How is the Monster presented in Act 3 (focus on pages 41-46)?</p>	<p>Informal assessment and low-stakes testing:</p> <ul style="list-style-type: none"> • Students are to be encouraged to self and peer assess their analytical writing throughout the unit on a regular basis. Success criteria to be made available by teachers.

		<p>Students must engage with this, redrafting their work on a regular basis</p> <ul style="list-style-type: none"> Students are to use their knowledge organisers for the unit to develop core knowledge retention and learn the unit's key vocabulary in order for it to be applied independently
Core knowledge	<p>1. Gothic conventions (an introduction):</p> <ul style="list-style-type: none"> Setting and atmosphere Characterisation (internal and external ideas) Themes <p>2. Contextual links:</p> <ul style="list-style-type: none"> Biographical – Mary Shelley Creation of the novel Contemporary Science Social and historical events <p>3. Unit vocabulary (see below)</p> <p>4. Developing knowledge recall from memory (see knowledge organiser)</p>	
Core skills	<p>1. Application of core reading strategies independently: questioning, predicting, clarifying, summarising, skimming and scanning (building independence from <i>The Hobbit</i> unit)</p> <p>2. Inference skills: developing accurate inferences based upon evidence in the text</p> <p>3. Retrieval skills: selecting judicious, precise evidence to support inferences</p> <p>4. Spoken language: to experiment with and discuss how language can be altered (intonation, tone, volume, mood, silence and pitch) in order to generate alternative meanings and impacts. Drama opportunities for students to develop spoken language skills in improvised contexts. Structured discussions to develop interpretations and wider inference skills.</p>	
Key questions for the unit	<ul style="list-style-type: none"> What is the Gothic genre? Why is setting important? Why does Victor Frankenstein create the Monster? How do we feel towards the Monster? How do we feel towards Victor Frankenstein? What do we learn about family and friendship in the play? What does it mean to be human? What does the play teach us about responsibility? How can we make good inferences? 	

Key vocabulary	1. Tier 2 vocabulary: <ol style="list-style-type: none"> 1. Reckless 2. Ambitious 3. Immoral 4. Arrogant 5. Naive 6. Monstrous 7. Irrational 8. Innocence 9. Desperation 10. Animalistic 11. Integrate 12. Solitude 13. Remorseful 14. Despondent 15. Vengeful 	2. Tier 3 vocabulary: <ol style="list-style-type: none"> 1. Prologue 2. Monologue 3. Soliloquy 4. Tone 5. Entrances 6. Exits 7. Genre/conventions 8. Exposition 9. Climax 10. Resolution
Homework opportunities	<ul style="list-style-type: none"> • <i>Frankenstein</i> menu tasks • Knowledge organisers to prepare for in class quizzes – core knowledge and vocabulary • Spellings to address high frequency word gaps • SPAG exercises to address identified gaps and to consolidate skills 	
Wider English curriculum links	1. Reading <ul style="list-style-type: none"> • The theme of 'the outsider' links to potential GCSE texts: <i>A Christmas Carol</i>, <i>The Strange Case of Dr Jekyll and Mr Hyde</i>, <i>An Inspector Calls</i> and conflict with identity within poetry clusters. 'The outsider' also links to themes in subsequent KS3 texts: <i>Frankenstein</i>, <i>Noughts and Crosses</i> and 'character/voice' poetry • The play acts as an introduction to Gothic works, providing pupils with an insight into conventions of the genre - Year 8 Spring and potential GCSE 19 C prose texts • The reading 'challenge' increases in this unit, with pupils developing independence surrounding the core reading strategies, whilst focusing upon making inferences and selecting relevant textual evidence • Complementary enrichment unit will develop pupils' understanding of relevant allusions in the text: e.g. Prometheus. This unit will seek to develop pupils' cultural capital further 2. Writing <ul style="list-style-type: none"> • Pupils develop their analytical writing during this unit, focusing on how to express their ideas in writing. There will be a focus on formulating topic sentences to transfer discussed inferences into writing 	



Key Stage Three English - Unit Overview

Year 7 – Spring term

Enrichment – *Myths legends and biblical allusions*



<p>Unit rationale</p>	<p>This Enrichment scheme of work focuses on a range of texts, translations and stories from Greek mythology to biblical allusions. The aim of this unit is to develop the cultural capital of all students and to ensure they can access the challenging texts they will come to study.</p> <p><u>1. Extending core reading strategies (Reciprocal reading)</u></p> <ul style="list-style-type: none"> - To develop questioning and prediction skills by making inferences. - To show an understanding of the relationships between texts. - To understand how to summarise and gather precise information. - To develop a range of cognitive skills through a range of texts primarily explored through reading and discussion. - To record information clearly and identify changes in language. <p><u>2. Developing personal response.</u></p> <ul style="list-style-type: none"> - To develop retrieval skills and ensure students are selecting judicious quotes from the given text. - Responding critically to texts with an informed personal response. <p><u>3. Building cultural capital</u></p> <ul style="list-style-type: none"> - To encourage students to make connections between ideas and literary texts. - To build on comparative skills using modern interpretations and allusions. <p><u>4.) Writing</u></p> <ul style="list-style-type: none"> - To consolidate prior skills by producing a creative response. - To practise writing in a variety of writing forms (fiction and non-fiction). - Creating character and setting through applied knowledge. 	
<p>Assessment (this unit's outcome IS formally assessed)</p>	<p><u>Unit outcome:</u> Assessment - Creative writing response. Aim: To allow pupils to display the key</p>	<p>Informal assessment and low-stakes testing:</p> <ul style="list-style-type: none"> • Students are to be encouraged to self and peer assess their writing

	<p>knowledge and skills they have focused on throughout the unit.</p> <p>Pupils are given the chance to rewrite/retell one of the myths studied throughout the unit. Students will use abstraction to think of a way to modernise the myth making it more relatable to a modern reader.</p>	<p>throughout the unit on a regular basis. Success criteria to be made available by teachers. Students must engage with this, redrafting their work on a regular basis in line with school procedures</p> <ul style="list-style-type: none"> • Students are to use their knowledge organisers for the unit to develop core knowledge retention and learn the unit's key vocabulary in order for it to be applied independently.
<p>Core knowledge</p>	<p>1.) Summarising and clarifying information</p> <ul style="list-style-type: none"> - Developing skimming and scanning skills through modelling. - Selecting judicious quotes - Making predictions <p>2.) Recognising allusions in other texts</p> <p>3.) To understand alternative viewpoints and interpretations</p> <p>4.) To develop evaluative skills through comparison of texts and ideas.</p>	
<p>Core skills</p>	<p>A focus on applying knowledge across the unit.</p> <ul style="list-style-type: none"> - Application of 'core reading strategies' independently – beginning to develop retrieval skills by selecting precise evidence. - Experiment with 'writing skills' in a variety of forms with opportunities to draft and redraft work. 	
<p>Texts to explore</p>	<ul style="list-style-type: none"> • 'Pandora's Box' • 'Theseus and the Minotaur' • 'Odysseus and Cyclops' • 'Daedalus and Icarus' • 'Perseus' • 'Medusa' • 'Adam and Eve' • 'Cain and Abel' • 'Noah's Ark' 	
<p>Key questions for the unit</p>	<ul style="list-style-type: none"> • What is a myth? • What is an allusion? • What is an origin story? • What is the didactic message of the myth? • What did people believe in? How has this evolved? • How are ideas from these texts incorporated within other texts? 	

Key vocabulary	1. Tier Two vocabulary: <ol style="list-style-type: none"> 1. Myth 2. Legend 3. Fable 4. Allusion 5. Deception 6. Temptation 7. Hubris 8. Curiosity 9. Tyrant 10. Perspective 11. Omniscient 12. Avenge 13. Excessive 14. Fate 15. Didactic 	2. Unit terminology: <ol style="list-style-type: none"> 1.) Allegory 2.) Juxtaposition 3.) Imagery 4.) Simile 5.) Metaphor 6.) Personification 7.) Climax 8.) Epic poem 9.) Protagonist 10.) Antagonist
Homework opportunities	<ul style="list-style-type: none"> • Knowledge organisers to prepare for in class quizzes – core knowledge and vocabulary. • List of books covered for students to read to consolidate their knowledge. 	
Wider English curriculum links	1. Reading <ul style="list-style-type: none"> - Provides pupils with an introduction to key ideas and allusions to consolidate their knowledge and allow them to access more challenging texts. The unit links provides a foundation of knowledge for their main unit of Frankenstein, Macbeth (Y8), Their study of Jekyll and Hyde (GCSE Y10) with a focus on duality and conflict poetry (Y10 GCSE). Ultimately, the unit allows pupils to develop reading strategies to access allusions in future texts. 2. Writing <ul style="list-style-type: none"> - Provides pupils with opportunities to explore different and creative interpretations through a modern lens. - Opportunities for students to apply their knowledge of the topic and use it within different forms of writing – creative and transactional writing. 	



Key Stage Three English - Unit Overview

Year 7 – Summer – ‘Shakespeare and Love through the Ages’

Main – *An Introduction to Shakespeare’s Comedies*



Unit rationale	<p>This scheme of work focuses on a range of extracts from Shakespearean comedies (<i>A Midsummer Night’s Dream, Twelfth Night and Much Ado About Nothing</i>). The aim being to develop a familiarity with approaching Shakespearean language and understanding what Elizabethan theatre and entertainment was like.</p> <p>1. Analysis of language, structure and form:</p> <ul style="list-style-type: none">- Developing an understanding of the comedy genre and related lexis (revisited in Y9 Tragedy conventions)- To consider how Shakespeare influenced modern texts- Responding critically to texts with an informed personal response- To show an understanding of the relationships between texts- Looking at the connotations of language choice. Understanding implicit and explicit meanings <p>2. Speaking and listening: providing pupils with strategies to engage with and access the language:</p> <ul style="list-style-type: none">- Adapting talk for a range of different purposes and audiences- Engaging an audience using a range of techniques; enrich and explain their ideas- Using a range of dramatic techniques to convey action, character, atmosphere and tension- Take different roles in organising, planning and sustaining discussion in groups	
Assessment (this unit’s outcome IS formally assessed)	<p>Unit outcome:</p> <p><u>Warm Task</u> - Creative writing response</p> <p>Aim: for pupils to demonstrate their knowledge of Shakespearean comedies, learned throughout the unit, through their own creative process</p>	<p>Informal assessment and low-stakes testing:</p> <ul style="list-style-type: none">• Students are to be encouraged to self and peer assess their writing throughout the unit on a regular basis. Success criteria to be made available by teachers. Students

	<p>Create your own soliloquy for a Shakespearean comedy</p>	<p>must engage with this, redrafting their work on a regular basis in line with school procedures</p> <ul style="list-style-type: none"> • Students to complete analytical writing throughout the unit to demonstrate their understanding of language and consolidate writing skills • Students are to use their knowledge organisers for the unit to develop core knowledge retention and learn the unit's key vocabulary in order for it to be applied independently
<p>Core knowledge</p>	<p>1.) Comedy Conventions and stock characters</p> <p><u>i. Stock Characters</u></p> <ul style="list-style-type: none"> - The Fool - The Villain - The hero/heroine (nobility) - Servants <p><u>ii. Dramatic Devices</u></p> <ul style="list-style-type: none"> - Pun - Aside - Soliloquy - Monologue - Stage craft - Iambic Pentameter - Blank verse <p><u>iii.) Comedy form</u></p> <ul style="list-style-type: none"> - Settings - Characters - Plot development/structure (e.g. Ending with marriage) - Themes and motifs (e.g. Disguise, Love and Excess, separation and reunification) <p><u>iii.) Comparison and Contrast: Making links</u></p> <p>2.) William Shakspeare</p> <p>3.) The Elizabethan Theatre - The Globe/ Contemporary forms of entertainment</p>	

Core skills	<p>1. A focus on applying knowledge across the unit. Students will focus on making links between the genre's conventions across texts. Key vocabulary:</p> <ul style="list-style-type: none"> - However, On the other hand, Differently, Although, While, Whereas, unlike, contrary, in contrast - Similarly, in comparison to, both, equally, Also, In common, Likewise, as well as <p>2. Using different strategies to comprehend Shakespearean.</p> <p>3. Developing spoken language skills:</p> <ul style="list-style-type: none"> - Adapting talk for a range of different purposes and audiences - Using a range of dramatic techniques to convey action, character, atmosphere and tension - Take different roles in organising, planning and sustaining discussion in groups 	
Key questions for the unit	<ul style="list-style-type: none"> • Who is William Shakespeare/ the bard? • What is comedy? • How has comedy evolved and changed? • What are the ingredients for a Shakespearean comedy? • How is a Shakespearean comedy typically structured? • What is the difference between implicit and explicit meaning? • How to Shakespeare use language, structure and form to convey meaning? 	
Key vocabulary	<p>1. Unit vocabulary - tier 2 vocabulary:</p> <ol style="list-style-type: none"> 1. Bard 2. Reconciliation 3. Separation 4. Chaotic 5. Resolution 6. Deception 7. Noble 8. Tragedy 9. Relief 10. Enchanted 11. Besotted 12. Portrays 13. Allude 14. Honour 15. Dishonour 	<p>2. Unit terminology:</p> <ol style="list-style-type: none"> 1. Aside 2. Soliloquy 3. Stage direction 4. Dramatic irony 5. Monologue 6. Iambic Pentameter 7. Pun 8. Act 9. Scene 10. Genre 11. Common Shakespearean words: <ul style="list-style-type: none"> - dost = do - doth = does - 'ere = before - hast = have - 'tis = it is

		<ul style="list-style-type: none"> - 'twas = it was - wast = were - whence = from where - wherefore = why - hence = from here - art = are - Thee, Thou, Thy and Thine = You and Your
Homework opportunities	<ul style="list-style-type: none"> • 'Shakespearean Comedy' menu tasks • Knowledge organisers to prepare for in class quizzes – core knowledge and vocabulary • Spellings to address high frequency word gaps • SPAG exercises to address identified gaps and to consolidate skills 	
Wider English curriculum links	<p>1. Reading</p> <ul style="list-style-type: none"> - Provides pupils with an introduction to Shakespeare at KS3, with a real focus on staging, the theatre and conventions of genre. The unit links provides a grounding in knowledge for <i>Macbeth</i> (Y8) and 'Tragedies'/<i>Romeo and Juliet</i>' (Y9/GCSE). Subsequent units allow pupils to extend their knowledge of the Elizabethan context and different genres - The unit allows pupils to develop reading strategies to approach Shakespeare's language throughout KS3/4 <p>2. Writing</p> <ul style="list-style-type: none"> - Provides explore opportunities to apply their knowledge of the genre's conventions in different forms of writing – scripts. Studying these conventions will develop pupils' confidence with approaching subsequent drama texts 	



Key Stage Three English - Unit Overview

Year 7 – Summer – ‘Shakespeare and the Romantics’

Enrichment – An Introduction to Romantic Poetry



<p>Unit rationale</p>	<p>1. This unit will allow for students to explore some poetry from the Romantic Genre. This will help prepare them for GCSE study. Students will also have an opportunity to compare poems, write their own nature related stories and end with creating a poem.</p> <ol style="list-style-type: none"> i. Extending and consolidating the following writing skills: <ul style="list-style-type: none"> - Adapting and crafting writing for greater effects, emulating Romantic generic features and applying language features learnt. - Developing the skill of editing and re-editing ii. Providing pupils with extended reading opportunities, with a range of different poems as well as non-fiction: the diary entry that inspired <i>Daffodils</i>. iii. Extending and consolidating core reading strategies: questioning, predicting, clarifying and summarising. Modelling skimming and scanning to develop further reading independence. iv. Providing pupils with a model of how to approach poetry, whilst revisiting and developing knowledge of poetic terms v. Introduction to comparison Early on in the unit, students will compare their first two poems: <i>London</i> by Blake and <i>Composed Upon Westminster Bridge</i>, Wordsworth. 	
<p>Assessment (this unit's outcome IS formally assessed)</p>	<p>Unit outcome:</p> <p><u>Warm Task</u> – Analysis of poetry.</p> <p>Aim: for pupils to understand crafting of poetry and impacts on readers.</p>	<p>Informal assessment and low-stakes testing:</p> <ul style="list-style-type: none"> • Students to self and peer assess their writing throughout the unit regularly • Students to use knowledge organisers for the unit to develop core knowledge retention and learn the key vocabulary in order for it to be applied independently.

Core knowledge	<p>'Writing knowledge':</p> <p>1. Crafting of language (beginning to developing writing further, with an emphasis on 'crafting in Y8) – useful to revisit for final Y7 exam:</p> <ul style="list-style-type: none"> • Choosing the best word available • Metaphors, similes, personification • Implicit description (show not tell) <p>2. Key poetic terms (language and structure – see KO)</p> <p>3. Romantic generic features, including context (see KO)</p>	
Core skills	<ul style="list-style-type: none"> • Application of 'writing knowledge' independently including drafting and redrafting • Application of core reading strategies independently: starting to zoom in on small details to formulate interpretations • Making comparisons between texts 	
Key Questions for the Unit	<ul style="list-style-type: none"> • What is the Romantic genre? • How do writers use structure to make their poetry effective? • What impact do individual words have? • How do writers create mood? • How does meaning and mood change when I change my vocabulary choices? 	
Key vocabulary	<p>Unit vocabulary - tier 2 words:</p> <ol style="list-style-type: none"> 1. Melancholy 2. Spontaneous 3. Logical 4. Evoke 5. Connotations 6. Annotate 7. Innocence 	<p>2. Unit terminology:</p> <ol style="list-style-type: none"> 1. Stanza 2. Mood/tone 3. Quatrain 4. Juxtaposition 5. Simile/metaphor/personification 6. Sonnet 7. Iambic Pentameter 8. Hyperbole 9. Alliteration 10. Enjambment 11. Caesura
Homework opportunities	<ul style="list-style-type: none"> • <i>EXT Optional Challenge homework</i> • Knowledge organisers to prepare for in class quizzes 	
Wider English curriculum links	<ul style="list-style-type: none"> • Reading – consolidating and encouraging independence with these strategies will establish the core skills needed across the curriculum, developing 'good readers.' Links to poetry at GCSE • Writing – consolidating poetic terms through use to ensure full comprehension. Opportunities for creative writing response. 	