

Subject: English

| Date | Exams/ Assess | Unit(s) |
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| 2/9/24 | | Unit 1 |
| 9/9/24 | | The Land of Neverbelieve – Pathways to write |
| 16/9/24 | | <p>Grammar focus: Using punctuation accurately (brackets and commas), nouns, verbs, articles, adjectives, prepositions, subject/verb agreement, noun phrases, tense, sentence types (simple, compound, complex), listing, commas,</p> <p>Writing focus: Topic sentences, paragraphs, introductions and conclusions, cohesive devices, formal vs non-formal writing, intended audience, how to engage the reader.</p> |
| 23/9/24 | | Unit 2 - Myths and Legends |
| 30/09/24 | | |
| 7/10/24 | | Reading Strategies: |
| 14/10/24 | | Skim/scan/summary/synthesise/recall/vocabulary/prediction/visualisation/questioning/activate prior knowledge/inference |
| 21/10/24 | | <p>Writing: Narrate/describe/inform/persuade/argue/explain/instruct/advise Styles: summary/note taking/analysis/extended</p> <p>Forms including: letter/article/speech/review/leaflet/blog/recount/diary</p> <p>Narrative focus: Character: heroes and villains</p> <p>Reading for pleasure – There will be one Library lesson every fortnight for students to make a personal reading choice, develop pleasure for reading fiction and non-fiction and broaden their vocabulary.</p> |
| 4/11/24 | | Unit 2 - Myths and Legends – last week |
| 11/11/24 | | Assessment Prep week |
| 18/11/24 | | Year 7 Assessment |
| 25/11/24 | | Quest Narrative Assessment Reading Assessment |
| 2/12/24 | | Unit 3 - What is Poetry? |
| | | Reading Strategies: |
| 9/12/24 | | Skim/scan/summary/synthesise/recall/vocabulary/prediction/visualisation/questioning/activate prior knowledge/inference |
| 16/12/24 | | <p>Writing: Poetry/narrate/describe/inform/persuade/argue/explain/instruct/advise Styles: summary/note taking/analysis/extended</p> <p>Forms including: letter/article/speech/review/leaflet/blog/recount/diary</p> <p>Reading for pleasure – There will be one Library lesson every fortnight for students to make a personal reading choice, develop pleasure for reading fiction and non-fiction and broaden their vocabulary.</p> |
| 6/1/25 | | Unit 4 - Journeys in Language + Shakespeare and Comedy |
| 13/1/25 | | |
| 20/1/25 | | Investigation into the origins of the English Language and its development from Old English to Present Day English including a focus on vocabulary and spelling. Shakespeare and Comedy. |
| 27/1/25 | | Reading Strategies: |
| 3/2/25 | | Skim/scan/summary/synthesise/recall/vocabulary/prediction/visualisation/questioning/activate prior knowledge/inference |
| 10/2/25 | | |

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| | | <p>Writing: Narrate/describe/inform/persuade/argue/explain/instruct/advise Styles: summary/note taking/analysis/extended</p> <p>Forms including: letter/article/speech/review/leaflet/blog/recount/diary</p> <p>Grammar Focus: Modal verbs, analytical verbs, adverbials and conjunctions to support cohesion within paragraphs, consistent present tense, adverbials, subordinating conjunctions, formality Shakespeare and Class</p> <p><u>Project based learning related to Shakespeare and Comedy</u></p> <p><u>Class Reader</u> - Drama text: A Midsummer Night’s Dream</p> |
| 24/2/25 | | <p><u>Unit 5 - The Rabbits – Pathways to Write</u></p> <p>Grammar focus: Using punctuation accurately (colons and rhetorical questions), nouns, verbs, articles, adjectives, prepositions, subject/verb agreement, noun phrases, tense (present-perfect forms), sentence types (simple, compound, complex), listing, commas,</p> <p>Writing focus: Topic sentences, paragraphs, introductions and conclusions, building cohesion with a wider range of devices, formal vs non-formal writing, intended audience, selecting vocabulary fit for purpose and audience, how to engage the reader, providing well-developed factual information for the reader. Using words and phrases to make sequential connections. Using hypothetical language.</p> |
| 3/3/25 | | |
| 10/3/25 | | |
| 17/3/25 | | <p><u>Unit 6 - The Art of Persuasion</u></p> <p>Focus on transactional/discursive and persuasive writing with Spoken Language.</p> <p>Reading Strategies: Skim/scan/summary/synthesise/recall/vocabulary/prediction/visualisation/questioning/activate prior knowledge/inference</p> <p>Writing: Narrate/describe/inform/persuade/argue/explain/instruct/advise Styles: summary/note taking/analysis/extended</p> |
| 24/3/25 | | |
| 31/3/25 | | |
| 21/4/25 | | <p><u>Unit 6 - The Art of Persuasion - continued</u></p> |
| 28/4/25 | | |
| 5/5/25 | | Assessment Prep week |
| 12/5/25 | | <u>Year 7 Examination:</u> Reading Assessment and Writing task |
| 19/5/25 | | |
| 2/6/25 | | <p><u>Unit 7 - Life doesn’t Frighten Me - Pathways to write</u></p> <p>Grammar focus: Using punctuation accurately (direct speech and inverted commas), nouns, verbs, articles, adjectives, prepositions, subject/verb agreement, noun phrases, tense (present-perfect forms), sentence types (simple, compound, complex), listing, commas,</p> <p>Writing focus: Topic sentences, paragraphs, introductions and conclusions, building cohesion with a wider range of devices, formal vs non-formal writing, intended audience, selecting vocabulary fit for purpose and audience, how to engage the reader, providing well-developed factual information for the reader. Using words and phrases to make sequential connections. Using hypothetical language. Planning, drafting and editing.</p> |
| 9/6/25 | | |
| 16/6/25 | | <p><u>Unit 8 – Prose Project (in conjunction with Class Reader)</u></p> <p>An introduction to narrative, character and setting in project form</p> |
| 23/6/25 | | |
| 30/6/25 | | |

Year 7 Long Term Scheme of Learning 2024-25

HELSEBY

High School



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| 7/7/25 | | Use paragraphs to vary pace and emphasis • Use dialogue to explain the plot, reveal new information, show character or relationships or convey mood • Include historical detail and vocabulary, giving readers clues about when the story takes place (e.g. clothes, buildings, vehicles) |
| 14/7/25 | | • Combine action, dialogue and description • Powerful, evocative language for settings and characters • Powerful and varied verbs for action <u>Class reader</u> – chosen by the class teacher to embed understanding of narrative conventions and develop reading and inference skills. There will be one Library lesson every fortnight for students to make a personal reading choice, develop pleasure for reading fiction and non-fiction and broaden their vocabulary. |
| <u>Reading for pleasure</u> – There will be one Library lesson every fortnight for students to make a personal reading choice, develop pleasure for reading fiction and non-fiction and broaden their vocabulary. | | |