| Y7 | AUT1 | AUT2 | SPR1 | SPR2 | SMR1 | SMR2 |
| --- | --- | --- | --- | --- | --- | --- |
|  | **PROSE/DRAMA** | **PROSE** | **POETRY** | **MEDIA** | **LANG EXAM SKILLS** | **DRAMA** |
| **READING** | **Focus:**  Telling a story  Modern Chaucer / Just-So stories  Accelerated Reader for all  N.B. Roald Dahl competition to link with RD Day.  Alphas & As  Modern Chaucer  Bs  Literacy Prog – Unit 1 Guided Reading  **ASSESSMENT En2**  Comprehension on Just-So; Chaucer etc.  REVIEW TIME | **Focus**  Novel (World or British)  Accelerated Reader for all  Kingdom; Skellig; U to Canada  Alphas & As  Novel (World or British)  Bs  Novella (World or British)  Literacy Prog – Unit 3 Comparing 2 short stories  **ASSESSMENT En2**  Literature essay / P.E.E.  REVIEW TIME | **Focus**  Sonnets / Pre 1914 poetry  Accelerated Reader for all  Alphas & As  Sonnets (modern & pre 1914)  Bs  Pre 1914 poetry (The Highwayman?)  **ASSESSMENT En2**  Comparative P.E.E.  Literacy Prog – Unit 5 Responding to ideas / Haikus  REVIEW TIME | **Focus:**  Newspapers, magazines & TV.  Accelerated Reader for all  Alphas & As  Comparing diff newspapers.  Bs  Analysis - what makes a prog successful?  Literacy Prog – Unit 4  **ASSESSMENT En2**  Comparing 2 articles / analysis of a TV prog.  REVIEW TIME | **Focus**  Reading comprehension.  Theme: childhood  Accelerated Reader for all  Alphas & As  Comparing 2 articles  Bs  Hackney LP – Unit 5 Comparing 2 texts  **ASSESSMENT En2**  End of year exam  REVIEW TIME | **Focus**  Project – brochure & presentation for Y6s on Shakespeare.  1st half: brochure  2nd half: play extract or S’s lang.  Accelerated Reader for all  Alphas & As  Short scene MSND, Hamlet or Henry Vth.  Bs  Shakespearean insults  **ASSESSMENT En2**  Analysis of S’s language.  REVIEW TIME |
| **WRITING (linked to reading focus)** | **Focus** (linked to Reading Focus)  Journeys  Alphas & As  Narrative about a journey / new beginning.  Bs  Literacy Prog – Unit 1 Prediction & Summarising  **ASSESSMENT En3**  Narrative about a journey / new beginning / Writing your own Just-So story  REVIEW TIME | **Focus** (linked to Reading Focus)  News article  Alphas & As  News (paper or website) article – writing to inform  Bs  Literacy Prog – Unit 3 Describing a sports event  **ASSESSMENT En3**  Writing to inform or advise  REVIEW TIME | **Focus** (linked to Reading Focus)  Expressing ideas in poetry – writing your own poem / lyrics.  Alphas & As  Writing your own poem  Bs  Literacy Prog – Unit 5  Diary entry: character from poem.  **ASSESSMENT En3**  Own poem / lyrics / haiku  REVIEW TIME | **Focus** (linked to Reading Focus)  Front page of a newspaper  Alphas & As  Front page of a newspaper / website  Bs  Literacy Prog – Unit 4 Writing a persuasive speech.  **ASSESSMENT En3 / En1**  Persuasive article / speech  REVIEW TIME | **Focus** (linked to Reading Focus)  Writing to argue / persuade  Alphas & As  Writing to argue / persuade  Bs  Writing to argue / persuade  **ASSESSMENT En3**  End of Year exam  REVIEW TIME | **Focus** (linked to Reading Focus)  Presentation on Shakespeare & one of his plays - S&L  Alphas & As  Presentation on Shakespeare & one of his plays  Bs  Presentation on Shake’s life.  **ASSESSMENT En3 / En1**  Presentation S&L  REVIEW TIME |
| **SPAG** | Alphas/As: Revision of full range of punctuation;  root words; prefixes & suffixes.  Bs: Adjectives. Commas & full stops.  Spelling Bees for all groups: Use Y3-6 lists & KS3 lists. | Alphas/As: Verbs (present /past tenses) & adverbs. Adverbial phrases.  Bs: Verbs & adverbs; apostrophes.  Spelling Bees for all groups: Use Y3-6 lists & KS3 lists. | Alphas/As: Use of (extended) metaphors, similes and figurative language.  Bs: Intro to figurative language.  Spelling Bees for all groups: Use Y3-6 lists & KS3 lists. | Alphas/As: auxiliary verbs (past & present); past tenses – simple past, present perfect & past continuous.  Bs: Simple sentence structures; compound sentences.  Spelling Bees for all groups: Use Y3-6 lists & KS3 lists. | Alphas/As: subordinate clauses; conjunctions. Discursive markers, modal verbs (could, should etc.)  Bs: Present tense vs simple past. Irregular verbs.  Sequencing ideas – paragraphs  Spelling Bees for all groups: Use Y3-6 lists & KS3 lists. | Alphas/As: Review & consolidation of figurative language  Bs: Review of similes & metaphors.  Spelling Bees for all groups: Use Y3-6 lists & KS3 lists. |
| CONTENT: The new KS3 English curriculum states that students should be taught both pre1914 and contemporary literature (prose, poetry, drama); 2 Shakespeare plays; seminal world literature.  SPAG: The new NC 2013 gives details of SPAG skills to be taught at KS2. These are detailed and ambitious. The advice is to consolidate these skills at KS3. See attached docs.  ENSURING PROGRESS IS MADE: The Literacy Prog will be used as an integral part of the Y7 Curricular Map, to ensure all Y7s who arrived below a 4C, will have be on track for a 4B by Christmas of Y7.  ACCELERATED READER PROGRAMME will be followed by all. | | | | | | |

**SPELLING, PUNCTUATION & GRAMMAR Y7**

Spellings Y3 & 4

accident(ally)

circle actual(ly)

complete

address

consider

answer

continue

appear

decide

arrive

describe

believe

different

bicycle

difficult

breath

disappear

breathe

earlybuild

earth

busy/business

eight/eighth

calendar

enough

caught

exercise

centre

experience

century

experiment

certain extreme

famous

island

favourite

knowledge

February

learn

forward(s)

lengthfruit

library

grammar

material

group

medicine

guard

mention

guide

minuteheard

naturalheart

naughty

height

noticehistory

occasion(ally)

imagine

often

increase

opposite

important

ordinary

interest

particular

peculiar

perhaps

popular

position

possess(ion)

possible

potatoes

pressure

probably

promise

purpose

quarter

question

recent

regular

reign

remember

sentence

separate

specialstraightstrange

strength

suppose

surprise

therefore

though/although

thought

through

variousweight

woman/women

Spellings Y5 & 6

accommodate

accompany

according

achieve

aggressive

amateur

ancient

apparent

appreciate

attached

available

average

awkward

bargain

bruise

category

cemetery

committee

communicate

community

competition

conscience\*

conscious\*

controversy

convenience

correspond

criticise (critic + ise)

curiosity

definite

desperate

determined

develop

dictionary

disastrous

embarrass

environment

equip (–ped, – ment)

especially

exaggerate

excellent

existence

explanation

familiar

foreign

forty

frequently

government

guarantee

harass

hindrance

identity

immediate(ly)

individual

interfere

interrupt

language

leisure

lightning

marvellous

mischievous

muscle

necessary

neighbour

nuisance

occupy

occur

opportunity

parliament

persuade

physical

prejudice

privilege

profession

programme

pronunciation

queue

recognise

recommend

relevant

restaurant

rhyme

rhythm

sacrifice

secretary

shoulder

signature

sincere(ly)

soldier

stomach

sufficient

suggest

symbol

system

temperature

thorough

twelfth

variety

vegetable

vehicle

yacht

**Grammar & punctuation**

| Word | Sentence | Text | Punctuation | Terminology |
| --- | --- | --- | --- | --- |
| Formation of nouns using suffixes such as –ness, –er and by compounding (e.g. whiteboard, superman)  Formation of adjectives using suffixes such as –ful, –less(A fuller list of suffixes can be found in the year 2 spelling appendix.)  Use of the suffixes –er, – est in adjectives and –ly to turn adjectives into adverbs | Subordination (using when, if, that, because) and co- ordination (using or, and, but)  Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)  How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command | Correct choice and consistent use of present tense and past tense throughout writing  Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) | Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences  Commas to separate items in a list  Apostrophes to mark where letters are missing in spelling | noun, noun phrase statement, question, exclamation, command, compound, adjective, verb, suffix  tense (past, present) apostrophe, comma |
| Formation of nouns using a range of prefixes, such as super–, anti–, auto–  Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)  Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble) | Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of) | Introduction to paragraphs as a way to group related material  Headings and sub-headings to aid presentation  Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play) | Introduction to inverted commas to punctuate direct speech | adverb, preposition conjunctionword family, prefixclause, subordinate clause direct speech  consonant, consonant letter vowel, vowel letterinverted commas (or ‘speech marks’) |
| The grammatical difference between plural and possessive -s  Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)  Fronted adverbials  (e.g. Later that day, I heard the bad news.) | Use of paragraphs to organise ideas around a theme  Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition | Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, “Sit down!”)  Apostrophes to mark singular and plural possession (e.g. the girl’s name, the girls’ names)  Use of commas after fronted adverbials (e.g. As soon as he could, Tom jumped off the train) | determinerpronoun, possessive pronoun,adverbial |
| Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; – ify)  Verb prefixes (e.g. dis–, de–, mis–, over– and re–) | Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun  Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must) | Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)  Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) | Brackets, dashes or commas to indicate parenthesis  Use of commas to clarify meaning or avoid ambiguity | modal verb, relative pronoun relative clauseparenthesis, bracket, dash cohesion, ambiguity |
| The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover; ask for – request; go in – enter)  How words are related by meaning as synonyms and antonyms (e.g. big, large, little). | Use of the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken [by me]).  The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech) | Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis  Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text | Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It’s raining; I’m fed up)  Use of the colon to introduce a list  Punctuation of bullet points to list information  How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man- eating shark, or recover versus re-cover) | subject, objectactive, passivesynonym, antonymellipsis, hyphen, colon, semi- colon, bullet points |