



Key Stage 3 Scheme of Work English

| Year 7 Half Term 1 | | | | | | | |
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| Week | Theme | Subject content / Knowledge | Skills | Assessment | Differentiation | | Key Resources |
| | | | | | Support | Challenge | |
| 1 | What might be the writer's purpose? | <ul style="list-style-type: none"> Writer's overall purposes including moral/message. Individual purposes: Introducing or developing character; establishing the setting; developing the plot. | <ul style="list-style-type: none"> Inference (AO1) Identifying overall and individual paragraph purposes | Knowledge retrieval questions with some application to address misconceptions | <ul style="list-style-type: none"> Glossaries Inference scaffolds | <ul style="list-style-type: none"> Considering the purposes of foreshadowing and creating mood/atmosphere | <ul style="list-style-type: none"> Extracts/whole texts chosen Knowledge organisers Connotation grids Scaffold tables Dictionaries |
| 2 | What effects do writers create for the reader? | <ul style="list-style-type: none"> Tone/Mood/Atmosphere Abstract nouns to describe the effect on the reader: (Create a feeling of/ increase the reader's perception of/ intensifies the reader's emotional response of: tension, sympathy towards, concern for, menace, foreboding etc.) | <ul style="list-style-type: none"> Using textual references (AO1) Identifying effects (AO2) | Knowledge retrieval questions with some application to address misconceptions | <ul style="list-style-type: none"> Glossaries KO to support retrieval AO2 scaffolds Highlighted texts | <ul style="list-style-type: none"> Considering whether a text is designed to have a physical/emotional or intellectual effect on the reader. | |
| 3 | How do writers use structure to create effects for the reader? | <ul style="list-style-type: none"> Difference between structure and language. Freytag's pyramid if applicable to text Structural features including: narrative perspective, shift in focus, shift in time, digression, contrast. | <ul style="list-style-type: none"> AO2 – identifying and commenting on structural features. | <p>What effect would a writer choosing _____ have?</p> <p>How has the writer structured the text to interest the reader? (Application of all of the above).</p> | <ul style="list-style-type: none"> Text choice Tabular scaffolds Partitioned texts Use of symbols to aid retention of concepts. | <ul style="list-style-type: none"> Depth of study to be increased including the differing effects of narrative perspective choice, digression from the main action. | |
| 4 | How do writers choose words to create their | <ul style="list-style-type: none"> Word classes. Connotations of words Semantic field | AO2 – identifying and commenting on individual word choices. | How has the writer used words to create effects? | <ul style="list-style-type: none"> Images to support understanding of connotations Text choice | <ul style="list-style-type: none"> Stretch to identify tone of words e.g. 'violent verb', 'evocative adjective' | |



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| | desired effect? | <ul style="list-style-type: none"> links to emotional effect/tone/atmosphere/mood | | | | <ul style="list-style-type: none"> Pupils to fill in blanked out word choices and explain the effects of their choices. Comparison of effect created by original text and their choices. | |
| 5 | How do writers use other language features to create effects? | <ul style="list-style-type: none"> Simile, metaphor, personification, pathetic fallacy, fronted adverbials, verb tense e.g. continuous participle to create urgency. | AO2 – identifying and commenting on language features. | How has the writer used language features to....? | <ul style="list-style-type: none"> Symbols to support retention of concepts Breaking down of simile and metaphor into connotations | <ul style="list-style-type: none"> Stretch to include deepening pupils' understanding how cumulative effects are created through patterns of language choice. | |
| 6 | How do writers use language to create effects? | <ul style="list-style-type: none"> Key knowledge revisited from weeks 4 and 5 and applied together. Necessarily revisit effects – tone/mood/atmosphere/emotional effect. Step by step metacognitive process of how to approach text. | AO2 – identifying and commenting on language features. | How has the writer used language features to....? | <ul style="list-style-type: none"> Metacognition process check lists. Sentence scaffolds | <ul style="list-style-type: none"> Stretch to include deepening pupils' understanding how cumulative effects are created through patterns of language choice. | |
| 7 | How might I evaluate a fictional text? | <ul style="list-style-type: none"> Meaning of evaluate/personal interpretation/judgement Varying degrees of quantitative adverbs | AO1 and AO2 | " _____ " To what extent do you agree? | <ul style="list-style-type: none"> Sentence scaffolds Metacognition process check lists | <ul style="list-style-type: none"> Deepening depth of argument – orally challenge "sweeping statements" to include nuances of meaning. | |