



# English YEAR PLANNER (LTP) – YEAR 7



Term	Learning content/skills		Assessment Schedule*	Home Learning Support (How students can extend learning in addition to homework)
	READING	WRITING		
<b>Autumn 1</b>  <b>Childhood</b>	Inference Information Retrieval Language  Reading Foci: 1,2,3,4,12,13,15 Advise	Persuade  Writing Foci: 1-3,6-7, 12,19a,22,26	Speech	
	Learning content: Students read a range of texts on the theme of childhood including extracts from novels, poems, autobiography excerpts etc. Texts should cover a range of time periods so that students can draw comparisons between treatments and experiences.			
<b>Autumn 2</b>  <b>Horror/Gothic</b>	Inference Information Retrieval Synthesis (Sets 1&2) Language  Reading Foci: 1-4,5a,6,(9),10,12,13, 15	Narrative  Writing Foci: 4-5,10,15,18a,22,26	Narrative Story Opening Students create an opening to a story.	<ul style="list-style-type: none"><li>Choose a text from the reading list and read it!</li><li>Research films with a gothic feel.</li><li>Imagine a setting in current life e.g. school and create a model version of it having undergone a</li></ul>

\*All assessments may be subject to alteration to best suit the learning needs of students.



# English YEAR PLANNER (LTP) – YEAR 7



				gothic transformation. Describe it.
	Learning Content: Students read a range of texts with a gothic/horror theme and study how they have been crafted. Texts include extracts from novels, comic books, short stories, film snippets.			
<b>Spring 1</b>  <b>Fantasy</b>	Inference Information Retrieval Language  Reading Foci: 6,(9),12,15,16/17	Describe  Writing Foci: 1-3,4,5,10,11,14,17,20-21,22,26	Descriptive piece Students create a descriptive piece based on a picture	<ul style="list-style-type: none"><li>• Research a book on the Fantasy genre. Using post-it notes, identify key features of the</li><li>• Produce a leaflet to advertise a different time period as a holiday destination (time travel).</li></ul>
	Learning Content: Students read a range of texts with a fantasy theme and study how they have been crafted. Texts include extracts from novels, comic books, short stories, film snippets.			
<b>Spring 2</b>  <b>Novel</b>	Inference Information Retrieval Language Explain	Inform	Students to create study guide leaflet for the novel they've read.	<ul style="list-style-type: none"><li>• Research the author and read another text written by them</li><li>• Choose a character and create a profile for them</li></ul>



# English YEAR PLANNER (LTP) – YEAR 7



	Reading Foci: 1-4,5b,6,(7),8,(9),10-13,15	Writing Foci: 13,14,16/17,19b,22,25,26		<ul style="list-style-type: none"><li>• Take the main theme of the novel and create a poem/piece of creative writing on this theme</li><li>• Create a timeline of events</li></ul>
	Learning Content: Students will read a full novel and will be cover a range of reading skills. There should be a focus on character and plot as well as how the writer has crafted the text. There is an opportunity for students to complete a creative piece of writing alongside the analytical skills.			
<b>Summer 1</b>  <b>Heroes</b>	Inference Information Retrieval Synthesis (Sets 1&2) Language  Reading Foci: 6,(11),15,16/17	Persuade   Writing Foci: 13,14,16/17,19b,22,25,26	Letter – Formal Students to write a formal letter persuading Derby City Council to hire them as protector of the city.	<ul style="list-style-type: none"><li>• Select a book that you believe would be deserving of a Literature award. Give a brief summary of the story and list 3 reasons why this book should be given an award.</li><li>• Select a person you think is a hero (one we have not discussed in lesson). Research this person and consider the question“What makes the person a hero?” use a selection of quotes to justify your reasons.</li></ul>



# English YEAR PLANNER (LTP) – YEAR 7



	<p>Learning Content: This unit is designed to create a (roughly) chronological journey through heroes from Ancient Greece through to modern day heroes, the unit asks pupils to justify what makes a hero and why. Each week has a text focus and exposes pupils to a wide range of English skills with a focus on both reading and writing, and many opportunities for speaking and listening through group work.</p> <p>Categories</p>			
<b>Summer 2</b>  <b>Media</b>	<p>Inference Information Retrieval Presentation</p> <p>Reading Foci: 6,(7),(9) 12,15</p>	<p>Review</p> <p>Writing Foci: 14,16/17,21,22,25,26</p>	<p>Students to create a review based on a film of their choice. Students will need to focus on such areas as target audience, stylistic devices, etc.</p>	<ul style="list-style-type: none"><li>• Research the Sundance Film Festival and rate and write a 200 word Film Review on an Independent film based solely on watching its trailer and by reading critic's ratings from imdb.com.</li><li>• Write the opening scene of an original horror film – remember to consider shots, target audience, etc.</li></ul>
	<p>Learning Content: This unit is designed to have students understand 'What is Media?' Studies will include the key concepts of media, analysis of television/film</p>			



# English YEAR PLANNER (LTP) – YEAR 7



	opening scenes and how they grab the viewer's attention, study of advertising across different platforms (print, web, television).		
--	--	--	--