

Y7 & 8 Curriculum Plan- Booster Classes – 2016-17

Autumn Term

Week 1-5 – Y7 sci-fi and Y8 Horror (Sentences).

Curricular targets:

Emerging	Developing	Secure	Mastering
<ul style="list-style-type: none"> Vary the length and structure of sentences making sure I use complex sentences; Join my ideas in sentences using different connectives; Add detail and interest into my sentences. 	<ul style="list-style-type: none"> Vary the length, structure and subject of sentences of sentences for specific effects; Begin to use a wider range of connectives within my sentences; Use a wide range of vocabulary in order to get different reactions from my reader. 	<ul style="list-style-type: none"> Vary the length, structure and subject of sentences of sentences for specific effects; Use a wide range of connectives within my sentences; Use a wide range of vocabulary in order to get different reactions from my reader. <p><i>(same targets as L4 to L5 students to achieve consolidation of skills)</i></p>	<ul style="list-style-type: none"> Make sure that my sentence lengths and structures are chosen to fit with the overall effect and purpose I want my writing to have; Use a range of punctuation to clarify meaning and create particular effects.

Focus on how to build compound and complex sentences for effect – explore this through texts.

Y7 narrative wtg/ Y8 descriptive wtg. Writing AFs 5 & 6 (1& 7 secondary focus) and Reading AFs 2, 3 to guide learning objectives. Assessment Task – in hall-audit students’ learning.

Week 6-9– Y7&8 Lamb to the Slaughter

Curricular targets:

Emerging	Developing	Secure	Mastering
<ul style="list-style-type: none"> Identify structural choices and begin to comment on why these have been made Begin to identify and explain writers’ language choices and their effect on the reader Group ideas together around a topic sentence in paragraphs 	<ul style="list-style-type: none"> Identify structural choices and begin to explain why these have been made; Identify and explain writers’ language choices and their effect on the reader; Use a range of devices within paragraphs to organize my ideas clearly. 	<ul style="list-style-type: none"> Explore how the structural choices made by writers enhance the overall effect of the text; Identify and explain in detail, using appropriate terminology, how writers use language, image etc for particular effects; Paragraphing clearly supports the meaning and purpose of my writing (<i>e.g. thematic links between paras, para topic signaled and then developed</i>). 	<ul style="list-style-type: none"> Begin to evaluate, through detailed exploration, the extent to which structural choices support theme and purpose; Through precise analysis show how writers’ language choices contribute to the overall effect on the reader; Shape and craft paragraphs creatively <i>e.g. last sentence echoing the first.</i>

Revise topic sentences, variety of sentence openings (linked to effect), and cohesive elements in writing. _Reading AFs 4, 5. Assessment Task: evaluate the narrative structure and effect of language choices on the reader.

Curricular targets:

Emerging	Developing	Secure	Mastering
<ul style="list-style-type: none"> ● Begin to use a wider range of connectives in my sentences and to sequence my work; ● Use adjective and adverb words and phrases to add detail, interest and variety to my writing; ● Understand how the small decisions a writer makes can contribute to the bigger picture. 	<ul style="list-style-type: none"> ● Vary the length, structure and subject of sentences of sentences for specific effects; ● Use a wide range of connectives within my sentences and to sequence my work; ● Begin to use the full range of punctuation with some accuracy. 	<ul style="list-style-type: none"> ● Use a wide range of sentence lengths and structures to provide clarity and enhance meaning; ● Use a wide range of connectives within my sentences and to sequence my work; ● Use the full range of punctuation correctly. 	<ul style="list-style-type: none"> ● Make sure that my sentence lengths and structures are chosen to fit with the overall effect and purpose I want my writing to have; ● Use a wide range of connectives to make explicit links between paragraphs; ● Use a range of punctuation to clarify meaning and create particular effects.

Examination of how a range of advertising media use sporting celebrity endorsement to sell products. Use reading of texts to inform pupils' writing. Focus on topic sentences, sentence types (e.g. statement, command, question, and exclamation), connectives as signposts/ connectives in different forms of non-fiction writing, word choice, images. Focus on purpose: to persuade. Writing AFs 5&6 (1& 7) and Reading AFs 4, 5 to guide learning objectives.

Assessment Task has three components:

- Designing a product and accompanying visual advertisement
- Crafting of persuasive text to support visual advertisement
- Deconstruction of own advertisement – commentary.

Spring Term

The Novel

Week 1-12 –Y7 – Cirque De Freak Y8- Stone Cold

Curricular targets:

Emerging	Developing	Secure	Mastering
<ul style="list-style-type: none">● Identify and explain writers' language choices and their effect on the reader;● Begin to show awareness of the writer's viewpoint;● Identify the main point of the text and begin to explain how this is done at different points in the text.	<ul style="list-style-type: none">● Begin to draw together through explanations, how writers' language choices contribute to the overall effect on the reader;● Purpose and viewpoint are clearly identified with some limited explanation of the effect of these on the reader. <p><i>Consolidation of previous reading targets.</i></p>	<ul style="list-style-type: none">● Identify and explain in detail, using appropriate terminology (literary and language devices), how writers use language, image etc for particular effects;● Use textual evidence to show that I understand how purpose and viewpoint are developed throughout a text. <p><i>Consolidation of previous reading targets.</i></p>	<ul style="list-style-type: none">● Through precise analysis show how writers' language choices contribute to the overall effect of the text on the reader;● Through close reference to the text and careful analysis/ evaluation show how purpose and viewpoint are managed across the text.

Focus: how has the text been created to impact on the reader? Reading AFs 3, 4, 5, 6&7. All AFs need to be addressed in the teaching and learning leading up to the essay to enable pupils to address these in their writing however, **specific emphasis needs to be placed on AF4 (structural features of chapters, text as a whole), AF5&6 (authorial intent and the effect of language choices on the reader).**

Assessment Task:

Essay evaluating writer's success in achieving specific purpose through language choices and or structural features (e.g. with holding info).

Summer Term

Week 1-4 – Non-fiction and literary non-fiction reading and writing- Travel writing , Y8 Autobiography (viewpoint)

Curricular targets (Paragraphs):

Emerging	Developing	Secure	Mastering
<ul style="list-style-type: none"> ● Group ideas together around a topic sentence in paragraphs; ● Begin to use connectives to make links between paragraphs; ● Identify the main purpose of the text and make simple comments on how this is done throughout the text. 	<ul style="list-style-type: none"> ● Paragraphing clearly supports meaning and <i>purpose</i> (e.g. <i>thematic links between paragraphs, paragraph topics signaled and then developed</i>); ● Use a wide range of connectives to make explicit links between paragraphs; ● Within paragraphs use a wide range of cohesive devices (e.g. <i>reference chains, dev of character voice, repetition, synonyms etc</i>). 	<ul style="list-style-type: none"> ● Use a wide range of sentence lengths and structures to provide clarity and enhance meaning; ● Use a wide range of connectives to make explicit links between paragraphs; ● Use a wide range of connectives within my sentences and to sequence my work; ● Use the full range of punctuation correctly. 	<ul style="list-style-type: none"> ● Shape and craft paragraphs creatively e.g. <i>last sentence echoing the first</i>; ● Paragraphing across the text is essential to the purpose and meaning of my writing; ● Within paragraphs, cohesive devices contribute to emphasis and effect.

Stimulus material to consist of a range of diary, letter and autobiographical writing pre and post 1900. Exploration to lead into production of texts: focus on varied and appropriate vocabulary (language choice), structure and organisation to address purpose and engage the reader (conscious crafting).

Triplet: Inform, explain, describe. Writing AFs 1, 2, **3**, 7 and Reading AFs 4, 5, 6.

Assessment Task has two components:

- Crafting of a text to present a clear viewpoint
- Deconstruction of own writing – commentary.

Week 5-14– Y7 – Macbeth, Y8 The Tempest.

Curricular targets:

Emerging	Developing	Secure	MASTERING
<ul style="list-style-type: none"> ● Identify and develop explanations about writers' language choices and their effect on the reader; ● Identify writer's viewpoint with some explanation as to how this is created; ● Identify the main purpose of the text and begin to explain how this is done throughout 	<ul style="list-style-type: none"> ● Identify and explain in detail, using appropriate terminology (literary and language devices), how writers use language for particular effects; ● Use textual evidence to show that I understand how purpose and viewpoint are developed throughout a text. 	<ul style="list-style-type: none"> ● Begin to analyse how writers' language choices contribute to the overall effect of the text on the reader; ● Begin to develop close textual analysis to show that I understand how purpose, viewpoint and theme are managed across the text. 	<ul style="list-style-type: none"> ● Through close analysis show how writers' language choices contribute to the overall effect of the text on the reader; ● Through close textual analysis demonstrate how particular techniques and devices achieve the effects they do.

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Reading AFs 3,4,5,6, 7. Avoid focusing on The Globe and Shakespeare's in England in general terms as this is often covered in Y5. Focus learning on the social and historical context of the texts as well as theme, characterization etc.