

Subject	Year 7 Content – Autumn Term	How to support students' learning
English Assessment focus: 1. Imaginative writing 2. End of term poetry recitals	Imaginative Writing 1. Students will develop their use of literary techniques to produce an effective piece of setting description. 2. Students will develop their understanding of the relationship between grammar and meaning in their own writing. 3. Students will be guided through deliberate practise of imaginative writing skills through engaging in a variety of composition exercises, including improving vocabulary, use of sensory imagery, and tone. Poetry Anthology 4. Students will read and understand a range of poetry (from 1600-present), clustered by the following themes: 'strength and courage', 'creation and identity', and 'nature and beauty'. 5. Students will practice their oracy skills throughout lessons, exploring their existing and developing ideas around 'what is poetry' and how poems share thematic links.	• Encourage your child to read widely for pleasure, listening to them read and discussing their reading if possible. • Encourage your child to complete their Sparx Reader and spelling homework each week (using the homework booklet provided). Support your child to use a physical or online dictionary to identify the definitions of the spellings set and record these in their homework booklet. • Encourage your child to complete at least 2 of the 'own work' activities outlined in their termly homework booklet, to help consolidate the topics and issues encountered in their English lessons. Students should bring their completed activities into English lessons so that teaching staff can discuss with students what they have learnt and award TTS points. • Encourage your child to revise content taught in school from their class notes or resource/homework booklets, testing them on the key concepts and vocabulary for each topic, if possible. • Encourage your child to use Sparknotes or Litcharts to enrich their understanding of the poems studied.

	6. Students will begin to explore language, considering the difference between literal and figurative language, with a focus on how meaning is created across texts and in their own imaginative/creative writing. 7. Students will begin to explore a range of literary forms and structures, with a focus on how meaning is created. 8. Students will begin to explore genre and context, considering the effect on writers and readers. 9. Students will select a poem from the poetry anthology, or the Poetry by Heart website, to learn for the end of term poetry recital. They will practice their oracy skills through introducing the reasons for their poem choice. Students will practice their memory, performance and speaking skills in a formal setting, and receive written feedback. Literacy 10. Students will consolidate their knowledge of word classes, focusing on the main classifications of nouns, verbs, adjectives and adverbs, before developing knowledge of phrase types.	• Encourage your child to practise writing topic sentences for each of the set texts, considering a variety of ideas and themes. • Assist your child in choosing a suitable poem and preparing for the end of term poetry recital. Practice reciting the poem word-for-word and working on methods of performance, such as use of voice and gesture. • Encourage your child to revise their knowledge of grammar by visiting the KS3 grammar pages on the BBC Bitesize website. • Encourage your child to engage in English-related Session 3 opportunities that may align with their interest, such as the creative writing group, sports journalism, 'Her Voice', and others.
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	11. Students will explore examples of grammatical constructions to understand the building blocks of language, before applying this knowledge to their own written examples. 12. Students will be introduced to a range of non-fiction formats, including letters, articles, and speeches, and explore the conventions of these different text types. They will practice their ability to communicate effectively and cohesively through transactional writing.	
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