

Rushden Academy - Year 7 English context sheet			
Timeline	Topic	We will learn	Suggested further reading
Block 1 Term 1	<p><b><u>Identity</u></b></p> <p>For this unit you will be introduced to a range of skills preparing you for your journey in secondary school. Explore the meaning of identity and how it is presented in a range of prose extracts, poetry and nonfiction texts. You will learn how to analyse language and structure and explore the effect on the reader.</p>	<p><b>Reading skills:</b></p> <ul style="list-style-type: none"> <li>-Inference and deduction.</li> <li>-Analysing language, form and structure.</li> <li>-Developing a critical style.</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">The Diary of Anne Frank</a></li> <li>- <a href="#">I am Malala</a></li> <li>- <b>Poetry: see Google classroom</b></li> </ul>
		<p><b>Writing skills:</b></p> <ul style="list-style-type: none"> <li>-Using a range of vocabulary, sentence structure and punctuation for effect.</li> <li>-Use of narrative voice and tense.</li> </ul>	
Block 2 Term 2	<p><b><u>Introduction to Shakespeare's comedies</u></b></p> <p>For this unit you will be introduced to a range of Shakespeare's comedies, including; A Midsummer Night's Dream, The Tempest and Much Ado About Nothing. You will learn the main plot line, characters and themes of these plays through drama, reading and language and structure analysis.</p>	<p><b>Reading skills:</b></p> <ul style="list-style-type: none"> <li>-Analysing language, form and structure.</li> <li>-Demonstrating an understanding of plot, themes and characters.</li> <li>-Speaking &amp; listening skills.</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">A Midsummer Night's Dream (abridged), Andrew Matthews</a></li> <li>- <a href="#">The Tempest (abridged), Andrew Matthews</a></li> <li>- <a href="#">Much Ado About Nothing (abridged), Andrew Matthews</a></li> </ul>
		<p><b>Writing skills:</b></p> <ul style="list-style-type: none"> <li>-Effective use of academic writing.</li> </ul>	

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<p><b>Block 3</b> Terms 3 and 4</p>	<p><b><u>Dystopian Literature</u></b></p> <p>For this unit you will be introduced to the dystopian genre, reading either ‘The Hunger Games’ by Suzanne Collins or ‘The City of Ember’ by Jeanna DuPrau. Learn and understand the conventions of the dystopian genre through exploration of a range of dystopian texts over time. You will analyse how Collins/Wilson uses language and structure to create effects and atmosphere for their reader, offering a personal response throughout the unit.</p>	<p><b>Reading skills:</b></p> <ul style="list-style-type: none"> <li>-Inference and deduction.</li> <li>-Analysing language, form and structure.</li> <li>-Developing a critical style.</li> <li>-Demonstrating an understanding of plot, themes and characters.</li> </ul> <p><b>Writing skills:</b></p> <ul style="list-style-type: none"> <li>-Effective use of academic writing.</li> <li>-Appropriate and varied use of sentence structure and vocabulary in creative writing.</li> <li>-Use of description and literary devices.</li> <li>-Building atmosphere in writing.</li> </ul>	<ul style="list-style-type: none"> <li>-<a href="#">Catching Fire, Suzanne Collins</a></li> <li>-<a href="#">Mockingjay, Suzanne Collins</a></li> <li>-<a href="#">The Ballad of Songbirds and Snakes, Suzanne Collins</a></li> <li>- <a href="#">The People of Sparks, Jeanne DuPrau</a></li> <li>- <a href="#">The Diamond of Darkhold, Jeanne DuPrau</a></li> </ul>
<p><b>Block 4</b> Term 5</p>	<p><b><u>Creative Writing</u></b></p> <p>For this unit you will begin to fine tune your writing skills to create effective narrative stories and descriptions. You will be taught how to effectively structure a creative writing piece and how to use language features for effect.</p>	<p><b>Reading skills:</b></p> <ul style="list-style-type: none"> <li>-Analysing effectiveness of language, form and structure in our own writing.</li> </ul> <p><b>Writing skills:</b></p> <ul style="list-style-type: none"> <li>-Effective use of academic writing.</li> <li>-Appropriate and varied use of grammar in creative writing.</li> <li>-Use of description and literary devices.</li> </ul>	<ul style="list-style-type: none"> <li>-<a href="#">The Complete Short Stories, Roald Dahl</a></li> <li>-<a href="#">The Pier Falls, Mark Haddon</a></li> <li>-<a href="#">The Flowers, Alice Walker</a></li> </ul>
<p><b>Block 5</b> Term 6</p>	<p><b><u>19<sup>th</sup> Century Play</u></b></p> <p>For your final unit of year 7, you will be introduced to a 19th century gothic play. Prepare to meet some famous gothic characters as you explore the main plot line, themes and characters of well known 19th century fiction, as well as conventions of the gothic genre.</p>	<p><b>Reading skills:</b></p> <ul style="list-style-type: none"> <li>-Analysing language, form and structure.</li> <li>-Demonstrating an understanding of plot, themes and characters.</li> <li>-Speaking &amp; listening skills.</li> </ul>	<ul style="list-style-type: none"> <li>-<a href="#">Frankenstein (abridged), John Grant</a></li> <li>-<a href="#">Dr Jekyll and Mr Hyde (abridged), Peter Crowther</a></li> </ul>

		<p><b>Writing skills:</b> -Effective use of academic writing.</p>	<p>-<a href="#">Dracula (abridged)</a>, <a href="#">Chaz Brenchley</a></p>
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## Homework

Your homework for this year will link to Accelerated Reader where you are expected to read your chosen AR book for 20 minutes a day, 5 days a week. Your reading will be tracked by your AR teacher. In addition, your teacher may wish to set some additional homework, especially in the lead up to a PR test. This could take the form of:

- Seneca
- Spelling test
- Additional reading related to the unit of work being studied
- Completing work that wasn't finished in lessons.

## RTP

We have high expectations for presentation in English. At the beginning of the lesson, you are expected to write the long date and title and underline with a ruler. Any pages that are incomplete should be ruled off so as to not waste paper. Doodling will not be tolerated. Teachers will monitor presentation during lessons and when marking work in books.