| Wellington School Finglish | Intent To develop component knowledge acquired in KS2 and connect this learning with our KS3 curriculum. To provide an in-depth understanding of meaning in literary texts, developing awareness of the context in which they're produced and received To understand the significance of the hero character in narratives and how these are constructed by writers To develop their own writing voice, through encouragement of close crafting, working in a range of textual forms To explore the significance of Shakespeare's work and his prominence within the Literary canon Homeworks alternate between spelling and project-based tasks and all Y7 pupils also have a one-hour LRC lesson, which includes private reading time, each fortnight. Knowledge Organisers the learning and understanding in all units. | | | | | | |
|---|--|--|---|--|--|--|--|
| Year 07 | Unit 1: Heroes in Literature | Unit 2: Making My Mark | Unit 3: Shakespearean Comedy – The Tempest | | | | |
| Knowledge (facts, information, concepts and key terminology) | The key characteristics of a hero in narratives The concept of the quest in a hero's narrative. The challenges that a hero has to overcome in a narrative Different character types within a heroic narrative The contemporary hero's similarities and differences with traditional heroes Modern representations of the hero in narratives and their similarities and differences with traditional and contemporary heroes Components of analytical writing Structural components of narrative writing Creative components of narrative writing Components of descriptive writing | What is meant by rhetoric Key linguistic components of rhetoric The effect and impact of these leading linguistic components of rhetoric The structural components of discourses where rhetoric is commonly used: speech, letter, editorial article. Components of analytical writing Components of writing a formal letter Components of writing to persuade Components of a formal speech to an audience | The key conventions of Shakespearean Comedy Figurative language devices and their effect Dramatic structuring devices The use of the dramatic irony, bawdy language, mistaken identity to create humour. The historical influence on the play's production The different audience responses over time to the characters of Caliban and to Miranda. Components of analytical writing Components of descriptive writing | | | | |
| Understanding (ability to connect and synthesise knowledge within a context) | By the end of this term we want pupils to understand how the character of the hero has developed and changed over time to reflect the concerns of the time of writing. Additionally, pupils should be able to confidently comprehend the range of challenges that a literary hero has to face and overcome and how these appeal to contemporary readers and may be reflective of their own concerns. | By the end of this term we want pupils to understand how writers and speakers use language to create an impact and potentially create change. Also, students will understand how they can use language to influence an audience in a number of different contexts, writing in a range of text forms. | By the end of this term we want pupils to understand how Shakespeare uses comedy conventions to create impacts on his audience. Also, we want pupils to understand how The Tempest reflects the world in which it was written, and can have relevance to audiences today. Also, students will understand how they can be inspired by Shakespeare's use of language and characterisation to craft their own creative works. | | | | |
| Skills (successful application of knowledge and understanding to a specific task) | Reading for meaning Generating personal responses and inferences Selecting quotations for discussion Discussing and writing about the effects of writers' methods Identifying connections between texts of the same genre Identifying and discussing the effects of literary tropes Constructing narrative writing and descriptive writing Using creative devices to generate effects on the reading Crafting writing at sentence level Using effective vocabulary and punctuation to enhance meaning | Reading for meaning Generating personal responses and inferences Selecting quotations for discussion Discussing and writing about the effects of writers' methods Identifying and discussing the effects of rhetoric Constructing letters, speeches and editorial pieces Using creative devices to generate effects on the reading Using rhetoric to generate effects on the reading Crafting writing at sentence level to affect different audiences Using effective vocabulary and punctuation to enhance meaning | Reading for meaning Generating personal responses and inferences Selecting quotations for discussion Discussing and writing about the effects of writers' methods as well as the play in performance Identifying and discussing the effects of Shakespeare's language choices Constructing imaginative descriptive writing Using creative devices to generate effects on the reading Crafting writing at sentence level Using effective vocabulary and punctuation to enhance meaning | | | | |
| Formal Assessments (those done by all/vast majority of the cohort) | Reading assessment to be completed at the end of the unit assessing understanding of how a hero character has been conveyed by a writer in an unseen extract from narrative fiction. Writing assessment to be completed at the end of the unit to assess creative writing skills and writing to entertain. | Reading assessment to be completed at the end of the unit assessing understanding of how a speaker/writer makes an impact on their audience. Writing assessment to be completed at the end of the unit to assess transactional writing skills. | Reading assessment to be completed at the end of the unit on assessing understanding of how meaning has been created in the play. Writing assessment to be completed assessing creative writing skills. Value of the effects of this evidence. They will be able to identify methods | | | | |

By the end of the year students on course for at least a grade 5 will be able to use quotations and evidence to support their ideas in texts; they will be able to explain the effects of this evidence. They will be able to identify methods writers use and explain their purpose. In Writing, pupils will be able to write well-sequenced, paragraphed work with clarity of audience and purpose; they will utilise a good range of vocabulary and linguistic methods as well as an accurate range of punctuation.