English Year 7 grades 3-8 long term plan	
	Assessment weeks
	Moderation week
	Data Capture
	2 week STAR marking window
	Exit Poll

Key Skills to be Covered

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
W/C Date	03-Sep	10-Sep	17-Sep	24-Sep	01-Oct	08-Oct	15-Oct		29-Oct	05-Nov	12-Nov	19-Nov	26-Nov	03-Dec	10-Dec	17-Dec		
Topic	**Transition Unit**	**Transition Unit**	***The Graveyard Book***						***The Graveyard Book***									
Key Objectives	**Trust wide planning TBC**		**Planning for this unit will commence during yr7 gained time.**						**Planning for this unit will commence during yr7 gained time.**									
Assessment																		
Homework			SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day		SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day		

Week	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
W/C Date	07-Jan	14-Jan	21-Jan	28-Jan	04-Feb	11-Feb		25-Feb	04-Mar	11-Mar	18-Mar	25-Mar	01-Apr	08-Apr		
Topic	**Shakespeare Snippets - *Macbeth***	**Shakespeare Snippets – *King Lear***	**Shakespeare Snippets *Hamlet***	**Shakespeare Snippets *Othello***	**Shakespeare Snippets *Romeo and Juliet***	**Shakespeare Snippets Assessment week**		**Poetry - Identity**								
Key Objectives	**Comparison** • Develop reading comprehension skills • Identify and understand the relationship between Shakespeare's plays and the social / political context • Apply critical reading skills, using a range of linguistic and structural features • Memorise and relate key quotations and technical vocabulary • Make links between texts – offering comparisons and contrasts • Develop comparative, explanatory and analytical writing skills through PEEL • Practise and employ dramatic speaking and listening skills							**PEEL essay** • Develop reading comprehension skills • Understand links between texts and contextual factors • Apply critical reading skills, focusing of a range of linguistic and structural features • Memorise and relate key quotations and technical vocabulary • Develop comparative, explanatory and analytical writing skills through PEEL • Practise and employ dramatic speaking and listening skills that respond to others and engage an audience							
Assessment																
Homework	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day		SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day		

Week	35	36	37	38	39	40	41	42	43	44	45	46
W/C Date	29-Apr	06-May	13-May	20-May		03-Jun	10-Jun	17-Jun	24-Jun	01-Jul	08-Jul	15-Jul
Topic	**Non-Fiction Extracts - Relationships**					**Spoken Language - Relationships**		**19th Century Fiction – The Gothic: *Frankenstein***	**19th Century Fiction – The Gothic: *Jane Eyre***	**19th Century Fiction – The Gothic: *Dracula***	**19th Century Fiction – The Gothic: *Spellbound***	**19th Century Fiction – The Gothic: *Jekyll and Hyde***
Key Objectives	**Textual analysis (context / language / structure)** • Foster a love of reading non-fiction and an appreciation of the English language • Develop reading comprehension skills • Identify and analyse links between texts and contextual factors • Apply critical reading skills, focusing specifically on how authors use linguistic and structural features to influence their readers • Memorise and understand technical vocabulary • Make links between texts – comparisons and contrasts • Develop explanatory, analytical and comparative writing skills through PEEL					**Discussion – active listening:** **AO7:** demonstrate presentation skills in a formal setting **AO8:** listen and respond appropriately to spoken language, including to questions and feedback on presentations **AO9:** use spoken Standard English effectively in speeches and presentations.		**Narrative and Descriptive Writing** • Cultivate an enthusiasm for creating different types of writing • Develop reading comprehension skills • Make contextual links between different types of texts • Build familiarity with how writing is constructed at text, paragraph and sentence level • Compose an increasingly effective range of sentence structures and language techniques to creatively communicate character and atmosphere • Develop and employ an exciting range of vocabulary				
Assessment												
	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day		SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day