

## Year 7 English – Moonfleet

<b>Intent</b>	<p><b>Wider Learning:</b></p> <ul style="list-style-type: none"> <li>• This unit of work helps students to develop and hone their reading skills by reading, analysing and responding to a 19th century text.</li> <li>• Contextual and historical study of smugglers and the English civil war</li> <li>• Developing creative writing skills</li> <li>• Developing a love of reading</li> </ul>	<p><b>Key vocabulary:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. Smuggler</td> <td style="width: 50%;">11. Foreshadowing</td> </tr> <tr> <td>2. Treasure</td> <td>12. Simile</td> </tr> <tr> <td>3. Cliff</td> <td>13. Irony</td> </tr> <tr> <td>4. Pirate</td> <td>14. Alliteration</td> </tr> <tr> <td>5. Inn</td> <td>15. Hyperbole</td> </tr> <tr> <td>6. Crypt</td> <td>16. Personification</td> </tr> <tr> <td>7. Lighthouse</td> <td>17. Imagery</td> </tr> <tr> <td>8. Setting</td> <td>18. Metaphor</td> </tr> <tr> <td>9. Loyalty</td> <td>19. Symbolism</td> </tr> <tr> <td>10. Redemption</td> <td>20. Repetition</td> </tr> </table>	1. Smuggler	11. Foreshadowing	2. Treasure	12. Simile	3. Cliff	13. Irony	4. Pirate	14. Alliteration	5. Inn	15. Hyperbole	6. Crypt	16. Personification	7. Lighthouse	17. Imagery	8. Setting	18. Metaphor	9. Loyalty	19. Symbolism	10. Redemption	20. Repetition
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<p><b>The big questions</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> <li>1. What is imagery and what effects can this have on a reader?</li> <li>2. How can a writer effectively create a fictional character?</li> <li>3. What is symbolism and how can this be used by a writer?</li> <li>4. How can descriptive writing be developed to excite the reader?</li> <li>5. How does the writer create atmosphere?</li> <li>6. How does the writer create tension?</li> </ol> </td> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> <li>7. What is the difference between simile and metaphor? How can a writer use these in description?</li> <li>8. How can a writer use a semi-colon, a dash or brackets in a sentence? Why are they used?</li> <li>9. Why are varied sentence types important in creative writing?</li> <li>10. Why does a writer use paragraphing? How can these create effect in creative writing?</li> <li>11. How can a writer edit their work to make improvements?</li> </ol> </td> </tr> </table>			<ol style="list-style-type: none"> <li>1. What is imagery and what effects can this have on a reader?</li> <li>2. How can a writer effectively create a fictional character?</li> <li>3. What is symbolism and how can this be used by a writer?</li> <li>4. How can descriptive writing be developed to excite the reader?</li> <li>5. How does the writer create atmosphere?</li> <li>6. How does the writer create tension?</li> </ol>	<ol style="list-style-type: none"> <li>7. What is the difference between simile and metaphor? How can a writer use these in description?</li> <li>8. How can a writer use a semi-colon, a dash or brackets in a sentence? Why are they used?</li> <li>9. Why are varied sentence types important in creative writing?</li> <li>10. Why does a writer use paragraphing? How can these create effect in creative writing?</li> <li>11. How can a writer edit their work to make improvements?</li> </ol>																		
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<b>Implement</b>	<p><b>Order of learning</b></p> <ol style="list-style-type: none"> <li>1. Making predictions – exploring the front cover design, title and blurb.</li> <li>2. Context – overview of 17<sup>th</sup> &amp; 18<sup>th</sup> Century smuggling. Exploration of poem that precedes chapter 1 – analysis and predictions.</li> <li>3. Chapter 1 – make links to context and explore language. How is atmosphere created?</li> <li>4. Chapter 1 continued – The Legend of Blackbeard.</li> <li>5. Chapter 2 read and comprehension check. Explore use of personification and simile.</li> <li>6. Chapter 2 continued- read and comprehension check. Explore use of language to create effects.</li> <li>7. Chapter 3 read, vocab check, learning check. Explore characterisation,.</li> <li>8. Chapter 3 continued – How does the writer create tension?</li> <li>9. Chapter 4 – discuss language, structure. How can I create tension in my writing?.</li> <li>10. Chapter 4 continued – developing writing skills.</li> <li>11. Chapter 4 continued – using a range of effective techniques in my writing.</li> <li>12. Chapter 4 continued – using a range of effective techniques in my writing.</li> <li>13. Chapter 5 – exploring characters</li> <li>14. Chapter 6 – exploring how a villain is presented</li> <li>15. Chapter 7 – an auction – building tension</li> <li>16. Practising writing skills – vocabulary, spelling and building tension.</li> <li>17. <b>Summative Assessment – Descriptive writing. Write a description of a setting or character from an image provided</b></li> <li>18. Chapter 8 - read and comprehension check. Explore use of language to create effects.</li> <li>19. Chapter 9 – exploring narrative perspective</li> <li>20. Chapter 10 – How is a sense of danger portrayed?</li> <li>21. Chapter 10 continued - read and comprehension check. Explore use of language to create effects.</li> <li>22. Chapter 11 – non fiction writing</li> <li>23. Chapter 12 – exploring the conventions of a funeral and how the writer defies convention for effect.</li> <li>24. Chapter 12 continued – code breaking.</li> <li>25. Chapter 12 continued – context, geography and techniques for effect.</li> <li>26. Chapter 13 – reading, comprehension and writing for different purposes.</li> <li>27. Chapter 14 – reading – comprehension – finding evidence/using apt quotations</li> <li>28. Chapter 15 – reading – vocabulary - spellings</li> <li>29. Chapter 15 – reading – comprehension- writer's methods – building tension</li> <li>30. Chapter 16 – reading, comprehension – imagining missing scenes.</li> <li>31. Chp16 continued – reading, comprehension, writing to argue. To what extent is Elzevir to blame...?</li> </ol> <p><b>Summative Assessment – End of Year knowledge quiz – Microsoft form.</b></p>	<p><b>Differentiation</b></p> <p><b>Stretch:</b></p> <ul style="list-style-type: none"> <li>• Opportunities to access varied and challenging vocabulary.</li> <li>• Opportunities to explore complex narrative tools.</li> </ul> <p><b>Scaffold:</b></p> <ul style="list-style-type: none"> <li>• Use of images to support learning</li> <li>• Repeated use of vocabulary building on prior learning</li> <li>• Use of video clips and audio books to support learners</li> <li>• Use of glossaries and explicit teaching of vocabulary</li> <li>• Teaching of contextual factors and not assuming prior knowledge of contextual factors</li> <li>• Sentence starters to support writing</li> <li>• Use of digital technologies for revision and writing (where appropriate)</li> </ul>
<b>Impact</b>	<p><b>Homework:</b></p> <p><b>Assessment</b></p> <p><b>Creative writing assessment focusing on:</b></p> <ul style="list-style-type: none"> <li>• Communicating clearly, effectively and imaginatively.</li> <li>• Organising information and ideas, using structural and grammatical features to support coherence and cohesion.</li> <li>• Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul> <p><b>End of Year Exam with a section on Moonfleet.</b></p>	<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Peer and self-marking for comprehension and vocab checks.</li> <li>• Use MS Forms for automatic marking of vocabulary and terminology.</li> <li>• Whole class feedback of creative writing assessment.</li> </ul>