

Year 7 English – Rooftoppers Autumn Term

Intent	<p>Wider Learning:</p> <ul style="list-style-type: none"> • Narrative structures • Wider conventions of creative writing • Power, wealth and socialisation • Gender stereotyping • Language and structural techniques used by Rundell to present characters and ideas • Main themes and moral of the novel • Skills of reading fiction • Descriptive writing skills 	<p>Key vocab:</p> <table style="width: 100%; border: none;"> <tr> <td>1. Extraordinary</td> <td>11. Preconceived</td> </tr> <tr> <td>2. Responsibility</td> <td>12. Subverts</td> </tr> <tr> <td>3. Authorities</td> <td>13. Stereotypical</td> </tr> <tr> <td>4. Melody</td> <td>14. Personification</td> </tr> <tr> <td>5. Inequality</td> <td>15. Simile</td> </tr> <tr> <td>6. Inadequate</td> <td>16. Emotive language</td> </tr> <tr> <td>7. Astonishment</td> <td>17. Narrative perspective</td> </tr> <tr> <td>8. Majestic</td> <td>18. Pathetic Fallacy</td> </tr> <tr> <td>9. Intelligence</td> <td>19. Chronological order</td> </tr> <tr> <td>10. Judgment</td> <td>20. Evidence</td> </tr> </table>	1. Extraordinary	11. Preconceived	2. Responsibility	12. Subverts	3. Authorities	13. Stereotypical	4. Melody	14. Personification	5. Inequality	15. Simile	6. Inadequate	16. Emotive language	7. Astonishment	17. Narrative perspective	8. Majestic	18. Pathetic Fallacy	9. Intelligence	19. Chronological order	10. Judgment	20. Evidence
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<p>The big questions</p> <ol style="list-style-type: none"> 1. What does PEA stand for and when do we use it? 2. What makes successful 'evidence'? 3. What does inference mean? 4. What is pathetic fallacy and how can it be used by a writer? 5. How can a writer create an engaging opening? 	<ol style="list-style-type: none"> 6. What is narrative perspective and what impact can this have on a story? 7. How can a writer portray a character's personality? 8. How have important issues such as gender stereotyping been addressed in the novel? 9. What does ambiguous mean and to what extent is this novel ambiguous? 10. What messages do you think the author wants the reader to understand from the novel? 																					
Implement	<p>Order of learning</p> <ol style="list-style-type: none"> 1. Welcome to English! Books and stories over time, why we read and study literature, we are all writers. 2. Conventions of a front cover, blurb and fiction writing, building on interpretation and inference skills. What does inference mean? Self/ peer assessment opportunities. 3. How can a writer create an engaging opening? Read Chapter 1. Introduce PEA. 4. Characterisation. Chapter 2 & 3, developing skills in choosing evidence from a text. What makes successful 'evidence'? Beginning to incorporate word level analysis. 5. Chapter 4- Make predictions, practise PEA 6. Descriptive writing skills. 7. Chapters 5-7 Begin Sophie's diary to explore narrative perspective. Continue developing opportunities to practise PEE Teach Pathetic Fallacy and link to Chapter 7. 8. Chapter 8-9. Check understanding so far against Big Questions. Missing person poster <p>Summative assessment – Baseline descriptive writing assessment.</p> <ol style="list-style-type: none"> 9. Read chapter 10 and 11. Practise PEA skills. (Introduce PETA) Opportunity for peer/ self-assessment. Vocab focus- Stereotypes and Subvert introduced. 10. Chapters 12 and 13, focusing on close analysis of language within an extract from these chapters - <i>analytical paragraph of critical evaluation</i>. 11. Chapters 14-20 with focus on key themes, characters and shifts in narrative. How can dialogue help to develop a character's personality? 11. Read chapters 21-31. Recap features of descriptive writing using text as stimulus. 12. Consolidate skills seen in the novel used by the writer. Plan and write a description of a night-time landscape 13. Summative Assessment – analysis of an extract. How does the writer use language? 	<p>Differentiation</p> <p>Scaffold:</p> <ol style="list-style-type: none"> 1. Images to aid comprehension 2. Visual aids for PEA 3. Modelling, cloze exercises 4. Definitions of unfamiliar vocabulary. 5. Sentence starters/ template aids 6. Recapping vocab and ideas 7. Targeted questioning and careful AFL <p>Stretch:</p> <ol style="list-style-type: none"> 1. Opportunities for additional challenge in many tasks 2. Opportunities to lead in the classroom 3. Targeted questioning and careful AFL 																				
	Impact	<p>Assessment</p> <ul style="list-style-type: none"> • Summative assessment 1: Baseline Descriptive Writing assessment – based on an image. • Summative assessment 2: analysis of an extract. 	<p>Feedback</p> <p>Self/peer assessment. Verbal feedback in lessons. Whole class feedback sheets. Close marking of summative assessments.</p>																			