



Why this?		Students will develop an understanding of literary genre and conventions. They explore this through the novel Percy Jackson and the Lightening Thief. They consider concepts of good novel writing through: reading an entire novel; characterisation; variety and effect of punctuation; use of emotive language; understanding language techniques and their effects; sentence and paragraph forms.				
Why now? What are we building on?		Students will have developed an appreciation and love of reading, and have read increasingly challenging material independently in Year 6. Students will have learnt how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning. They will be drawing on prior knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing. This prepares them for reading a wide range of fiction and non-fiction, including, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors, including high-quality works from English literature, both pre-1914 and contemporary, including prose, poetry and drama; Shakespeare and influential world literature.				
Key Vocabulary	Sources Or content	Create Independent learning	Knowledge	Skills	Links to other curriculum areas?	Links to Primary national curriculum?
Genre Conventions Pathetic fallacy Predictions Foreshadowing Dialogue Similes and metaphors Tension Characterisation Atmosphere Tone Symbolism	Percy Jackson Greek mythology	Creating a character Describing the weather forecast Describing Percy as hero Writing a report Writing a dialogue Writing a prediction	Making an inference Writing about plot, character, context and tone Using references and embedded quotations Understanding and explaining suspense Writing about atmosphere using pathetic fallacy	Using a dictionary and thesaurus Information retrieval Use of colon and semi-colon Using quotations and embedded quotations Practising effective description Explain why they 'want to carry on reading'.	Classics – Greek myths Personal development – cultural literacy	Students will have developed an appreciation and love of reading, and have read increasingly challenging material independently in Year 6. Students will have learnt how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
Diversity and Personal Development						
Discussions around dyslexia, ADHD, loss/bereavement, extended and blended families, bullying, equality and gender bias						



Y7: Term 1/2

Common misconceptions	<p>All books are boring English is about learning grammar 'I'm not good at English'</p>
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What will I have learnt at the end of this unit?	What is the assessment of this learning? SUMMATIVE	What assessments are there for learning? FORMATIVE
<p>Practicing narrative and descriptive writing How to read an entire book for pleasure</p>	<p>End of unit assessment A sit down paper of creative writing for 45 minutes</p>	<p>Live teacher marking Kahoots Peer/self marking DIRT Self-reflection</p>

<p>What subject knowledge and skills will I have the opportunity to remember, revisit and develop? (from when)</p> <p>Reviewing literary genres and ideas Writing about character, structure, context and tone Revisiting word classes, pathetic fallacy and connotations Language techniques</p>

<p>Developing and Challenging my own learning Greek mythology – developing wider knowledge Fairytale conventions – how they still exist in modern-day literature and film</p>
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Concepts explored	Opportunities for Oracy	Careers in the curriculum
<p>Identity diversity</p>	<p>Reading aloud</p>	<p>Journalism, advertising, teaching, editorial work, museum curator, librarian</p>

<p>Opportunities to experience 'English' in action? Watch a film production Watch Greek mythology documentaries – Ted Talk</p>
