



Pathway 2+

ENGLISH: Year 7 Myself Topic

Term Autumn 1

Learning Intention:

The aim is to develop students reading, writing, and speaking and listening skills through a variety of tasks and activities designed to broaden their vocabulary, love of literature and reading and writing for enjoyment. Pupils are encouraged to communicate their emotions and ideas to others and others to communicate with them.

Throughout Key Stage 3 there will be an underlying focus on building skills, understanding and independence in preparation for when students begin the Step Up To English examination course in Year 10.

Key themes:

- Developing an understanding of themselves- expressing their likes and dislikes, building empathy, and understanding of others, the need to respect each other’s differences and develop their understanding of people in their lives.
- The opportunity to reflect on their experiences at their previous school and build an understanding of their new school environment, classmates, and adults they will be working with.

Key knowledge that should be learned during this SoW

Concept:

Developing key skills including reading, writing, speaking and listening. Sometimes expressing an opinion and listening with respect to others; beginning to understand that others may not share the same views. Sharing some personal information about themselves developing their self-confidence and speaking and listening skills.

Broadening skills through adding some detail when prompted by an adult. Developing skills in written work, focusing initially on building simple sentences then extending their writing and phrases in logical sequence through a variety of tasks. Beginning to show an awareness that information can be presented in different formats.

Knowledge:

The students will read through various texts including basic extracts of the Roald Dahl novel ‘Boy,’ mainly the ‘Sweet Shop’ extract in preparation for designing their own tuck box. They will also have the opportunity to explore poems and books/DVDs/Music CDS. Through discussion, students will develop their ideas about the main themes and characters. They will respond orally and in writing to aspects of the plot and characterisation as well as participate in a role play and drama activities working in pairs and small groups focusing on understanding how a character might be feeling and why [with support]. In addition, students will start to develop an understanding of how to present their own ideas to their peers both

	verbally and in writing. Students will have the opportunity to visit the local cinema and/or a restaurant to continue to develop their social skills and build new and positive relationships with those in their tutor group.	
Key Skills:	<ul style="list-style-type: none"> • Through a variety of tasks students will gain confidence and understanding in how to share simple information about themselves and gain information about their classmates demonstrating respect for others, good listening skills and using basic question sentences. • Through a variety of tasks students will be able to record information about their families, likes, dislikes and hobbies using several simple formats. • Students will build knowledge of how ideas can be expressed through poetry; taking part in shared reading activities, discussing various poems and then writing a simple poem about themselves using an appropriate format such as an acrostic poem. • Students will gain a greater understanding of themselves and their transition to High School; engaging in some tasks that make a comparison between life at their junior school and Meadow High School. • Through a variety of tasks students will build appropriate classroom vocabulary to express their emotions and know how to ask for help. • Through a variety to tasks students will be able to demonstrate skills recounting information in the past and present tense. 	
Language and/or communication skills:	<u>Key Words:</u> friendship portrait likes/dislikes hobbies memories family feelings point of view listening respect	<u>Technical language:</u> past/present/future word bank review comprehension acrostic poem <u>Types of sentences:</u> statement, question, exclamation. descriptive writing <i>including appropriate techniques e.g. nouns, adjectives, verbs, onomatopoeia.</i>
Curricular Links	<u>Key Cross-curricular links:</u> Geography – location of students’ families/heritage. P.S.H.E. – bullying, understanding differences, me and my family, relationships, feelings, and community. Drama – working in character, role play. Music – exploring emotions. Maths – colours, collecting, recording, and displaying of data.	

