



| Subject | Year | Term |
|--|--|------|
| English | 7 | 3 |
| Topic | | |
| Fantasy and Travel | | |
| Content (Intent) | | |
| Prior Learning (Topic) | Poetry and Prose | |
| <u>The Girl of Ink and Stars</u> | | |
| Students will use the shared novel as a springboard to explore various forms of creative and transactional writing. | | |
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| Future Learning (Topic) | Gothic and Crime | |
| What Knowledge and Skills will be taught (Implementation) | How will your understanding be assessed & recorded (Impact) | |
| <u>The Girl of Ink and Stars</u> Students will develop and use a range of punctuation to create effect. They will understand how to adapt writing according to audience and purpose. | <i>Every term will include a summative assessment with feedback in addition to classroom based formative assessment.</i> | |
| <u>The Girl of Ink and Stars</u> Students will develop an understanding of how to write to create tension by using techniques such as: short sentences, questions, sensory and figurative language. | Composite Assessment: Performance of Dickensian role play. | |
| | End of Year Exam: Charlie and the Chocolate Factory Extract: Track and understand, Identify features, analyse effects of language, develop analysis. Guide writing. | |
| How can parents help at home? | | |
| Encourage to read widely and share class discussions. Share examples of guides. Use revision materials to prepare for summative assessment. | | |
| Helpful further reading/discussion (including Reading and Vocabulary Lists) | | |
| Reading Travel Articles Wider Reading: https://schoolreadinglist.co.uk/category/reading-lists-for-ks3-pupils/ | Vocabulary Lists Poverty Connotes Victorian Technique Vivid Illustrates Adjectives Devices | |