

Year 7 English Unit Summary

Name of unit	New School, New Start
Why do we study this unit?	As part of the Y7 students' transition to secondary school, the unit 'New School, New Start' was created to allow pupils to have the opportunity to reflect upon their experiences of education so far whilst developing fundamental creative writing skills and reading skills that underpin the learning of other units across KS3 and KS4. Students will also read a range of excerpts from fiction texts and poems that present different experiences of education. This unit will assess grammar, comprehension skills, word classes, creative writing and speaking and listening skills.
Key vocabulary	Recapping vocabulary: autobiography, adjective, verb, noun, adverb, metaphor, personification, simile, sensory language, zoomorphism, triple, hyperbole, repetition, questions, onomatopoeia, alliteration.
Lesson	Knowledge and skills learned
1: What can I expect from my English lessons at Glossopdale?	<ul style="list-style-type: none"> → To have discussed key standards and expectations such as presentation, Deliberate Vocabulary Instruction and literacy marking → To have explored what English is all about → To have discussed the Y7 curriculum journey
2: How do writers use language for effect?	<ul style="list-style-type: none"> → To have read an extract from Roald Dahl's autobiography, 'Boy,' and completed comprehension questions to check understanding → To have identified Dahl's use of language for effect by highlighting and annotating the given extract
3: Can I use language for effect?	<ul style="list-style-type: none"> → To have read a description of Mrs Bowden's form teacher and highlighted effective vocabulary used to describe her → To identify the intended impression of Mrs Bowden's form tutor based on the language used to describe her → To have planned and written a description of a primary school teacher (using I Do - We Do - You Do) → To have self-assessed our response using success criteria
4: How do I write an engaging poem?	<ul style="list-style-type: none"> → To have completed a Diamond 9 about primary students' worries about coming to high school → To have discussed the poem using prompt questions → To have identified a poet's use of techniques for effect (using I Do - We Do - You Do) → To have written your own poem about the first day of school in the style of McGough (using I Do - We Do - You Do) → To have self assessed using success criteria
5: How does Carol Ann Duffy use sensory imagery?	<ul style="list-style-type: none"> → To have recapped word classes → To have read/listened to the poem 'In Mrs Tilscher's Class' and considered the impressions we get of Mrs Tilscher → To have independently found evidence to support your impressions → To have completed a table of the senses found in the poem and commented on what these senses suggest to us (using I Do - We Do - You Do)
6: Can I use show, not tell in my writing?	<ul style="list-style-type: none"> → To have practised the 'show, not tell' technique → To have read and annotated descriptions of school settings/buildings for 'show, not tell' description → To have written a paragraph using 'show, not tell' description/ 'The Camera Technique' about the classroom environment → To have self assessed our responses

