

SDCC Year 7 LEC Curriculum

During Year 7 students study topic areas that are designed to develop reading skills and comprehension as well as hone writing skills and begin to develop the analytical and evaluative reading skills that underpin the GCSE courses in English Language and English Literature.

Students are assessed under six Assessment Objectives (AOs) that link to the key skill areas they must master for success at GCSE.

- AO1** - Read, understand and respond to texts to develop an informed personal response and critical style; identify and interpret explicit and implicit information and ideas; select and synthesise evidence from texts, using evidence/quotation to illustrate interpretations.

- AO2** - Explain, comment on and analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

- AO3** - Compare writers' ideas and perspectives and how these are conveyed across different texts and the contexts in which they were written.

- AO5a** - Communicate clearly, effectively and imaginatively, selecting appropriate tone, style and register for different forms, purposes and audiences.

- AO5b** - Organise information and ideas, using structural and grammatical features to support coherence and cohesion in texts.

- AO6** - Use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation.

Similar to the English department, each unit of study in LEC year 7 has a key Assessment Objective (AO) that provides the focus for the unit. Teachers monitor students' work with this focus in mind and adjust planning and support around this.

Due to our focus on meeting the needs of and providing accelerated literacy progress for students with below age-related expectations, we work dynamically throughout the year. We do not follow a set order of units or for set amounts of time, instead responding to individual and group needs as we see fit. The two different LEC groups may focus on different skills and content at different times, driven by group interest and need. Throughout year 7, the following units may be explored:

Year 7 Fresh Start Phonics

Key Assessment Objective for this unit is:

AO1: Read, understand and respond to texts; identify and interpret explicit and implicit information and ideas; select and synthesis evidence from texts as a phonics programme specifically designed for secondary age students who may need a boost in their phonic knowledge in order to support reading. The programme focuses on increasingly advanced phonic knowledge and application as well as daily paired reading and comprehension tasks.

Assessment: ongoing as part of daily reading, book marking for comprehension and in cases, 1:1 phonics assessments.

Year 7 Descriptive Writing

Key Assessment Objective for this unit is:

AO5a - Communicate clearly, effectively and imaginatively, selecting appropriate tone, style and register for different forms, purposes and audiences.

AO6a – Use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation.

Developing creative writing skills by borrowing ideas and techniques from authors such as Tolkien to improve the range and impact of writing.

Assessment: a section of a fantasy story.

Year 7 Non-Fiction Writing

Key Assessment Objective for this unit is:

AO5a – communicate effectively and clearly, selecting the appropriate style and adapting choices of vocabulary and structure to non-fiction writing for different purposes.

Assessment - a piece of review writing bringing together informative and persuasive techniques.

Year 7 Context Study: Oliver Twist

Key Assessment Objective for this unit is:

AO3 – Explore how Dickens' ideas and perspectives reflect the context in which they were written.

AO5a – Write a well-structured and imaginative piece inspired by Dickens' content and/or style.

Assessments: a short analysis of Dickens' technique and how he shows his views about life at the time; a piece of writing based on Dickens' style and ideas which introduces a character.

In addition to this units, each lesson in the LEC begins with independent reading with books selected with guidance from an LEC teacher. Teachers support decoding and comprehension through 1:1 reading and students set their own home-learning reading target each day. For all of our children, there will be reading test in September, January and June to track progress in key decoding and comprehension skills. For most of our students, there will also be an end of year test in this term which tests all the skills covered over the year with content students have not encountered in lessons.

Year 7 Reading Skills in English

SKILLS (linked to AOs)	7.1 – 7.2 Emerging	7.3 – 7.4 Developing	7.5 Secure	7.6 - 7.7 Secure	7.8 – 7.9 Mastery
AO1 I use quotations from texts to support my ideas.	With help, I can highlight bits from the text. Sometimes I can copy these into my book.	I am able to select and copy relevant bits from texts, but sometimes I forget to put quotation marks around them. Sometimes I copy out really long bits so it's difficult to work out what I	I pick short, relevant quotations to back up my ideas.	The quotations I choose are always the best ones from the text to prove the point I am making. These are often embedded in my sentences.	I embed quotations to help the reader follow my argument.
AO2 I can refer to quotations to analyse and explore language and structure .	With help, I can talk about obvious things in the text, such as who are the bad characters and what they have done wrong or what the text is for.	Sometimes I refer to the quotations I have copied, but other times I just say what the piece is about.	I refer to quotations from texts and say why some language and structural features are used. I use single word analysis and can sometimes refer to terminology. I write at least 2-3 sentences about each quotation.	I am easily able to write a lot about a little – writing at least 4 sentences about my chosen quotations, using single word and analysis and referring to the structure of the piece as well as the language in my quotation. I can use a wide range of terminology accurately.	I use terminology as a natural part of my analysis. I explore original and personal responses to language and structural choices.
AO2 I can write about how language and structure influences me as the reader .	When questioned, I can sometimes show understanding of texts and how I feel about them.	Sometimes I am able to write about how certain words used by the writer make me feel.	I can write about how these choices in language and structure influence me as a reader.	I am able to say how the writers' choices influence me, but also to write about alternative connotations and alternative interpretations of the text.	My analysis is both personal and sophisticated. I write fluently about other possible interpretations and meanings.
AO2 I can write about why the writer may have written the text as they did and evaluate its effect and impact on me the reader.	With help, I can sometimes think about why the text is good and what I might do to make it even better.	Sometimes I am able to explain what the writer was trying to get across in the piece.	I show that I understand about the issues and messages in the text and what I think of these.	I am able to explore the issues and messages in the text and how successful the writer has been at putting these across to the reader.	I reflect deeply on the writers' intent and influences and evaluate the impact on myself as a modern reader.
AO3 I can write about how the time and place influences how the piece was written and what people thought of it.	With help, I can sometimes think about what was going on at the time the piece was written.	Sometimes I am able to use some of the things we have learnt in class to write about what it must have been like when the piece was written.	I can show that I understand what was happening at the time b the piece was written and how people [and I] might respond to it differently now.	I am able to weave information about when and why a text was written into my analysis instead of just bolting it on to the end.	My wider reading helps me to evaluate how the time in which the piece was written influences both its publication and its reception.

Year 7 Writing Skills in English

SKILLS (linked to AOs)	7.1 – 7.2 Emerging	7.3 – 7.4 Developing	7.5 Secure	7.6 - 7.7 Secure	7.8 – 7.9 Mastery
A05a I write with imagination and thought and write for purpose and reader in the correct form .	With help, I am able to write down my own ideas.	Part of my writing is in the correct form and with an awareness of who it is for and what it should look like.	I make it obvious that I am writing in the correct form, targeting the correct audience and using features of the chosen form.	My writing is interesting to read. I use features of the set writing form in my own writing and I engage my reader through my choice of topic and tone.	My writing is flawless, and always shows a complete understanding and engagement with the task and topic.
A05a I select the best and most powerful vocabulary .	With help, I can choose the right words to use.	Some of the words I use are the right ones for the task, but sometimes I use slang when I shouldn't and it sounds like I am talking .	The words I choose are nearly always carefully chosen for the task, purpose and audience. I can use a thesaurus.	I use a wide and always relevant vocabulary. My words are carefully chosen for a specific effect.	My vocabulary is flawlessly chosen and pieces are never over-written.
A05a I am able to write my own piece based on another text.	With help, I am sometimes able to make my writing look like other pieces that the teacher has shown me.	I am able to take some ideas from what we have been studying to help me with my own writing – especially what it should look like.	I can synthesise features of and ideas from a text in my own writing.	I am able to borrow ideas from other texts in order to make mine more realistic. I am also able to devalue what is good and bad about a text so that my own piece is even better.	It is obvious that I read widely and I enjoy emulating other writers, sometimes even improving upon them!
A05b I arrange my writing in the best order, making sure paragraphs work effectively	With help, I am sometimes able to write more than one sentence, one after the other, on the same topic.	Sometimes I forget to use paragraphs, but my writing mostly has a beginning, middle and an end and I can do this without help.	My writing is paragraphed and in a logical order and I often use conjunctions accurately.	My writing is obviously planned thoroughly with a definite strong opening and ending. It is accurately paragraphed and I use conjunctions to help guide my reader.	My work is well planned and my use of conjunctions creates cohesion and maintains interest. I use paragraphs deliberately for effect.
A06 I use the correct spellings .	Sometimes I spell short, simple words correctly.	Most of the time, I spell short, one syllable and common words correctly. I do still make mistakes with homophones.	Commonly used words are spelt correctly all the time . I don't make many mistakes with common homophones.	My spelling, including words that are not commonly used, is nearly always accurate and work is carefully checked-through and edited.	There are no mistakes in my spelling - even of highly complex words and homophones.