



Moor House School & College Curriculum Map

YEAR GROUP/PATHWAY: Year 7			SUBJECT AREA: English
Autumn 1	Reading	Writing	Speaking and Listening
Knowledge	<ul style="list-style-type: none"> • Start of Year Assessment • Develop prediction skills • Develop knowledge of narrative styles/genres. • Develop inference skills • Class novel • Quizzes/mini assessments on class novel • Weekly phonics 	<ul style="list-style-type: none"> • Start of Year Assessment • Introduction to specialist systems: shape coding • Explicit teaching of spelling, grammar and punctuation • Mini-assessment on persuasive writing 	<ul style="list-style-type: none"> • Etiquette of speaking to a group • Asking appropriate questions
Skills	Reading comprehension Inference (picture /sentence level)	Transactional Writing Sentence construction Generate ideas	Performance Questioning
Vocabulary	Genre Audience Purpose Inference Quote Narrative	Persuasive language Rhetorical questions	Formal and informal language
Autumn 2	Reading	Writing	Speaking and Listening
Knowledge	<ul style="list-style-type: none"> • Develop knowledge of narrative styles/genres. • Develop inference skills • Class novel • Weekly phonics • Termly Reading Assessment 	<ul style="list-style-type: none"> • Re-enforcing specialist systems • Writing to imagine • Using descriptive language • Explicit teaching of spelling, grammar and punctuation • Termly Writing Assessment 	<ul style="list-style-type: none"> • Thinking in character • Considering character's perspective: thoughts/feelings • Improvisation
Skills	Reading comprehension Inference (picture and sentence level)	Planning a story	Speaking to the class



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			Performing in-front of peers Understanding character
Vocabulary	Quote Narrative	Plan Imagine Noun Adjective Adverb	Hot-seat Improvisation
Spring 1	Reading	Writing	Speaking and Listening
Knowledge	<ul style="list-style-type: none"> • Introduction to specialist systems: QUACK for reading comprehension • Class play • Assessment on the play • Weekly phonics 	<ul style="list-style-type: none"> • Information texts – instructions, persuasive writing, Information reports • Writing to perform • Explicit teaching of spelling, grammar and punctuation 	<ul style="list-style-type: none"> • How to perform • Appropriate tone • Projecting the voice • Difference between formal and informal speech • Teacher led - Speaking and Listening Assessment
Skills	Reading comprehension	To use stage directions Correct lay-out for a playscript	Performance skills
Vocabulary	Genre Audience Purpose Inference Narrative	Stage directions	Tone Projecting

Spring 2	Reading	Writing	Speaking and Listening
Knowledge	Poetry (mini assessment) Termly Reading Assessment	Writing to describe (mini assessment) Information texts – instructions, persuasive writing, Information reports Termly Writing Assessment	Performance Poetry Performance Poetry Assessment (Teacher Led)
Skills	Identify literary devices – repetition, similes and alliteration	Use literary devices in own writing	

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Vocabulary	Stanza Rhythm Repetition Adjectives Adverbs		
Summer 1	Reading	Writing	Speaking and Listening
Knowledge	<ul style="list-style-type: none"> Weekly phonics Shakespeare introduction - understand the relationship between text and context Cover plot/characters/theme through engaging activities Read selected key scenes with a focus character Trace character through play 	<ul style="list-style-type: none"> Explicit teaching of spelling, grammar and punctuation Character analysis (favourite character and why) Writing an additional scene for the play Play review 	Perform scenes from the play (modern or Shakespearean language) Hot seat key characters
Skills	Identify and write about characters Reading Shakespeare (some)		
Vocabulary	Context Character Play Scene Act Audience Stage directions		
Summer 2			
Knowledge	<ul style="list-style-type: none"> Weekly phonics Shakespeare continued Mini-assessment on the play covered 	<ul style="list-style-type: none"> Explicit teaching of spelling, grammar and punctuation Play review 	



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Skills	Identify and write about characters Reading Shakespeare (some)	Phonological awareness	
Vocabulary	Play Scene Act Audience Stage directions Context Character End of Year Reading Assessment	Context Review End of Year Writing Assessment	