



## Your Guide to Year 7 ENGLISH

<b>Expectations of Students</b>			
Students are expected to come equipped with appropriate stationary. They also need to read their teachers comments in their books and act on the feedback given. Students are expected to complete their progress tracking in the front of their books after every assessment.			
<b>Year 7</b>	<b>Topic Title and unit</b>	<b>What students will be learning</b>	<b>How you can specifically help your child</b>
HT1	Heroes and Villains Unit Main text: 'Hunger Games' Representations of characters	To explore the characteristics of a hero and a villain. To compare how gender is portrayed through the theme of heroes and villains. To evaluate how language is used to present heroes and villains. To evaluate how structure is used to develop character.	<b>Talk about writing with your child</b> <ul style="list-style-type: none"> <li>• Ask them about a piece of writing they are doing at school and/or for their homework</li> <li>• Tell them about some writing you are currently doing – a letter, a poem, a list for the holidays, a scrapbook, something you are doing for work or study.</li> </ul>
HT2	Heroes and Villains Unit Main text: 'Hunger Games' Discursive Writing	To identify how the Hunger Games uses the conventions of the genre To create a narrative which uses the conventions of the genre To explore potential sources for the text To analyse how a balanced argument is created and to apply to own writing	<ul style="list-style-type: none"> <li>• Help them to use dictionaries and thesaurus (both paper and Internet versions).</li> </ul> <b>Talk about reading with your child</b> <ul style="list-style-type: none"> <li>• Help your child gather newspaper, magazine and journal articles for a topic of interest at school. Help them find information on internet sites.</li> </ul>
HT3	Islands Unit Main text: 'The Tempest' Shakespeare's Language	To identify the different parts of a picture in order to create a structure to use for describing To develop our analysis skills of the events and characters in Act 1 To produce a Desert Island Discs conversation/presentation about themselves (or in role as a character)	<ul style="list-style-type: none"> <li>• Talk to your child about what they have been reading. What have they learnt? What questions do they still have? Where else could they find information that would be useful?</li> </ul>
HT4	Islands Unit Main text: 'The Tempest' Shakespeare's Language	To describe/explain the island creatures To investigate the relationship between Miranda and Ferdinand To evaluate the structure of Act 1 and apply it to our own writing To create a narrative of a love story on an island after a shipwreck, that demonstrates our knowledge of Act 1	<ul style="list-style-type: none"> <li>• Talk to your child's teacher about available books and resources that relate to your child's interests</li> <li>• Read through your child's homework tasks and questions together and talk about what they are planning to do to finish the homework</li> <li>• Play card and board games as a family. Increase the challenge – it really helps children's learning.</li> </ul>
HT5	Animals Unit Main text: 'Animal Farm' and a Poetry Anthology	To identify how a writer uses language to present characters. To develop a secure understanding of plot, theme and characters. To produce written responses to key questions which use textual references. To describe/explain themes present in poems related to the topic of 'animals' To create a diary entry from the perspective of a character. To investigate how characters develop throughout the course of the novel. To evaluate the writers presentations of the characters	<p>Read together</p> <ul style="list-style-type: none"> <li>• Read your child a novel that they are interested in – try one or two chapters each day</li> <li>• Get your child to listen to younger siblings doing their reading homework (this is a good chance for them to practise some of their own reading skills)</li> <li>• You can remind them about pausing while the younger child thinks about a word they don't know, giving them help to work out the word, and giving them praise for their reading, too</li> </ul>
HT6	Animals Unit Main text: 'Animal Farm' and a Poetry Anthology Writing to Argue and Persuade	To identify the different language techniques writers can use to argue, persuade and advise. To develop an understanding of the differences between argue, persuade and advise. To produce a persuasive speech in groups. To describe/explain issues surrounding animal cruelty. To create a booklet on a new animal of their choice. To investigate keys issues surrounding animals in the circus. To evaluate their own ideas and issues in order to create an effective argument.	<ul style="list-style-type: none"> <li>• Have books, magazines, comics, newspapers and other information available for everyone in your family to read on topics that interest your child – eg skateboarding, surfing, fashion</li> <li>• Listen together to CDs and mp3s of your child's favourite stories, books and songs. Above all, be positive whenever your child is reading, no matter what they are reading. Respect your child's opinion as it shows they are thinking about what they read. Try to be a role model.: let your child see you enjoying reading – whether it's the newspaper, a magazine, a comic, a cook book or a novel.</li> </ul>