**Year 7 Long Term Plan for English Language and English Literature**

Language to Literature ratio : 1:1

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Term** | **Language** | | | **Literature** | | | **Spoken Language** |
| **Reading** | **Writing** | **Assessment** | **Paper 1** | **Paper2** | **Assessment** |
| **Autumn 1** | Reading non-fiction texts (autobiography) | Writing non-fiction (autobiography) | Language Paper 1, Section B(baseline) and Paper 2, Section B (end of unit) |  | First two weeks: Newham Transition Project poetry |  | Verbal introduction activities |
| **Autumn 2** |  |  |  | In-Depth Novel Study: The Boy in the Striped Pyjamas |  | Language Paper 1, Question 4 (evaluate a statement) | Evaluating one another’s statements to prepare for Q4 |
| **Spring 1** |  |  |  | Gothic Fiction: Frankenstein |  | Describe a setting: Language Paper 1, Section B. | Debating ethics related to Frankenstein |
| **Spring 2** |  |  |  |  | British Literary Heritage Poetry | Unseen poetry: Literature Paper 2, Section C | Group work and discussion of poetry, orating poetry. |
| **Summer 1** | Non-Fiction: Plastic and the Environment | Writing to persuade; form, audience and purpose; speech-writing. | Speech-writing: Language Paper 2, Section B |  |  |  | Using DAFOREST methods verbally |
| **Summer 2** | Extracts in Preparation (LP1) | Descriptive and narrative writing | Full Language Paper 1 |  |  |  | Group reading to finish the novel |