

RGS English Term 1 – Year 7 Myth and Legends

Knowledge

- To know what a story arc is
- How to punctuate speech
- How to prevent run-on sentences
- Conventions of letter writing
- Conventions of narrative/descriptive writing
- A range of conjunctions
- Define metaphor and simile
- The contexts of another culture (depending on your choice of other culture story)
- First/third person
- Present/past tense
- Understand the hero
- Know key mythological stories
- Understand the tradition of storytelling
- The different registers - formality in writing

Skills

- Planning, drafting and revising
- Describing accurately and evocatively
- Using hooking techniques to engage the reader
- Performing in character to explore inference and understanding
- Extending vocabulary through redrafting
- Writing in the style of a review
- Using conjunctions to link thoughts and build an argument
- Identify and comment orally on language including explaining effects
- Identify and comment orally on structure including explaining effects
- Making correct inferences and deductions based on evidence
- Cultural experiences impact on meanings
- Paragraphing for change of topic/place/time/speaker/idea
- Revision of end punctuation - full stops, exclamation marks, questions marks, speech marks

Assessment of Myths and Legends

1. Can you speak and move in a dramatic role? (SLAF3)
2. Can you prepare and present on an area of myth and legend? (SLAF1)
3. Can you write well, using variety and creativity? (WAF1,2,5,7)
4. Can you use persuasive techniques? (WAF2,3,4,6)
5. Do you know details from a range of different myths and legends (RAF2,3,5,6)



Mark Schemes

RGS English Term 2 – Year 7 Narrative Poetry

Knowledge

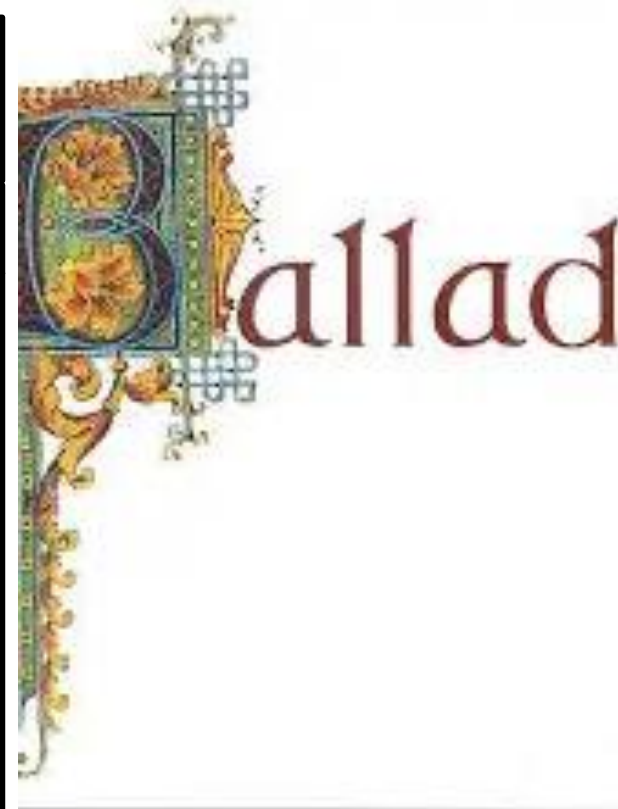
- To revise and learn technical terminology of poetry - specifically - alliteration, rhyme, half-rhyme, end rhyme, rhyme scheme, onomatopoeia, litotes, caesura
- Stylistic conventions of narrative poetry
- Stylistic conventions of discursive writing
- Know Beowulf/The Lady of Shalott and Jabberwocky.
- Revise metaphor and simile from Novel Study
- Know the basic timeline of invasion and settlement 500-1066 in England
- Conventions of epic Old English poetry - alliteration, kennings, litotes, caesura
- A whole Old English poem ('The Seafarer')
- The impact of figurative language and compound nouns
- Impact of Norse on the English language
- The oral tradition's impact on poetry

Skills

- Development of key ideas (Waf1)
- Effective planning (adding on to planning and drafting in term 1)
- Creating a counter-argument and anticipating reader reactions (Waf2)
- Summarising and organising material (Raf2)
- Using conjunctions for cohesion (adding on to 'a range of conjunctions' in term 1) (Waf5)
- Experiment with linear and non-linear storytelling through narrative poem (waf3)
- Explore the impact of figurative language (Raf3, 5, 6)
- Explore the impact of poetic structure (Raf4)
- Consider the impact of rhythm and rhyme in poetry (Raf6)
- Trace how the narrative form has changed over time → oral epic → Beowulf → ballad → Jabberwocky (and any other poems you wish to insert in between) (Raf7)
- Using role, intonation, tone, volume, mood, silence, stillness and action to add impact (slaf3)

Assessment of Narrative Poetry

6. Do you understand the conventions of a ballad? (Waf 1,2,7,8)
7. Can you summarise information? (Raf2)
8. Can you engage in a critical conversation, developing points in a group? (Slaf2)
9. Can you prepare and present a balanced argument? (Slaf 1/ Waf 2,3)
10. Can you write an essay responding to narrative poetry? (Raf 2,3,5,6)



Mark Schemes

RGS English Term 3 – Year 7 Shakespeare and Magic

Knowledge

- What life was like in Shakespeare's time - Renaissance, Elizabethan and Jacobean context
- The Globe Theatre - where, what, when etc
- Extracts from Macbeth and Tempest
- Reformation
- Age of exploration
- What are dramatic choices?

Skills

- How to revise for exams
- Foster an enthusiasm for Shakespeare
- Explore ideas, texts and issues through a variety of dramatic approaches and conventions
- Identify representations of magic and power
- Work on their own and with others to develop dramatic processes, narratives, performances or roles
- Use the PEE structure to comment on the effectiveness of the different dramatic conventions and techniques used
- Select precise quotations and summarising using strategies such as skimming and scanning
- Write to instruct
- identify some of the changes that have happened in the English language over time
- Familiarise with the exam style questions



Mark Schemes

Assessment of Shakespeare and Magic

11. Reading Exam
12. Writing Exam