Year Group/Phase- Year 7					
Term	**Topic**	**Knowledge /skills**	**TfW link**	**Link to curriculum intent** *(indicative not exclusive)*	**Link to evidence for learning/specification framework as applicable** (*indicative not exclusive)*
1	Stories from a Different Culture.	To recognise that stories come from different countries and cultures. To use cultural awareness through stories or texts. To describe a variety settings.	***The Shaman's Apprentice -*** Lynne Cherry ***The Quilt Maker's Gift -*** Jeff Brumbeau ***The Unlikely Adventures of Mabel Jones -*** Will Mabbitt ***Escape from Pompeii-*** Christina Balit ***One Plastic Bag -*** Isatou Ceesay ***Water Horse -*** Dick King-Smith	S6To use language as a means to widen contacts, share feelings, experiences and thoughts. To listen to and respond to others appropriately. To discover a joy in books and to understand that communication can be joyful, meaningful and rewarding, whether by listening to or reading. S7. To understand that writing has meaning and purpose. S8. To read, listen to, and understand information in the world and act on the information it provides.	7. Independently, attempts to use structured planning tools (story snake, story mountain or story map). S7. With support, use of some punctuation conventions, (finger spaces, full stops, capital letters) in own writing.
2	Fables	To understand the key features of a fable (simple plot, moral, anthropomorphism, formulaic and repetitive language). To be able to write a simple fable with a moral, a beginning, middle and end. To begin to use dialogue between characters.			Sustains and maintains conversation with adults or peers in 1:1 or small group settings. Joins in and responds to rhymes, stories, poems, songs, and story discussions. Demonstrates clear writing patterns and attempts to read back own writing. In shared writing, contributes to simple 3-part stories
3	Adventure Fiction	To understand the features of an adventure narrative. To understand how to use onomatopoeia in adventure writing to enhance writer's craft. To use simple dialogue between characters.			Aware of some punctuation conventions, (finger spaces, full stops, capital letters) and may use inconsistently in own writing. Dictates narratives or captions for a range of purposes, e.g., picture, story, or message. Attempts to produce written work

		To begin to use expanded noun phrases.			
4	Newspaper reports	To understand the features, structure and layout of a newspaper report. To analyse and compare ideas and perspectives. To be able to write a simple newspaper report using a writing frame, with an alliterative headline, subheading, by-line, 5Ws and captioned image).			With support, use of some punctuation conventions, (finger spaces, full stops, capital letters) in own writing. Chooses an appropriate layout depending on purpose.
5	Persuasive writing				Responds appropriately in group situations and adult-led activities.
6	Information texts.				Uses language to express thoughts, feelings, preferences, and to join in conversations.

SPAG:

- write effectively and coherently using Standard English appropriately
- use grammar correctly and punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- listen to and understand spoken language and use spoken Standard English effectively.

See SOW for Year 7