Welcome to Inspire English International! iii

Course components iv

Pedagogy v

About the Teacher Guide vi

Curriculum mapping from iLowerSecondary English to the National Curriculum viii

Scheme of work xii

Lesson plans

Unit 1: Survival 1

Unit 2: Danger! 21

Unit 3: Travels in space 41

Unit 4: Love and hate 61

Unit 5: Eat it 81

Unit 6: Teach me 101

Glossary 121

We hope you will find this book useful (and inspiring!) as you develop your skill and knowledge in written English. Through explicitly addressing the areas needed to excel in this subject you should gain mastery of the subject and make excellent progress.

The books have been written using a mix of real-world texts and purpose-written passages, designed to inspire discussion and help to maintain a focus on key curriculum objectives.

We believe this course will help all lower secondary students looking to make good progress in English. The programme explicitly supports learners taking Pearson Edexcel’s international curriculum (iLowerSecondary) and learners taking the English National Curriculum. It provides explicit preparation for International GCSE teaching in English Language and Literature, as well as for English Curriculum GCSEs in the same subjects.

Students may choose to sit the Year 9 examination in LowerSecondary English, and details can be found on the Pearson Edexcel qualifications website. This provides an International benchmark for achievement and progress.

How Inspire English International supports learning

Each unit is based around a theme and has an overarching outcome (either reading or writing) with a range of linked skills building recursive familiarity and development. The course is based around four key ideas:

- Explicitly curriculum driven
- Rigorous, challenging and supportive
- Structured preparation for later assessment (at GCSE, or International GCSE)
- Focused, in-depth delivery of skills

Each lesson of the course is clearly linked to curriculum objectives. Inspire English follows Pearson’s iLowerSecondary English curriculum, which meets all the requirements of the English National Curriculum (2013) but provides greater granularity and progression.

The course ensures students are given a structure to their learning, but also the chance to apply this learning to different contexts, ensuring they are fully prepared to meet different challenges. Inspire English International supports the development of students ‘learning to learn’ through the growth of a range of 21st-century skills, such as critical thinking, creativity, collaboration and communication.

The use of the iLowerSecondary curriculum, and the design of the course, ensure that students are explicitly prepared to begin their next phase of education, whether they are taking Pearson Edexcel GCSEs or International GCSEs.

The use of a key focus throughout each unit, supported by secondary areas of focus, ensures that students achieve mastery of key concepts and understand key ideas. This means that the foundations for future learning and success are secure.
Course Components

There are three core components to the course:

- Student Book
- Teacher Guide
- Workbook.

Student Book

- The Student Book provides a clear structure. Each unit is based around a theme and uses a range of engaging texts to help students focus on the mastery of key skills. These skills are set out at the start of each unit, along with a clear explanation of what students will be able to do by the end of that unit.
- Within each unit, the theme is broken down into sections designed to help students master those key skills in a clear learning progression.
- Activities and Boosts (covering skills, grammar, spelling and punctuation) all build towards students’ learning.
- Two assessment sections per unit provide students with the tools and structure to enhance their assessment skills.
- A glossary at the end of the book contains the key terms identified across all years of the course, along with clear definitions.

Teacher Guide

- This Teacher Guide provides lesson-by-lesson planning, closely linked to the Student Book and Workbook.
- At the start of the book there is a comprehensive document mapping the iLowerSecondary curriculum to the English National Curriculum, which means you can be confident of all of the areas of curriculum coverage.
- A scheme of work outlines the coverage of each unit, including key skills, student outcomes and the curriculum objectives covered in each section of the unit.
- The glossary from the Student Book is included at the end of the Teacher Guide for reference.

Workbook

- The Workbook gives students the chance to practise and embed the key skills introduced in the Student Book and through teaching.
- It helps deepen and broaden students’ understanding of their learning, with clear links to the corresponding learning in the Student Book.
- Set extension activities within each section provide further practice of the key skills covered.
- Two assessment sections per unit provide students with further opportunities to practise their assessment skills.

Pedagogy

Pedagogical structure and approach

Each unit of work in Inspire English International focuses students on the specific curriculum areas of either reading or writing. In the reading-focused units, in addition to responding to a range of extracts, students are frequently asked to write their own texts to deepen their understanding of the choices that writers make and the impact these can have on a reader. Similarly, in the writing-focused units, as well as crafting their own texts, students explore a range of extracts in depth in order to emulate the skills exemplified and so develop their own.

Each unit is also sharply focused on a specific text purpose: for example, Reading Information, Writing Description, Reading Narrative. The units are designed to support students in exploring and building the skills essential in either responding to, or achieving, that particular text purpose. Units are unified with an overarching theme, linking the reading extracts and writing tasks, and providing an accessible and familiar topic for students to work with, allowing them to concentrate their efforts more closely on developing skills than on familiarising themselves with, or generating, content.

Over the course of the three years’ learning that Inspire English International is intended to support, each skill is visited and revisited as appropriate, each visit building on the last. This recursive, skills-focused approach has been designed to foster and build a cumulative competence and confidence in the application of these essential skills throughout the broader English curriculum and, indeed, the whole school curriculum.

Pedagogical content

The text extract in each section of each unit has been written or selected to exemplify the skills on which that section focuses. Similarly, each activity in each section explicitly focuses on one specific aspect or skill found in, or prompted by, that text. An appropriate level of support is often provided in activities in order to facilitate and sharpen the skill focus: for example, sentence starts or sentence frames may be provided to support students in expressing their response to a text; relevant vocabulary may be provided to allow students to focus on crafting sentence structure, without being distracted by the need to select their own; likewise, appropriate information may be provided to support the skill of structuring an information text without students having to overcome the distraction of gathering that information beforehand.

The Skills Boosts that appear in each section have been designed to encourage students to explore and understand the mechanics of spelling, punctuation and grammar, rather than simply to provide rote practice. Embedded within the context of the broader skill focus, the intention is to make the Boosts both relevant and integral to the effective crafting of fluent and accurate responses, both in reading and writing.

At the end of each section, there is a supported, structured opportunity for students to demonstrate and further develop the skills they have built in the course of that section, and for teachers to evaluate their progress. The Teacher Guide frequently identifies opportunities for students to peer-assess their achievement in these final activities: an opportunity for readers to discuss and compare their personal response to a text, and for writers to discuss their work with readers.

At the end of each unit, an assessment provides a less supported, more formal opportunity for students to demonstrate their progress in reading and/or writing, and for teachers to assess that progress. Teachers can then make use of that assessment to identify opportunities, objectives and targets for the future learning and progression of individual students and the whole class.
## READING

<table>
<thead>
<tr>
<th>English National curriculum objective</th>
<th>This matches the iLowerSecondary curriculum objective…</th>
</tr>
</thead>
<tbody>
<tr>
<td>reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.</td>
<td>R7.1F: Read age-appropriate texts from a range of genres and forms (e.g. fiction, non-fiction, short stories and plays) from different origins (e.g. contemporary, pre-1914, Shakespearean and world literature) and begin to develop personal preferences.</td>
</tr>
<tr>
<td>choosing and reading books independently for challenge, interest and enjoyment.</td>
<td>R7.1F: Read age-appropriate texts from a range of genres and forms (e.g. fiction, non-fiction, short stories and plays) from different origins (e.g. contemporary, pre-1914, Shakespearean and world literature) and begin to develop personal preferences.</td>
</tr>
<tr>
<td>re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.</td>
<td>R7.1D: Combine key points of information within a text or in spoken language.</td>
</tr>
<tr>
<td>learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.</td>
<td>R7.1A (A): Use strategies to decode unfamiliar words. R7.1A (B): Read largely accurately and with understanding.</td>
</tr>
<tr>
<td>making inferences and referring to evidence in the text</td>
<td>R7.1B: Identify and retrieve key points of information in a text or in spoken language. R7.1E: Make broad inferences from a text or spoken language, supporting them with a range of evidence. R7.2C: Support ideas with relevant evidence.</td>
</tr>
<tr>
<td>knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</td>
<td>R7.2A: Identify a writer’s or speaker’s intention and viewpoint.</td>
</tr>
<tr>
<td>checking their understanding to make sure that what they have read makes sense.</td>
<td>R7.1A (A): Use strategies to decode unfamiliar words. R7.1A (B): Read largely accurately and with understanding.</td>
</tr>
<tr>
<td>knowing language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</td>
<td>R7.3A: Identify some of the writer’s key structural or organisational choices. R7.4A: Identify some of a writer’s or speaker’s choices of grammatical features and sentence structure. R7.4B: Identify some of a writer’s or speaker’s significant vocabulary choices.</td>
</tr>
<tr>
<td>recognising a range of poetic conventions and understanding how these have been used</td>
<td>R7.3A: Identify some of the writer’s key structural or organisational choices.</td>
</tr>
<tr>
<td>studying setting, plot, and characterisation, and the effects of these</td>
<td>R7.2B: Express a personal response to a text through writing, discussion or presentation, supported with some objective statements. R7.3A: Identify some of the writer’s key structural or organisational choices.</td>
</tr>
</tbody>
</table>

## WRITING

<table>
<thead>
<tr>
<th>English National curriculum objective</th>
<th>This matches the iLowerSecondary curriculum objective…</th>
</tr>
</thead>
<tbody>
<tr>
<td>writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations; a range of other narrative and non-narrative texts, including arguments, and personal and formal letters.</td>
<td>W7.2A: Use some of the presentational conventions of a range of forms, for a range of purposes and audiences (e.g. academic essays, stories, scripts and notes for talks and presentations). W7.2B: Use appropriate linguistic conventions for a range of purposes and audiences, e.g. to argue, to inform or to narrate. W7.2C: Use some of the organisational conventions of a range of forms, for a range of purposes and audiences.</td>
</tr>
<tr>
<td>summarising and organising material, and supporting ideas and arguments with any necessary factual detail</td>
<td>W7.1A: Gather some relevant ideas before writing.</td>
</tr>
<tr>
<td>applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</td>
<td>W7.2A: Use some of the presentational conventions of a range of forms, for a range of purposes and audiences (e.g. academic essays, stories, scripts and notes for talks and presentations). W7.2B: Use appropriate linguistic conventions for a range of purposes and audiences, e.g. to argue, to inform or to narrate. W7.2C: Use some of the organisational conventions of a range of forms, for a range of purposes and audiences. W7.2D: Link paragraphs using a limited range of adverbials. W7.3B: Understand the reasons for starting a new paragraph. W7.3C: Use a variety of subordinating conjunctions with clarity and precision. W7.3D: Use a variety of subject-verb sentence openings. W7.3E: Use a range of sentence lengths for clarity and variety. W7.3F: Use pronouns to achieve cohesion and clarity. W7.3G: Select vocabulary appropriate to purpose in text and spoken language.</td>
</tr>
</tbody>
</table>
### WRITING

<table>
<thead>
<tr>
<th>English National curriculum objective</th>
<th>This matches the iLowerSecondary curriculum objective…</th>
</tr>
</thead>
<tbody>
<tr>
<td>drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</td>
<td>W7.2B: Use appropriate linguistic conventions for a range of purposes and audiences, e.g. to argue, to inform or to narrate.</td>
</tr>
<tr>
<td>plan, draft, edit and proof-read through: considering how their writing reflects the audiences and purposes for which it was intended</td>
<td>W7.1A: Gather some relevant ideas before writing. W7.2A: Use some of the presentational conventions of a range of forms, for a range of purposes and audiences (e.g. academic essays, stories, scripts and notes for talks and presentations). W7.2B: Use appropriate linguistic conventions for a range of purposes and audiences, e.g. to argue, to inform or to narrate. W7.2C: Use some of the organisational conventions of a range of forms, for a range of purposes and audiences.</td>
</tr>
<tr>
<td>plan, draft, edit and proof-read through: amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</td>
<td>W7.1B: Identify errors in spelling, punctuation and grammar when prompted to re-read own work. W7.1C: Review and revise vocabulary choice when prompted.</td>
</tr>
<tr>
<td>plan, draft, edit and proof-read through: paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.</td>
<td>W7.1B: Identify errors in spelling, punctuation and grammar when prompted to re-read own work. W7.3B: Understand the reasons for starting a new paragraph. W7.3C: Use a variety of subordinating conjunctions with clarity and precision. W7.3D: Use a variety of subject-verb sentence openings. W7.3E: Use a range of sentence lengths for clarity and variety. W7.3G: Select vocabulary appropriate to purpose in text and spoken language. W7.3H: Spell high-frequency words and regular inflections accurately.</td>
</tr>
</tbody>
</table>

### GRAMMAR AND VOCABULARY

<table>
<thead>
<tr>
<th>English National curriculum objective</th>
<th>This matches the iLowerSecondary curriculum objective…</th>
</tr>
</thead>
<tbody>
<tr>
<td>extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts</td>
<td>W7.3B: Understand the reasons for starting a new paragraph. W7.3C: Use a variety of subordinating conjunctions with clarity and precision. W7.3D: Use a variety of subject-verb sentence openings. W7.3E: Use a range of sentence lengths for clarity and variety. W7.3F: Use pronouns to achieve cohesion and clarity. W7.3G: Select vocabulary appropriate to purpose in text and spoken language. W7.3I: Use upper-case letters, end punctuation, commas, speech marks, apostrophes with some accuracy; use colons, semi-colons and dashes to separate independent clauses. W7.3J: Use grammatical terminology for punctuation marks with some accuracy.</td>
</tr>
<tr>
<td>studying the effectiveness and impact of the grammatical features of the texts they read</td>
<td>R7.4A: Identify some of a writer’s or speaker’s choices of grammatical features and sentence structure.</td>
</tr>
<tr>
<td>drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects</td>
<td>W7.3B: Understand the reasons for starting a new paragraph. W7.3C: Use a variety of subordinating conjunctions with clarity and precision. W7.3D: Use a variety of subject-verb sentence openings. W7.3E: Use a range of sentence lengths for clarity and variety. W7.3F: Use pronouns to achieve cohesion and clarity. W7.3G: Select vocabulary appropriate to purpose in text and spoken language. W7.3I: Use upper-case letters, end punctuation, commas, speech marks, apostrophes with some accuracy; use colons, semi-colons and dashes to separate independent clauses.</td>
</tr>
<tr>
<td>knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English</td>
<td>W7.3A: Understand that different contexts require different registers, and that Standard English is dependant on determiner/noun/verb agreement, verb form, vocabulary choice and sentence structure.</td>
</tr>
<tr>
<td>using Standard English confidently in their own writing and speech</td>
<td>W7.3A: Understand that different contexts require different registers, and that Standard English is dependant on determiner/noun/verb agreement, verb form, vocabulary choice and sentence structure.</td>
</tr>
<tr>
<td>discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology</td>
<td>R7.4A: Identify some of a writer’s or speaker’s choices of grammatical features and sentence structure. W7.3G: Select vocabulary appropriate to purpose in text and spoken language. W7.3I: Use grammatical terminology for punctuation marks with some accuracy.</td>
</tr>
</tbody>
</table>
Scheme of work

By the end of the unit, students will be familiar with the skills they will develop during the three years of the course.

During the course of the unit, students will explore a comprehensive range of reading and writing tasks, allowing a broad assessment overview.

This unit focuses on the theme of survival, asking students to place themselves in an imagined scenario, and produce a portfolio indicative of their skills and learning needs.

Students will practise reading and responding to texts; planning, structuring and writing narrative fiction.

Section | Section summary | Curriculum reference | Boosts
--- | --- | --- | ---
1 | Students read a descriptive extract on an avalanche accident, then answer comprehension questions. They practise the skills of inferring ideas, thinking about the writer’s vocabulary choices, sentence punctuation and writing descriptions. | R7.1A/E, R7.4B, W7.1A, W7.3G | W7.3I/J Sentence punctuation
2 | Students read an information article on surviving a desert. They practise the skills of extracting key points, summarising texts, using adverbials of time and structuring information texts. | R7.1B/C, R7.3A, W7.2C | W7.2D Adverbials of time
3 | Students read a fiction extract on surviving a storm. They practise the skills of the writer’s intention, responding to the text, using paragraphs, thinking about structure and writing to achieve your intention. | R7.2A/B/C, R7.3A, W7.1A | W7.3B Paragraphs
4 | Students read a fiction extract describing a bear attack. They practise the skills of explaining the writer’s intention and sentence structures, using conjunctions, and building and writing sentences. | R7.2A, R7.4A, W7.3C, W7.3E | W7.3C Conjunctions
5 | Students carry out an assessment in the form of reading a diary extract, answering comprehension questions and writing their own account. | R7.1A/B/E, R7.2A/B/C, R7.3A, R7.4A/B, W7.1A, W7.2C/D, W7.3B/C/G | –
6 | Students read an article expressing a point of view about survival lessons in schools. They practise the skills of identifying and linking key points, using emotive language and rhetorical devices, using Standard English and writing their own argument texts. | R7.1B/D, R7.2A, R7.4A/B, W7.1A, W7.3G | W7.3A Standard English – subject-verb agreement
7 | Students read a newspaper report of surviving a surfing accident. They practical the skills of structuring news articles, exploring vocabulary choices, writing in the past and present tense and writing their own articles. | R7.3A, R7.4B, W7.1A, W7.2A/C, W7.3G | W7.2C Writing in the past and present
8 | Students read two non-fiction extracts and compare key points, similarities and differences. They practise the skills of selecting evidence, using adverbials and writing their own comparisons. | R7.1B, R7.4A/B/C/D | W7.2D Adverbials for comparison
9 | Students read a letter describing an accident and answer questions on the information given in the text. They practise the skills of writing in the first and third person, sentence openings and features of letters before writing their own letter. | R7.1C/E, R7.2A, W7.2A/C, W7.3B/D | W7.28 First and third person
10 | Students read a fiction extract describing a boy taking the wrong train and track their response to the text. They practise the skills of tracking the writer’s intention, vocabulary choice, expressing ideas and writing their own and writing a response. | R7.1B/C, R7.3A, R7.4B | W7.3G Expressing your ideas precisely
11 | Students carry out an assessment in the form of reading an extract and answering comprehension questions. They plan and write an extract from their own fiction story, considering how to structure their text, using varied sentence lengths and checking their finished stories. | R7.1A/B, R7.2B/C, W7.1A, W7.2C, W7.3B/C/D/F/G/H/I | –

Reading: Reading for meaning (R7.1)
Writing: Language use (W7.3)

### Scheme of work

#### Year: 7

<table>
<thead>
<tr>
<th>Unit</th>
<th>Theme: Love and hate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Outcome: Critical writing (poetry)

<table>
<thead>
<tr>
<th>Key skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: Reading for meaning (R7.1)</td>
</tr>
<tr>
<td>Reading: Responding to texts (R7.2)</td>
</tr>
<tr>
<td>Reading: Text structure (R7.3)</td>
</tr>
<tr>
<td>Reading: Language use (R7.4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesser skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing: Whole text (W7.2)</td>
</tr>
<tr>
<td>Writing: Language use (W7.3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minor skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing: Responding to texts (R7.2)</td>
</tr>
</tbody>
</table>

#### This unit focuses on poetry and critical writing.

**Students will:**
- Practise reading and writing about poets’ ideas and viewpoints and how they express them.
- Revise the conventions of poetry and develop their critical writing skills.

---

#### Year: 7

<table>
<thead>
<tr>
<th>Unit</th>
<th>Theme: Travels in space</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Outcome: Article

<table>
<thead>
<tr>
<th>Key skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing: Writing processes (W7.1)</td>
</tr>
<tr>
<td>Writing: Whole text (W7.2)</td>
</tr>
<tr>
<td>Writing: Language use (W7.3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesser skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: Reading for meaning (R7.1)</td>
</tr>
<tr>
<td>Reading: Text structure (R7.3)</td>
</tr>
<tr>
<td>Reading: Language use (R7.4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minor skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: Responding to texts (R7.2)</td>
</tr>
</tbody>
</table>

#### This unit focuses on travel writing, specifically about space, and on writing descriptively.

**Students will:**
- Plan and craft a text to achieve a specific purpose and intention.
- Revise paragraphing and punctuation and develop their sentence building, vocabulary and proofreading skills.

---

#### Section summary

<table>
<thead>
<tr>
<th>Section</th>
<th>Curriculum reference</th>
<th>Boosts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>R7.1B/E, R7.2A, W7.1A</td>
<td>R7.4B Connotations</td>
</tr>
<tr>
<td>2</td>
<td>R7.1E, R7.2A/B, R7.3A, W7.2C</td>
<td>W7.3B Paragraphing</td>
</tr>
<tr>
<td>3</td>
<td>R7.1E, R7.4B, W7.3G</td>
<td>W7.3G Adverbs and Prepositional phrases</td>
</tr>
<tr>
<td>4</td>
<td>R7.1E, R7.4B, W7.3G</td>
<td>W7.3G Checking spelling</td>
</tr>
<tr>
<td>5</td>
<td>R7.1B/E, R7.4B, W7.1A, W7.2C, W7.1B/G</td>
<td>–</td>
</tr>
<tr>
<td>6</td>
<td>R7.2A, R7.4B, W7.3G</td>
<td>W7.2C Past and present tense</td>
</tr>
<tr>
<td>7</td>
<td>R7.2A, R7.3A, W7.1A, W7.2C, W7.3B</td>
<td>W7.3A Writing in a formal register</td>
</tr>
<tr>
<td>8</td>
<td>R7.3A, R7.4A, W7.3/C/E</td>
<td>W7.3D Adverbs</td>
</tr>
<tr>
<td>9</td>
<td>W7.1A, W7.2C, W7.3G</td>
<td>W7.2C Understanding story structure</td>
</tr>
<tr>
<td>10</td>
<td>W7.1B, W7.1C, W7.3/D/E</td>
<td>W7.3H Checking spelling</td>
</tr>
<tr>
<td>11</td>
<td>W7.1A/B/C, W7.2C, W7.1B/D/E/G</td>
<td>–</td>
</tr>
</tbody>
</table>

---

#### Section summary

<table>
<thead>
<tr>
<th>Section</th>
<th>Curriculum reference</th>
<th>Boosts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>R7.1A, R7.1B, R7.28, W7.28</td>
<td>R7.3A Poetry terms</td>
</tr>
<tr>
<td>2</td>
<td>R7.1A/B, R7.2A/B, W7.2B</td>
<td>W7.3I Poetry punctuation</td>
</tr>
<tr>
<td>3</td>
<td>R7.1A/B/D, R7.2A/B, W7.2B</td>
<td>W7.3C Linking ideas with conjunctions</td>
</tr>
<tr>
<td>4</td>
<td>R7.1A/B/E, R7.2B/C/E, W7.2B</td>
<td>W7.3I Punctuating quotations</td>
</tr>
<tr>
<td>5</td>
<td>R7.1B/E, R7.2A/B/C</td>
<td>–</td>
</tr>
<tr>
<td>6</td>
<td>R7.1B, R7.2A/B, R7.4B, W7.3G</td>
<td>W7.3I Apostrophes of possession</td>
</tr>
<tr>
<td>7</td>
<td>R7.1B, R7.2A/B, R7.4B, W7.3G</td>
<td>W7.3I Similes and cliches</td>
</tr>
<tr>
<td>8</td>
<td>R7.1B, R7.2A/B, R.7.3A, W7.2C</td>
<td>R7.3B Using paragraphs</td>
</tr>
<tr>
<td>9</td>
<td>R7.1B, R7.2A/B, R.7.3A, W7.2C</td>
<td>W7.3F Verbs and nouns</td>
</tr>
<tr>
<td>10</td>
<td>R7.1B, R7.2A/B/D, R.7.3A, R7.4B</td>
<td>W7.2D Making comparisons</td>
</tr>
<tr>
<td>11</td>
<td>R7.1B/E, R7.2A/B/C, R.7.3A, R7.4B</td>
<td>–</td>
</tr>
</tbody>
</table>
### Scheme of work

**Year:** 7  
**Theme:** Eat it  
**Outcome:** Persuasive leaflet  
**Key skills:** Writing: Writing processes (W7.1)  
Writing: Whole text (W7.2)  
Writing: Language use (W7.3)  
**Lesser skills:** Reading: Reading for meaning (R7.1)  
Reading: Responding to texts (R7.2)  
Reading: Text structure (R7.3)  
Reading: Language use (R7.4)  
**Minor skills:** –

This unit focuses on writing informatively, descriptively and persuasively about food, producing a leaflet advertising a new restaurant/cafe.

**Students will practise:** planning, structuring and writing persuasive texts.  
**Students will revise:** punctuation and organisational features of information texts and develop their sentence building and vocabulary skills.

---

**Section** | **Section summary** | **Curriculum reference** | **Boosts**
---|---|---|---
1 | Students read a fiction extract, then answer comprehension questions. They practise the skills of identifying the writer’s intention, checking for comma splices, exploring positive and negative vocabulary and writing a description. | R7.1B, R7.2A/B, W7.1A, W7.3G | W7.10 Checking for comma splices
2 | Students read a persuasive non-fiction extract on the importance of food, then identify key ideas from the extract. They practise the skills of inference, exploring structure, using apostrophes in contractions and planning a persuasive text. | R7.1B/E, R7.2A, R7.3A, W7.1A, W7.2C | W7.30 Apoph Thomson in contractions
3 | Students read a persuasive non-fiction extract from a restaurant webpage, then infer the writer’s intention. They practise the skills of identifying persuasive points, noun phrases and writing a description. | R7.1B/E, R7.4B, W7.3G | W7.3G Exploring noun phrases
4 | Students read an informative non-fiction text from a restaurant webpage. | R7.1B/E, R7.2A, R7.4B, W7.1A, W7.2C, W7.3G | –
5 | Students carry out an assessment in the form of reading a descriptive extract answering questions on the extract and writing their own descriptive text. | R7.1B/E, R7.2A, R7.4B, W7.1A, W7.2C, W7.3G | –
6 | Students read an extract from a leaflet on eating healthily, then answer questions exploring the extract. They practise the skills of organising persuasive texts, punctuating speech, structuring persuasive paragraphs and writing a persuasive leaflet. | R7.3A, W7.2C, W7.3B | W7.3I Speech and quotation punctuation
7 | Students read a persuasive article on picky eaters, then answer questions on the article and its sentence structure. They practise the skills of experimenting with sentence structure, using colons, semi-colons and dashes, and writing sentences. | R7.2A, R7.4A, W7.1A, W7.3C/D/E | W7.3C Using colons, semi-colons and dashes
8 | Students read a persuasive extract from an article, then identify the writer’s argument. They practise the skills of using rhetorical devices, using colons and writing an argument. | R7.1B, R7.2A, R7.4A/B, W7.3G | W7.3I Using colons
9 | Students read a persuasive leaflet, then study its informal register. They practise the skills of identifying features, using bullet points and lists, gathering ideas and planning features of language. | R7.3A, R7.4B, W7.1A/C, W7.3C/E/G | W7.2A Bullet points and lists
10 | Students read a persuasive leaflet written by a student and answer questions on vocabulary choice, sentence structure, adding rhetorical devices, recognising word families, and checking for comma splices and apostrophes in contractions. | W7.1B/C, W7.3G/E | W7.3H Word families
11 | Students carry out an assessment in the form of planning and writing a persuasive leaflet, considering persuasive vocabulary, imperative verbs, sentence and paragraph structure, figurative language and proofreading. | W7.1A/B/C, W7.2C, W7.3B/C/E/G/H/I | –

### Scheme of work

**Year:** 7  
**Theme:** Teach me  
**Outcome:** Speech  
**Key skills:** Writing: Writing processes (W7.1)  
Writing: Whole text (W7.2)  
Writing: Language use (W7.3)  
**Lesser skills:** Reading: Responding to texts (R7.2)  
Reading: Text structure (R7.3)  
Reading: Language use (R7.4)  
**Minor skills:** Reading: Reading for meaning (R7.1)

This unit focuses on crafting an engaging, informative explanatory text.

**Students will practise:** planning, structuring and writing an informative text.  
**Students will revise:** sentence building, sentence grammar and punctuation and develop their planning and structuring skills.

---

**Section** | **Section summary** | **Curriculum reference** | **Boosts**
---|---|---|---
1 | Students read an extract from an instruction text, then answer questions to check their understanding. They practise the skills of summarising, identifying key features, knowing features of information texts and planning their own information text. | R7.1C/D, R7.2A/B, R7.3A, W7.1A | R7.3A Textual feature of information texts
2 | Students read an instruction text, then answer questions on key structural features. They practise the skills of exploring structure, evaluating an instruction text, using adverbials for sequencing and writing their own instruction text. | R7.2A/B, R7.3A, W7.1A, W7.2C | W7.2D Adverbials for sequencing
3 | Students read an informative text, then answer questions on finding information. They practise the skills of structuring information texts, chronological and non-chronological structures, identifying intention and structure, and write their own informative text. | R7.1A, R7.2A/B, R7.3A, W7.1A, W7.2C | W7.2C Chronological and non-chronological structures
4 | Students read an informative text, then explore the difference between informing and describing. They practise the skills of comparing register, using the correct tense and person, and writing clear and precise instructions. | R7.2A/B, R7.4B, W7.3A/G | W7.2B Tense and person
5 | Students read an extract from an informative text, then answer questions to check understanding. They practise the skills of identifying sentence structure, sentence openings, experimenting with sentence structure and writing clear and precise informative texts. | R7.1D, R7.2A/B, R7.4A, W7.3C/E | W7.3D Subject–verb sentence openings
6 | Students carry out an assessment in the form of reading an article, answering questions and writing their own informative article. | R7.2A/B, R7.3A, R.4A/B, W7.1A, W7.2C, W7.3A/C/E/G | –
7 | Students skim-read an extract from an informative text, then read the extract in more detail. They practise the skills of responding to the extract, using pronouns correctly, and structuring and writing paragraphs. | R7.1A, R7.2A/B, R7.3A, W7.2C, W7.3A | W7.3F Using pronouns accurately
8 | Students read an informative article, then explore how to engage the reader. They practise the skills of using synonyms, identifying engaging vocabulary and writing an engaging text. | R7.2A/B, R7.3A, R7.4B, W7.2C, W7.3G | W7.3G Using synonyms
9 | Students read an informative article, then explore the opening of the extract. They practise the skills of proofreading full stops, exploring the middle and ending of an extract, structuring a biography and writing an autobiography. | R7.2A/B, R7.3A, R7.4B, W7.2C, W7.3G | W7.1B/W7.3I Proofreading full stops
10 | Students explore ways of planning an informative speech. They choose a subject, prepare to plan, consider how to sequence their speech and start their planning. | W7.1A, W7.2C | –
11 | Students carry out an assessment in the form of writing their own informative speech. First, they practise the skills of structuring texts, gathering ideas and sequencing ideas. Then they plan, write and revise their own speeches. | W7.1A, W7.2C, W7.3A/B, W7.4E/H/I | –
### Year 7  
**Unit 1: Survival**

**Section 1 Description: Lesson 1**

<table>
<thead>
<tr>
<th>Main Curriculum Objectives</th>
<th>R7.1A Read largely accurately and with understanding.</th>
<th>R7.1E Make broad inferences from a text or spoken language, supporting them with a range of evidence.</th>
</tr>
</thead>
</table>

**Introduction**  
10 minutes  
- Explain to students that Unit 1 will help you and them to assess their strengths and areas for improvement.  
- Display the terms *explicit*, *implicit* and *inference*.  
- Ask students to compare the following sentences. ‘I'm hungry.’ ‘When will dinner be ready?’  
- Use the discussion to draw out and reinforce students’ understanding of the terms *explicit*, *implicit* and *inference*.  
- Explain that students will use the skill of inference in this lesson, and in many others in the future.  

**Support**  
Focus on each paragraph in turn, asking students to select and sequence the given events, and taking feedback after each one.  

**Deepen**  
Discuss what each event adds to the description and the reader’s response.  
For example: The narrator panicking and removing her hands from her mouth adds tension and creates sympathy.

**First phase**  
20 minutes  
- Read the introduction to the extract. Check the students’ understanding of the scenario, including what an avalanche is.  
- Ask students to read the extract.  
- Draw attention to the Remember box beneath the extract. Ask volunteers to sum up what the extract is about and their responses.  
- Ask students to complete Activity 1. Take feedback to ensure and develop their understanding.  

**Support**  
Focus attention on specific parts of the extract, for example the end of paragraph 1.  

**Deepen**  
Encourage students to describe the narrator’s feelings as precisely as possible, using a thesaurus if needed.

**Second phase**  
15 minutes  
- Remind students of the meaning of the terms *explicit*, *implicit* and *inference*.  
- Ask students to complete Activity 2. Encourage them to answer question 1c using single words such as ‘helpless’ or ‘scared’, and question 1d using complete sentences (for example: *She feels helpless when... She feels scared because...*).  

**Support**  
Suggest advice yourself, and ask students to rate it as helpful or unhelpful.  

**Deepen**  
Ask students to justify their advice using examples from the extract.

**Plenary**  
10 minutes  
- Take feedback on Activity 2 from the whole class.  
- Ask students to suggest advice to a writer who wants to describe someone in a dangerous situation.  
- Explain that they will be writing this description in their next lesson.

**Support**  
Suggest advice yourself, and ask students to rate it as helpful or unhelpful.  

**Deepen**  
Ask students to justify their advice using examples from the extract.

**Set workbook activities**  
5 minutes  
- Point students towards the activities on pp. 6–7 of the Workbook.  
- Check understanding and answer any questions.  
- These activities focus on comprehension and inference.
### Year 7  
#### Unit: Survival

**Section 1 Description: Lesson 2**  
**Skills focus:** Diagnostic  
**Student Book pp. 12–13**  
**Workbook pp. 8–9**

| Main Curriculum Objectives | W7.4B | Identify some of a writer’s or speaker’s significant vocabulary choices. |
| Secondary Curriculum Objectives | W7.3G | Select vocabulary appropriate to purpose in text and spoken language. |
| | W7.3J | Use grammatical terminology for punctuation marks with some accuracy. |
| | W7.1A | Gather some relevant ideas before writing. |

**Introduction**  
- Display two sentences: ‘One day, I went down a path.’ ‘One warm evening, I strolled happily down a long, grassy path.’  
- Ask: Which sentence creates a better picture?  
- Draw attention to the ways the sentences differ, through both vocabulary changes and the addition of extra words. Ask: What information has been added?  
- Look again at the first sentence. Ask: What words could we add or change to create a different picture?

**First phase**  
- Ask students to complete Activity 3, question 1.  
- Ask feedback, focusing on the impact that added descriptions can have on the reader.  
- Ask students to complete Activity 3, question 2.  
- Take feedback, discussing what vocabulary choices suggest about the narrator’s thoughts and feelings.  
- Ask students to complete the Punctuation Boost activity. Take feedback to check understanding.

**Second phase**  
- Read the Imagine section of Activity 4. Give students one minute to note down three or four dangerous situations. Take feedback.  
- Ask students to complete Activity 4. Emphasise the importance of gathering and developing ideas fully.  
- Explain that quality is more important than quantity when selecting effective vocabulary.  
- Encourage students to think about specific words or phrases they might use to describe these situations.

**Plenary**  
- Ask students to share a particularly effective sentence or two from their descriptive writing.  
- Ask the class to identify any particularly effective vocabulary choices in those sentences. Encourage students to discuss what makes them effective.

**Set workbook activities**  
- Point students towards the activities on pp. 8–9 of the Workbook.  
- Check understanding and answer any questions.  
- These activities focus on vocabulary choices, sentence punctuation and writing descriptions.

---

**Section 2 Information: Lesson 3**  
**Skills focus:** Diagnostic  
**Student Book pp. 14–15**  
**Workbook pp. 10–11**

| Main Curriculum Objectives | W7.1B | Identify and retrieve key points of information in a text or in spoken language. |
| Secondary Curriculum Objectives | W7.1C | Identify and paraphrase key information in a text or in spoken language. |

**Introduction**  
- Provide options students can consider, such as ‘finding shelter’, ‘staying hydrated’ and ‘seeking help’.  
- Encourage students to justify and then rank their choices for Activity 1, question 2.

**First phase**  
- Read the article. Ask students if they agree with the writer’s priorities: finding shelter, drinking water and seeking help.  
- Ask students to complete Activity 3, question 1. Take feedback to ensure understanding.  
- Ask students to complete Activity 3, question 2. Take feedback, focusing on the reasoning behind their choice(s).

**Second phase**  
- Check and clarify the students’ understanding of ‘summary’ and the skills this involves.  
- Ask students to complete Activity 2, question 1. Take feedback, using the criteria in the Remember box to assess each.  
- Ask students to complete Activity 2, question 2.

**Plenary**  
- Ask students to summarise the entire article in 20 words or fewer.  
- Ask them to consider at what point the summary becomes ineffective.

**Set workbook activities**  
- Point students towards the activities on pp. 10–11 of the Workbook.  
- Check understanding and answer any questions.  
- These activities focus on key points and summaries.
**Section 2 Information: Lesson 4**

**Year 7**

**Unit 1: Survival**

**Skills focus: Diagnostic**

**Main Curriculum Objectives**
- R7.3A Identify some of the writer’s key structural or organisational choices.
- W7.2C Use some of the organisational conventions of a range of forms, for a range of purposes and audiences.
- W7.2D Link paragraphs using a limited range of adverbials.

**Secondary Curriculum Objectives**

<table>
<thead>
<tr>
<th>10 minutes</th>
<th><strong>Introduction</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Ask students to recap, in summary, the article they read during the previous lesson.</td>
<td></td>
</tr>
<tr>
<td>- Give students two minutes to note down the summary skills they learned in the previous lesson. Take feedback.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15 minutes</th>
<th><strong>First phase</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Briefly, look again at the article.</td>
<td></td>
</tr>
<tr>
<td>- Read the introduction to Activity 3 as a whole class. Check students’ understanding of the key terms ‘heading’, ‘subheading’ and ‘introduction’.</td>
<td></td>
</tr>
<tr>
<td>- Ask students to complete Activity 3, allowing three minutes for partners to discuss question 2.</td>
<td></td>
</tr>
<tr>
<td>- Take feedback, explicitly and cumulatively recapping the key structural features of the article.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>20 minutes</th>
<th><strong>Second phase</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Ask students to complete the Grammar Boost activity. Take feedback, ensuring accurate positioning and sequencing of adverbials.</td>
<td></td>
</tr>
<tr>
<td>- Read Activity 4 as a whole class. Discuss question 1.</td>
<td></td>
</tr>
<tr>
<td>- Ask students to complete Activity 4. Encourage them to use adverbials of time in their writing.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10 minutes</th>
<th><strong>Plenary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Take feedback from a range of volunteers, focusing on one structural feature at a time – for example headings, introductions, subheadings and then content.</td>
<td></td>
</tr>
<tr>
<td>- Deepen: Encourage students to critically evaluate the effectiveness of responses.</td>
<td></td>
</tr>
</tbody>
</table>

**Workbook pp. 12–13**

**Set workbook activities**
- Point students towards the activities on pp. 12–13 of the Workbook.
- Check understanding and answer any questions.
- These activities focus on structure and adverbials of time.

---

**Section 3 Intention and response: Lesson 5**

**Year 7**

**Unit 1: Survival**

**Skills focus: Diagnostic**

**Main Curriculum Objectives**
- R7.2A Identify a writer’s or speaker’s intention and viewpoint.
- R7.2B Express a personal response to a text through writing, discussion or presentation, supported with some objective statements.
- R7.2C Support ideas with relevant evidence.

**Secondary Curriculum Objectives**

<table>
<thead>
<tr>
<th>10 minutes</th>
<th><strong>Introduction</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Take suggestions for texts or films that are familiar to the students.</td>
<td></td>
</tr>
<tr>
<td>- Ask students to suggest ways in which they might respond to each example, collating ideas.</td>
<td></td>
</tr>
<tr>
<td>- Ask students: Do the people who produce these texts and films intend their audiences to respond in certain ways? Look for responses that show awareness that writers aim to manipulate responses.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15 minutes</th>
<th><strong>First phase</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Recap the terms ‘intention’ (and, if necessary, ‘drama’ and ‘tension’).</td>
<td></td>
</tr>
<tr>
<td>- Ask students to complete Activity 1.</td>
<td></td>
</tr>
<tr>
<td>- Gather a range of responses, focusing on students’ explanations. Ask: What made you respond in this way?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>20 minutes</th>
<th><strong>Second phase</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Ask students to complete Activity 2, question 1. Take feedback discussing how and why the extract created these responses.</td>
<td></td>
</tr>
<tr>
<td>- Ask students to complete Activity 2, question 2. Check understanding of the term ‘quotation’ and the use of speech marks.</td>
<td></td>
</tr>
<tr>
<td>- Take feedback. Responses may range in sophistication, from comments on events described to inferences from specific vocabulary.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10 minutes</th>
<th><strong>Plenary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Ask students to write a brief guide to responding to a text, based on their learning in this lesson.</td>
<td></td>
</tr>
<tr>
<td>- Take feedback, validating responses that include careful reading, identifying writers’ intentions, giving personal responses and using supporting evidence.</td>
<td></td>
</tr>
<tr>
<td>- Ask students to amend or improve their guides based on the class’s feedback.</td>
<td></td>
</tr>
</tbody>
</table>

**Workbook pp. 14–15**

**Set workbook activities**
- Point students towards the activities on pp. 14–15 of the Workbook.
- Check understanding and answer any questions.
- These activities focus on writers’ intentions, finding evidence and responding to the text.
Section 3 Intention and response

Introduction

10 minutes
- Introduction to the topic of paragraphing and its importance in structuring text.
- Ask students to consider the purpose of paragraphing and how it aids in reader comprehension.

First phase

15 minutes
- Ask students to practice paragraphing by linking sentences according to coherence and cohesion.
- Discuss the use of conjunctions and adverbs to improve paragraph flow.

Second phase

20 minutes
- Focus on identifying paragraphs in a given text and discussing paragraph breaks.
- Practice writing paragraphs to improve coherence and structure.

Plenary

10 minutes
- Review the importance of paragraphing and its impact on reader comprehension.
- Encourage students to reflect on their own paragraphing skills.

Curriculum Objectives

- Understand the importance of paragraphing in writing.
- Practice paragraphing skills to improve text coherence and structure.

Support

- Students to use the ‘Paragraph’ feature in the text editor.
- Provide examples of good and bad paragraphing.

Deepen

- Encourage students to write their own paragraphs, incorporating feedback.
- Discuss the use of transition words to improve paragraph flow.

Workbook activities

- Point students towards the activities on pp. 16–17 of the Workbook.
- Check understanding and answer any questions.
### Year 7  
**Unit 1: Survival**

#### Section 4 Sentence structure for effect

**Lesson 8**  
Skills focus: Diagnostic  
Workbook pp. 24–25

**Main Curriculum Objectives**
- W7.3C Use a variety of subordinating conjunctions with clarity and precision.
- W7.3E Use a range of sentence lengths for clarity and variety.

**Secondary Curriculum Objectives**

<table>
<thead>
<tr>
<th>Introduction</th>
<th>10 minutes</th>
<th>Support</th>
<th>Deepen</th>
</tr>
</thead>
</table>
| - Read through the Grammar Boost activity to check understanding, and look at the Conjunction Bank.  
- Challenge volunteers to compose verbal sentences containing one conjunction.  
- Continue until each has been used in an example.  
- Ask students to identify the role of each conjunction. For example, ‘although’ links to contrasting information (a concession). | Model the use of each conjunction in an example sentence. Ask volunteers to contribute further examples. | Ask students to take one clause from the previous sentence suggested by the class, and to use a different conjunction to build a new sentence. |

**First phase**  
15 minutes

<table>
<thead>
<tr>
<th>Support</th>
<th>Deepen</th>
</tr>
</thead>
</table>
| - Ask students to complete Activity 3. Use sentence A to check students’ understanding of clauses and verbs.  
- Ask students to complete Activity 3.  
- Take feedback. Note that multi-clause sentences link related actions or events and can create a sense of pace in the events described. | Ask students to look again at their answers to Activity 1, question 1, from the previous lesson. Ask them to rewrite and/or restructure these sentences using a variety of conjunctions. |

**Second phase**  
20 minutes

<table>
<thead>
<tr>
<th>Support</th>
<th>Deepen</th>
</tr>
</thead>
</table>
| - Ask students to complete Activity 4, question 1.  
- Take feedback, comparing students’ rewrites and their impact.  
- Ask partners to discuss their responses to questions 2a and 2b. Be sure to ask students compose individual responses for question 2c. | Encourage students to experiment, writing and rewriting sections of text using different sentence structures. |

**Plenary**  
10 minutes

<table>
<thead>
<tr>
<th>Support</th>
<th>Deepen</th>
</tr>
</thead>
</table>
| - Ask volunteers to share their writing.  
- Ask the class to evaluate the range of conjunctions and sentence lengths used. | Ask students to evaluate the clarity and impact of the sentences as well as the conjunctions used. |

**Set workbook activities**
- Point students towards the activities on pp. 20–21 of the Workbook.  
- Check understanding and answer any questions.  
- These activities focus on conjunctions and varying sentence lengths.

**Workbook assessment task**
- Point students towards the extract and activities on pp. 22–23 of the Workbook.  
- Give students the opportunity to read the extract. Briefly discuss it with them and answer any questions.  
- Students should read the extract again carefully before answering the questions that follow it.  
- Make clear your expectations of when this task will be completed. For example, it may be a homework, or students may be given time during an additional lesson.
<table>
<thead>
<tr>
<th>Year 7</th>
<th>Unit 1: Survival</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 6 Argument: Lesson 10</td>
<td>Skills focus: Diagnostic</td>
</tr>
<tr>
<td>Workbook pp. 24–25</td>
<td></td>
</tr>
</tbody>
</table>

Main Curriculum Objectives
- **R7.1B** Identify and retrieve key points of information in a text or in spoken language.
- **R7.1D** Combine key points of information within a text or in spoken language.
- **R7.2A** Identify a writer’s or speaker’s intention and viewpoint.

Second Curriculum Objectives
- **W7.1A** Gather some relevant ideas before writing.
- **W7.3A** Understand that different contexts require different registers, and that Standard English is dependent on determiner/noun/verb agreement, verb form, vocabulary choice and sentence structure.
- **W7.4A** Identify and retrieve key points and viewpoints.

**Introduction**
- As a whole class, discuss: Are parents over-protective? Should children be allowed more freedom?
- Encourage students to give examples from their own experiences to support and explain their points of view.

**First phase**
- Read the article and gather students’ immediate responses. Ask: Do you find the writer’s argument convincing? Why is that?
- Ask students to complete Activity 1.
- Take feedback, emphasising the importance of careful reading.

**Second phase**
- Introduce the skill of linking, or ‘synthesising’, key information: bringing together related key ideas from different parts of the article.
- Ask students to complete Activity 2, question 1. Take feedback.
- Ask students to complete Activity 2, question 2, stipulating that they write a sentence of not more than 15 words.

**Plenary**
- Ask volunteers to share their responses to Activity 2, question 2.
- Ask the whole class to evaluate how fully and concisely students have summarised the writer’s point of view.
- Ask students to summarise the challenges of linking key points from different parts of the article.

**Support**
- Note and display all key points identified in Activity 1, to support students answering Activity 2, question 2.

**Deepen**
- Ask students to role-play persuading a parent to allow them more freedom.
- Ask: Why are some points more important than others? What makes a point a key point?

**Set workbook activities**
- Point students towards the activities on pp. 24–25 of the Workbook.
- Check understanding and answer any questions.
- These activities focus on key points and viewpoints.

---

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Unit 1: Survival</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 6 Argument: Lesson 11</td>
<td>Skills focus: Diagnostic</td>
</tr>
<tr>
<td>Workbook pp. 26–27</td>
<td></td>
</tr>
</tbody>
</table>

Main Curriculum Objectives
- **R7.4A** Identify some of a writer’s or speaker’s choices of grammatical features and sentence structure.
- **R7.4B** Identify some of a writer’s or speaker’s significant vocabulary choices.

**Introduction**
- Briefly recap the article and the work done in the previous lesson.
- Ask: Which paragraph in the article do you think has the greatest influence on the reader’s opinion? Agree a class consensus.
- Ask: In that paragraph, which sentence, phrase or word sentence contributes most powerfully to the writer’s argument?

**First phase**
- Read the introduction to Activity 3 and check understanding of the term ‘emotive language’.
- Ask students to complete Activity 3.
- Read the introduction to Activity 4 and check understanding of the term ‘rhetorical devices’.
- Ask students to complete Activity 4.
- Take feedback.

**Second phase**
- Read the Grammar Boost activity, clarifying the meaning of terms ‘subject’ and ‘object’.
- Ask students to complete the Grammar Boost activity, encouraging them to experiment with different ways to complete question 1.
- Read through Activity 5. If the extension activity was completed after the previous lesson, refer to the students’ responses.
- Ask students to complete Activity 5.

**Plenary**
- Ask partners to evaluate how each other’s use of rhetorical devices and to select an effective sentence or two to share.
- Ask volunteers to share effective examples.

**Support**
- Complete question 1 of the Grammar Boost activity as a whole class or in supported groups, modelling possible options.

**Deepen**
- Encourage students to use emotive language, a triple structure and a direct address in their writing.
- In Activity 5, encourage students to use emotive language and explore any effective elements of argument writing.

**Set workbook activities**
- Point students towards the activities on pp. 26–27 of the Workbook.
- Check understanding and answer any questions.
- These activities focus on emotive language, structural and grammatical choices, and determiner-noun-verb agreement.
### Section 7 Newspaper report

#### Unit 1: Survival

**Skills focus: Diagnostic**

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Unit 1: Survival</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 7 Newspaper report: Lesson 12</td>
<td>Skills focus: Diagnostic</td>
</tr>
<tr>
<td>Workbook pp. 32–33</td>
<td>Student Book pp. 32–33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Main Curriculum Objectives</th>
<th>W7.3A Identify some of the writer’s or speaker’s significant vocabulary choices.</th>
</tr>
</thead>
<tbody>
<tr>
<td>W7.2C Use some of the organisational conventions of a range of forms, for a range of purposes and audiences.</td>
<td></td>
</tr>
</tbody>
</table>

**Introduction**

- 10 minutes
- Assess students’ prior knowledge of main features of news articles by giving two minutes for them to note any from memory.
- Take feedback by category: presentation features (such as headlines, subheadings, photographs and captions), structural conventions (such as paragraphs) and language choice.

**First phase**

- 15 minutes
- 10 minutes
- Read the article. Ask: Does it show all the key features of news articles?
- Ask students to complete Activity 1, question 1.
- Take feedback to ensure understanding.

**Second phase**

- 20 minutes
- Ask students to complete Activity 1, question 2, through discussion with partners.
- Take feedback. Look for responses that recognise the writer’s intention to make the story dramatic, and to engage reader’s attention as quickly and fully as possible.
- Ask students to complete Activity 1, question 3.

**Plenary**

- 10 minutes
- Take feedback on Activity 1, question 3, asking students to explain their choices.
- Agree as a class on the most effective order. Ask: Does this sequence maximise the sense of drama? Will it effectively engage the reader?

<table>
<thead>
<tr>
<th>Set workbook activities</th>
<th>5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point students towards the activities on pp. 28–29 of the Workbook.</td>
<td></td>
</tr>
<tr>
<td>Check understanding and answer any questions.</td>
<td></td>
</tr>
<tr>
<td>These activities focus on the structure of articles.</td>
<td></td>
</tr>
</tbody>
</table>

**Introduction**

- 10 minutes
- Display the headline from the article.
- Ask students to identify the vocabulary choices that make the story sound dramatic.
- Ask students to replace the vocabulary in the headline to make the story sound as undramatic as possible (while remaining accurate). For example: I was worried, says surfer found after quite a long time.

**First phase**

- 15 minutes
- Reread the article, noting where and why the writer moves back or forward in time.
- Take feedback to ensure understanding.
- Ask students to complete Activity 1, question 1.
- Read the article. Ask: Does it show all the key features of news articles?

**Second phase**

- 20 minutes
- Ask volunteers to recap the events reported by the article.
- Ask students to complete Activity 2, question 1.
- Take feedback.
- Ask students to complete Activity 2, question 2. Encourage them to use a dictionary to check any unfamiliar vocabulary.
- Take feedback.

<table>
<thead>
<tr>
<th>Set workbook activities</th>
<th>5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point students towards the activities on pp. 30–31 of the Workbook.</td>
<td></td>
</tr>
<tr>
<td>Check understanding and answer any questions.</td>
<td></td>
</tr>
<tr>
<td>These activities focus on vocabulary choices and present tense.</td>
<td></td>
</tr>
</tbody>
</table>
Introduction

10 minutes

- Ask students if they have ever hurt themselves in an accident. Take brief summaries from volunteers.
- Taking care to be sensitive of each student’s experience, ask the class to compare two (reasonably similar) incidents. Ask: How were they the same, and how were they different?
- Explain that this lesson and the next will focus on comparing two texts about survival after accidents.

First phase

15 minutes

- Read Extract A. Take feedback on students’ initial responses to ensure understanding.
- Ask students to complete Activity 1.
- Take feedback, highlighting any differences between the key points of information students have noted.
- Discuss the writer’s attitude and approach to the situation in a little more depth.

Second phase

20 minutes

- Read Extract B. Take feedback on students’ initial responses to ensure understanding.
- Ask students to complete Activity 2, question 1.
- Take feedback, again focusing on the writer’s attitude during the experience.
- Read through Activity 2, question 2, to check students’ understanding of the task. Ask students to complete the question.

Plenary

10 minutes

- Take feedback from volunteers, collating points of comparison between Extracts A and B.
- Ask students specifically about their comparisons of the writers’ attitudes, and what they can infer about the writers from these (for example, whether they were unlucky, foolish, brave or desperate).
- Briefly discuss the intentions of the two writers. Ask: Did they hope to achieve the same thing by writing their articles?

Support

Suggest points of comparison, for example the severity of incident, the recovery time and the student’s age when it happened.

Deepen

Encourage students to disagree with which was ‘worse’ – and support their argument with evidence.

Support

Complete Activity 1 as a whole class or in supported groups.

Deepen

Challenge students to identify any further key points that are not covered by the prompts on the checklist.

Support

Work as a whole class or in supported groups to complete Activity 2, question 2.

Deepen

Challenge students to compare any further key points that are not covered by the prompts on the checklist.

Support

Recognise and validate any relevant points of comparison.

Deepen

Encourage students to compare their own responses to each extract. Ask: How did you feel about the two incidents described?

Set workbook activities

- Point students towards the activities on pp. 32–33 of the Workbook.
- Check understanding and answer any questions.
- These activities focus on key points of texts.

Introduction

10 minutes

- Using two reasonably similar objects (such as two different plants or pictures), play a quickfire game of ‘Spot the Difference’ and then ‘Spot the Similarity’.
- Ask students to recap the types of key point they found and compared in the previous lesson. Remind them of the importance of considering viewpoint as well as content.

First phase

15 minutes

- Ask volunteers to recap the key points of Extract A and Extract B.
- Read through Activity 3. Take feedback to assess and ensure understanding.
- Ask students to complete Activity 3.
- Ask partners or groups to suggest how each other’s quotations could be made more valid.
- Ask partners or groups to suggest how each other’s quotations could be made more relevant.

Second phase

20 minutes

- Ask students to complete the Grammar Boost activity.
- Take feedback to check accuracy.
- Ask students to complete Activity 4. Encourage them to note line numbers when planning what evidence they will use, so they need to copy out quotations only when they write out their full comparisons.

Plenary

10 minutes

- Ask students to summarise the challenges they faced in Activity 4.
- Identify key criteria by which students’ writing could be evaluated (such as the validity of their comparisons, the relevance of their chosen quotations and their use of an adverbial).
- Ask volunteers to share their work with the class.
- Ask the class to evaluate the comparisons, using the criteria identified.

Support

Take feedback after each stage of planning to ensure students’ understanding.

Deepen

Ask students to write three paragraphs of comparison, avoiding points used in Activity 3.

Support

Look through all four pages of this section as a class, identifying key criteria for evaluation.

Deepen

Ask partners or groups to suggest how each other’s quotations could be made more focused or more relevant.

Set workbook activities

- Point students towards the activities on pp. 34–35 of the Workbook.
- Check understanding and answer any questions.
- These activities focus on using evidence and using adverbials.
## Introduction

**10 minutes**

- **Ask students:** Why do people still write letters?
- **Ask if anyone writes letters themselves, perhaps to stay in touch with a relative or to thank people.**
- **Discuss the familiar forms of writing most similar to letters: personal recounts and diary entries.**

## First phase

**15 minutes**

- **Read the letter.** Ask students to complete Activity 1, question 1, to check their understanding.
- **Discuss the ways paragraphing can help make a text clearer by grouping details into sections.**
- **Ask students what they can recall about reasons for starting new paragraphs (taught in Lesson 4).**
- **Take feedback, and refer to the Remember box to ensure all the different reasons have been recalled.**
- **Ask students to complete Activity 1, question 2.**

## Second phase

**20 minutes**

- **Point out that letters are written mainly in the first person, because they express personal thoughts and responses.**
- **Ask students to complete the Grammar Boost activity, and take feedback.**
- **Read through Activity 2, checking students’ understanding of the key terminology ‘noun’, ‘noun phrase’ and ‘pronoun’.**
- **Ask students to complete Activity 2.**

## Plenary

**10 minutes**

- **Ask volunteers to share a sentence written in response to Activity 2, and to identify whether it begins with a noun, noun phrase or pronoun.**
- **Ask students to summarise key points of learning from the lesson. Explain why each will be useful when they write a letter in their next lesson.**

### Support

- **Ask students:** Where do people still write letters?
- **Ask if anyone writes letters themselves, perhaps to stay in touch with a relative or to thank people.**
- **Discuss the familiar forms of writing most similar to letters: personal recounts and diary entries.**

### Deepen

- **Ask students to explore how these kinds of writing are similar.**
- **For Activity 1, questions 1b and 2, look at the first couple of paragraphs as a whole class or in supported groups.**
- **Ask students to complete question 2. Point out that addresses can be fictional.**
- **Ask feedback to check accuracy.**

### Plenary

- **Ask students to complete Activity 2.**
- **Read through Activity 2, checking students’ understanding of the key terminology ‘noun’, ‘noun phrase’ and ‘pronoun’.**
- **Ask students to complete Activity 2.**
- **Ask volunteers to share a sentence written in response to Activity 2, and to identify whether it begins with a noun, noun phrase or pronoun.**
- **Ask students to summarise key points of learning from the lesson. Explain why each will be useful when they write a letter in their next lesson.**

### Support

- **Ask students to complete the Grammar Boost activity, and take feedback.**
- **Read through Activity 2, checking students’ understanding of the key terminology ‘noun’, ‘noun phrase’ and ‘pronoun’.**
- **Ask students to complete Activity 2.**
- **Ask volunteers to share a sentence written in response to Activity 2, and to identify whether it begins with a noun, noun phrase or pronoun.**
- **Ask students to summarise key points of learning from the lesson. Explain why each will be useful when they write a letter in their next lesson.**

### Deepen

- **Ask students to explore how these kinds of writing are similar.**
- **For Activity 1, questions 1b and 2, look at the first couple of paragraphs as a whole class or in supported groups.**
- **Ask students to complete question 2. Point out that addresses can be fictional.**
- **Ask feedback to check accuracy.**

## Support

- **Ask students to complete the Grammar Boost activity, and take feedback.**
- **Read through Activity 2, checking students’ understanding of the key terminology ‘noun’, ‘noun phrase’ and ‘pronoun’.**
- **Ask students to complete Activity 2.**
- **Ask volunteers to share a sentence written in response to Activity 2, and to identify whether it begins with a noun, noun phrase or pronoun.**
- **Ask students to summarise key points of learning from the lesson. Explain why each will be useful when they write a letter in their next lesson.**

### Deepen

- **Ask students to explore how these kinds of writing are similar.**
- **For Activity 1, questions 1b and 2, look at the first couple of paragraphs as a whole class or in supported groups.**
- **Ask students to complete question 2. Point out that addresses can be fictional.**
- **Ask feedback to check accuracy.**

### Plenary

- **Ask students to complete Activity 2.**
- **Read through Activity 2, checking students’ understanding of the key terminology ‘noun’, ‘noun phrase’ and ‘pronoun’.**
- **Ask students to complete Activity 2.**
- **Ask volunteers to share a sentence written in response to Activity 2, and to identify whether it begins with a noun, noun phrase or pronoun.**
- **Ask students to summarise key points of learning from the lesson. Explain why each will be useful when they write a letter in their next lesson.**

### Support

- **Ask students to complete the Grammar Boost activity, and take feedback.**
- **Read through Activity 2, checking students’ understanding of the key terminology ‘noun’, ‘noun phrase’ and ‘pronoun’.**
- **Ask students to complete Activity 2.**
- **Ask volunteers to share a sentence written in response to Activity 2, and to identify whether it begins with a noun, noun phrase or pronoun.**
- **Ask students to summarise key points of learning from the lesson. Explain why each will be useful when they write a letter in their next lesson.**

### Deepen

- **Ask students to explore how these kinds of writing are similar.**
- **For Activity 1, questions 1b and 2, look at the first couple of paragraphs as a whole class or in supported groups.**
- **Ask students to complete question 2. Point out that addresses can be fictional.**
- **Ask feedback to check accuracy.**

## Set workbook activities

**5 minutes**

- **Point students towards the activities on pp. 36–37 of the Workbook.**
- **Check understanding and answer any questions.**
- **These activities focus on identifying key information, writers’ intentions and the first and third person.**
Section 10: Reviewing and revising

**Year 7 Unit 1: Survival**

### Section 10: Reviewing and revising: Lesson 18

**Skills focus:** Diagnostic

**Main Curriculum Objectives**
- W7.1B Identify errors in spelling, punctuation and grammar when prompted to re-read own work.
- W7.3H Spell high-frequency words and regular inflections accurately.
- W7.3I Use upper-case letters, end punctuation, commas, speech marks, apostrophes with some accuracy; use colons, semi-colons and dashes to separate independent clauses.

**Secondary Curriculum Objectives**
- Identify errors in spelling, punctuation and grammar.
- Revise vocabulary and grammar when prompted to re-read own work.

---

**Introduction**

- **10 minutes**
  - **Display the following sentences.**
  - She watched a film. Afterwards, she eat her dinner.
  - Ask students to identify how this sentence is incorrect, and to suggest how it should be corrected.
  - **Recap the importance of using a consistent tense and subject-verb agreement.**
  - Explain to students that this lesson will focus on checking their writing for accuracy, in preparation for the assessment at the end of the unit.

**First phase**

- **20 minutes**
  - **Read through Activity 1 as a whole class and check students’ understanding.**
  - Ask students to complete Activity 1. Take feedback to check accuracy.
  - **Using Sentence B, discuss the fact that commas can separate items or events in a list.** Using Sentence C, point out that commas can be used after adverbs.
  - **Ask students to complete the Spelling Boost activity.**
  - **Take feedback to ensure accuracy.**

**Second phase**

- **15 minutes**
  - **Ask students to complete Activity 2. question 1. (Try to avoid students looking at question 2 at this point.) Suggest to students that they focus their full attention on punctuation errors, then spelling mistakes, and so on, rather than trying to do all three at once.**
  - **Take feedback to ensure accuracy.**

**Plenary**

- **10 minutes**
  - **Reveal that there were three of each kind of mistake in the extract, and then take feedback to identify them.**
  - **Ask students to complete Activity 2. question 2.**
  - **Take feedback to identify future learning needs.**

**Set workbook activities**

- **5 minutes**
  - Point students towards the activities on pp. 40-41 of the Workbook.
  - Check understanding and answer any questions.
  - **These activities focus on checking spelling, punctuation and grammar.**

---

**Introduction**

- **10 minutes**
  - Remind students that they will be completing an assessment in their next lesson. Explain that, in this lesson, you are going to prepare by focusing on the importance of reviewing and revising writing to make it as effective and accurate as possible.
  - **Check understanding of the term ‘synonyms’ as meaning ‘words with similar meanings’.**
  - **Play the Synonym Game: display a common verb or adjective such as ‘say’, ‘walk’, ‘big’, ‘small’ or ‘happy’.** Ask volunteers to suggest synonyms for each word, gathering as many as you can.

**First phase**

- **15 minutes**
  - **Ask students to complete Activity 3, question 1. Take feedback, asking students to explain their choices. Focus students on the effects they wanted their choices to create.**
  - **Ask students to complete Activity 3, question 2. Take feedback, again focusing on intended effects.**

**Second phase**

- **20 minutes**
  - **Draw attention to the Pronouns box by Activity 4, and check understanding of subject pronouns and object pronouns.**
  - **Ask students to complete Activity 4.**
  - **Take feedback to ensure the accuracy and clarity of students’ choices.**
  - **Point out that clarity is the most important element, even if it means some repetition.**
  - **Ask students to complete Activity 5.**

**Plenary**

- **10 minutes**
  - **Take feedback on Activity 5, focusing first on spelling, punctuation and grammar.**
  - **Ask students to share one example of vocabulary they decided to improve, the options they identified and the reasons for their final choice.**

**Set workbook activities**

- **5 minutes**
  - Point students towards the activities on pp. 42-43 of the Workbook.
  - Check understanding and answer any questions.
  - **These activities focus on reviewing vocabulary choice and improving your work.**
<table>
<thead>
<tr>
<th>Year 7</th>
<th>Unit 1: Survival</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 11 Assessment: Lesson 20</td>
<td>Skills focus: Diagnostic</td>
</tr>
</tbody>
</table>

**Main Curriculum Objectives**

<table>
<thead>
<tr>
<th>R7.1A</th>
<th>Read largely accurately and with understanding.</th>
</tr>
</thead>
<tbody>
<tr>
<td>R7.1B</td>
<td>Identify and retrieve key points of information in a text or in spoken language.</td>
</tr>
<tr>
<td>R7.2B</td>
<td>Express a personal response to a text through writing, discussion or presentation, supported with some objective statements.</td>
</tr>
<tr>
<td>R7.2C</td>
<td>Support ideas with relevant evidence.</td>
</tr>
<tr>
<td>W7.1A</td>
<td>Gather some relevant ideas before writing.</td>
</tr>
<tr>
<td>W7.1B</td>
<td>Express a personal response to a text through writing, discussion or presentation, supported with some objective statements.</td>
</tr>
<tr>
<td>W7.2C</td>
<td>Use some of the organisational conventions of a range of forms, for a range of purposes and audiences.</td>
</tr>
<tr>
<td>W7.3B</td>
<td>Understand the reasons for starting a new paragraph.</td>
</tr>
<tr>
<td>W7.3C</td>
<td>Use a variety of subordinating conjunctions with clarity and precision.</td>
</tr>
<tr>
<td>W7.3D</td>
<td>Use a variety of subject-verb sentence openings.</td>
</tr>
<tr>
<td>W7.3E</td>
<td>Use pronouns to achieve cohesion and clarity.</td>
</tr>
<tr>
<td>W7.3F</td>
<td>Select vocabulary appropriate to purpose in text and spoken language.</td>
</tr>
<tr>
<td>W7.3G</td>
<td>Spell high-frequency words and regular inflections accurately.</td>
</tr>
<tr>
<td>W7.3H</td>
<td>Use upper-case letters, end punctuation, commas, speech marks and apostrophes correctly, with accuracy and consistency; use colons, semi-colons and dashes to separate independent clauses.</td>
</tr>
</tbody>
</table>

**Secondary Curriculum Objectives**

- **Introduction** 10 minutes
  - Ask students to read the extract. Check their understanding of the context of the extract (a car crash) and any unfamiliar vocabulary.
  - Explain to students that they will have 25 minutes to complete the reading section of the assessment, and a further 25 minutes to complete the writing section.

- **Assessment task** 50 minutes
  - Ask students to complete the reading section of the assessment. Any students finishing sooner can begin the writing task.
  - After 25 minutes, ask students to move on to complete the writing section of the assessment.
  - To help students gather ideas for their writing, suggest that they think about all the dangerous and difficult situations they have read about in this unit.
  - Point out that students should plan their writing, and that you will assess their plans as well as their finished pieces of writing.
  - You may wish to give students further guidance on how much they should write, and the amounts of time they should use planning, writing and checking their responses.

- **Workbook assessment task**
  - Point students towards the task and sample student response on p. 44 of the Workbook.
  - Give students the opportunity to read the task and sample response. Briefly discuss these with them and answer any questions.
  - Students should identify the errors in the sample response before planning how they will improve it. They should then write an improved version, adding one or two paragraphs of text.
  - Make clear your expectations of when this activity will be completed. For example, it may be a homework, or students may be given time during an additional lesson.