

Teacher Guide

SAMPLE

Inspire English International

Year 7 Teacher Guide

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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 iLowerSecondary 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 re-visited 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.

About the Teacher Guide

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Curriculum mapping from iLowerSecondary English to the National Curriculum

READING	
English National curriculum objective	This matches the iLowerSecondary curriculum objective...
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.	R8.2D: Make developed comparisons of writers' ideas and perspectives between two texts.
choosing and reading books independently for challenge, interest and enjoyment.	R8.1F: Choose age-appropriate texts, considering their genre, form and origin, and basing decisions on books already read.
re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.	R8.1D: Compare, contrast and/or combine key points of information within a text or in spoken language with a given focus.
learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries	R8.1A (A): Use a range of strategies to decode unfamiliar words. R8.1A (B): Read largely accurately and with understanding.
making inferences and referring to evidence in the text	R8.1B: Identify and retrieve a range of key information in a text or in spoken language. R8.1E: Make inferences from specific evidence found in a text or in spoken language, including specific vocabulary choices. R8.2C: Select relevant, focused evidence to support ideas.
knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension	R8.1D: Compare, contrast and/or combine key points of information within a text or in spoken language with a given focus. R8.2A: Explore a writer's or speaker's intention and viewpoint.
checking their understanding to make sure that what they have read makes sense.	R8.1A (A): Use a range of strategies to decode unfamiliar words. R8.1A (B): Read largely accurately and with understanding.
knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning	R8.1E: Make inferences from specific evidence found in a text or in spoken language, including specific vocabulary choices. R8.2B: Express a critical response to a text through writing, discussion or presentation, by considering the text's features and their effects. R8.3A: Explore the impact of some of the writer's key structural or organisational choices. R8.4A: Explore the impact of some of a writer's or speaker's choices of grammatical features and sentence structure. R8.4B: Explore the impact of some of the writer's or speaker's significant vocabulary choices.
recognising a range of poetic conventions and understanding how these have been used	R8.2B: Express a critical response to a text through writing, discussion or presentation, by considering the text's features and their effects. R8.3A: Explore the impact of some of the writer's key structural or organisational choices.
studying setting, plot, and characterisation, and the effects of these	R8.2B: Express a critical response to a text through writing, discussion or presentation, by considering the text's features and their effects. R8.3A: Explore the impact of some of the writer's key structural or organisational choices.

The mapping at the start of the book demonstrates how the iLowerSecondary objectives relate to the English National Curriculum objectives.

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Scheme of work

Year: 8	By the end of the unit, students will be able to structure and craft a short story.		
Unit: 1	During the course of the unit, students will explore a range of narrative extracts linked by the theme of heroes and anti-heroes.		
Theme: Heroes and Villains	This unit focuses on engaging the reader in the characters, setting and action of a short narrative story.		
Outcome: Short story	Students will practise planning, structuring and crafting narrative writing.		
Key skills: Writing: Writing processes (WB.1); Writing: Whole text (WB.2); Writing: Language use (WB.3)	Students will revise punctuation and sentence structure and develop language skills.		
Lesser skills: Reading: Text structure (R8.3); Reading: Language use (R8.4)			
Minor skills: Reading: Reading for meaning (R8.1); Reading: Responding to texts (R8.2)			
Section	Section summary	Curriculum reference	Boosts
1	Students read two extracts based on the same story and answer comprehension questions on each. They practice the skills of picking out key points, using active and passive voices, thinking about characters and comparing texts.	R8.1A/B/C/D, R2.A/B/D	R8.4A/WB.2B Active and passive voices
2	Students read an extract from a novel and answer comprehension questions. They practise the skills of inferring and responding to characters, revealing a villain, punctuating speech and building a villainous of their own.	R8.1B/E, R8.2A/B, R8.3A, R8.4B, WB.1A, WB.3G	WB.3I Speech punctuation
3	Students read an extract from a short story. They practice the skills of tracking key events, identifying elements of the story, using word classes, exploring vocabulary and writing an extract of their own.	R8.1B/E, R8.2A/B, R8.3A, R8.4B, WB.1A, WB.2C, WB.3G	WB.3I Word classes
4	Students read the opening of a short story. They practice the skills of reading between the lines, responding to the opening, choosing tense and person, choosing the first sentence and writing an opening.	R8.1B, R8.1E, R8.2A/B, R8.3A, WB.1A, WB.2C	WB.2B Choosing tense and person
5	Students complete an assessment by reading a fictional extract, then answering questions about what they have read and writing the opening to a story of their own.	R8.1B/D/E, R8.2B, R8.3A, R8.4B, WB.1A, WB.2C, WB.3G	-
6	Students read a summary of a short story. They practice the skills of using apostrophes, exploring ideas and intentions, and structuring and planning a story.	R8.1B, R8.2A, R8.3A, WB.1A, WB.2C	WB.3I Apostrophes
7	Students read synopses of three different stories. They practice the skills of identifying endings, responding to endings, using colons and semi-colons, exploring the writer's intention and writing an ending of their own.	R8.1B, R8.2A, R8.2B, R8.3A, WB.1A, WB.2C	WB.3I Colons and semi-colons
8	Students read an extract from a story and answer comprehension questions. They practice the skills of identifying and using different ways of telling stories, using identifier verbs and adverbs, and writing an extract from a story of their own.	R8.1B, R8.2A, R8.3A, R8.4B, WB.2C, WB.3A/G	WB.3G/WB.3I Identifier verbs and adverbs
9	Students read the opening of a short story. They practice the skills of exploring short sentences and longer sentences, building sentences, linking with adverbials and experimenting with structure.	R8.2A, R8.3A, R8.4A, WB.1A, WB.3B/C/D/E	WB.2D Linking with adverbials
10	Students complete the skills of identifying homophones, using irregular past tenses, proofreading, reviewing vocabulary, conjunctions and relationships, reviewing sentence structure and reviewing and proofreading writing.	WB.1B/C	WB.3H Homophones; WB.2D Conjunctions and relationships
11	Students complete an assessment by planning, writing, reviewing and revising a short story.	WB.1A/B, WB.2C, WB.3A/C/D/E/G/H/I	

The main iLowerSecondary English curriculum objectives covered in each section are recorded here.

Any additional 'boosts' in the lessons are covered here.

The scheme of work gives you an overview of each unit and the main focuses.

The teaching and learning progression is provided as an 'at-a-glance' overview for you here.

About the Teacher Guide

The skills focus of a lesson can be found here.

Each individual lesson within a unit provides more detail to support your teaching.

The main and secondary objectives covered by a lesson are found here.

The teaching itself is split into a clear and consistent structure and progression, with indicative timings – and clear notes where the teaching links to the Student Book.

Workbook and Student Book page references are clearly labelled.

Support and Deepen activities help support differentiation and ensure content can be accessed at multiple levels.

This section summarises the extension, embedding and challenge opportunities in the Workbook that link to this lesson.

Unit 1: Heroes and Villains		Section 1 Telling stories		1
Year 8	Unit 1: Heroes and Villains		Student Book pp. 10–11	
Section 1 Telling stories: Lesson 1		Skills focus: Writing: Narrative		Workbook pp. 6–7
Main Curriculum Objectives	R8.1A Read largely accurately and with understanding.	R8.1B Identify and retrieve a range of key information in a text or in spoken language.	R8.1C Summarise a short text or speech effectively, selecting appropriate and relevant detail.	
	R8.1D Compare, contrast and/or combine key points of information within a text or in spoken language.			
Secondary Curriculum Objectives	R8.4A Explore the impact of some of a writer's or speaker's choices of grammatical features and sentence structure.	WB.2B Use appropriate linguistic conventions to achieve a wider range of purposes and address a wider range of audiences, e.g. to explain, to describe or to persuade, with confidence and understanding.		
Introduction		10 minutes		
<ul style="list-style-type: none">Ask: What suggests someone is a hero or a villain?Give partners two or three minutes to discuss and note down their answers.Take feedback, compiling lists of key traits.Ensure that you query any suggestions that traits such as scars or nationality indicate villains, and that students understand the importance of not judging real people by these.		Support Suggest familiar examples of heroes and villains for students to consider.		
		Deepen Ask students to write guidance for applicants for the roles of a hero and a villain.		
First phase		15 minutes		
<ul style="list-style-type: none">Read Extract A.Take students' initial responses. Ask: How many heroes and villains appear in this story opening? Are these typical heroes and villains? Why is that?Ask students to complete Activity 1. Point out that they will need to refer to different parts of the extract.Take feedback to ensure understanding, and check the students have provided complete responses.		Support Model gathering information to complete Activity 1, question 1 before asking students to continue independently.		
		Deepen Ask students to divide information about the two characters by importance, indicating which points are the most essential.		
Second phase		20 minutes		
<ul style="list-style-type: none">Ask students to recap their understanding of subjects and objects in sentences.Read through the introduction to the Grammar Boost activity and ensure understanding.Ask students to complete the Grammar Boost activity.Take feedback to check accuracy.Ask students to complete Activity 2.		Support In the Grammar Boost activity, complete question 1 as a whole class or in supported groups.		
		Deepen In the Grammar Boost activity, ask students to explain which sentence in question 1 is clearer and/or more concise, and why this is.		
Plenary		10 minutes		
<ul style="list-style-type: none">Take feedback on Activity 2, focusing on breadth of responses and the relevance of supporting evidence.Ask: Do you find this story opening engaging? How might it be improved?Discuss alternative ways the extract could have been written, for example in first person or beginning with dramatic actions. Ask: Would any of these have improved the story opening?		Support Recognise and validate any relevant responses and suggestions about alternative ways of opening the story.		
		Deepen Don't provide prompts for alternative ways the extract could have been written, allowing students to suggest these themselves.		
Set workbook activities		5 minutes		
<ul style="list-style-type: none">Point students towards the activities on pp. 6–7 of the Workbook.Check understanding and answer any questions.These activities focus on identifying key points, the active and passive voices, and characters.				

Inspire English

Glossary

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GLOSSARY

abbreviation - shortened **word** or **phrase** (e.g. Doctor becomes Dr; Susan becomes Sue; telephone becomes phone)

abstract noun - noun that names ideas you cannot see, hear, smell, taste or touch (e.g. 'happiness', 'idea')
account - telling or retelling of factual or fictional events (e.g. an account of the football match, or an account of an adventure)
active voice - form in which the thing that is performing the action of a **verb** is the grammatical **subject** of a **sentence**

adjective - word that adds information to a **noun**
adverb - single-word **adverbial**
adverbial - words (adverbs), **phrases** or **clauses** that add information to a **verb**, **adjective** or other **adverbial**
alliteration - use of one sound to begin two or more **words**
analyse - examine carefully, to

chronological - in a manner showing the order in which events happen or happened
clause - group of more than one **word** including a **verb**
cliché - **phrase** or idea that is overused and so has lost its impact
climax (in a story) - moment of greatest **conflict**
comma splice - incorrect use of a comma to link two **main clauses**
comparison - looking at similarities and differences between two or more things
conclusion (of a text) - last part, often a result or summary
concrete noun - noun that names a physical thing you can see, hear, smell, taste or touch (e.g. 'cat', 'tree')
conflict (in a story) - challenge or opposition
conjunction - word used to connect **clauses**, or before the final item in a **list**

dialogue - speech between people or fictional **characters**
direct address - method of speaking directly to the reader or listener
direct speech - words exactly as they are spoken, usually given within **speech marks** and with an **identifier**
embedded quotation - **quotation** positioned inside a **sentence** and that functions as a part of the sentence
emotive language - words and **phrases** that stir readers' emotions
emphasis - forcefulness of expression that suggests importance
evidence - supporting **facts** or information
example - something with characteristics typical of its type
explanation text - text that makes information and ideas clear and easy to understand
exposition (in a story) - early part of a **story** that introduces the situation, **characters** and/or **setting**

The glossary at the end of the book contains the key terms identified across all years of the course, along with clear definitions.

Curriculum mapping from iLowerSecondary English to the National Curriculum

READING	
English National curriculum objective	This matches the iLowerSecondary curriculum objective...
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.	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.
choosing and reading books independently for challenge, interest and enjoyment.	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.
re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.	R7.1D: Combine key points of information within a text or in spoken language.
learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries	R7.1A (A): Use strategies to decode unfamiliar words. R7.1A (B): Read largely accurately and with understanding.
making inferences and referring to evidence in the text	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.
knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension	R7.2A: Identify a writer’s or speaker’s intention and viewpoint.
checking their understanding to make sure that what they have read makes sense.	R7.1A (A): Use strategies to decode unfamiliar words. R7.1A (B): Read largely accurately and with understanding.
knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning	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.
recognising a range of poetic conventions and understanding how these have been used	R7.3A: Identify some of the writer’s key structural or organisational choices.
studying setting, plot, and characterisation, and the effects of these	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.

Curriculum mapping from iLowerSecondary English to the National Curriculum

READING	
English National curriculum objective	This matches the iLowerSecondary curriculum objective...
understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play	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.
making critical comparisons across texts	R7.2D: Make simple comparisons of writers’ ideas and perspectives between two texts.
studying a range of authors, including at least two authors in depth each year	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. R7.2D: Make simple comparisons of writers’ ideas and perspectives between two texts.

WRITING	
English National curriculum objective	This matches the iLowerSecondary curriculum objective...
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	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.
summarising and organising material, and supporting ideas and arguments with any necessary factual detail	W7.1A: Gather some relevant ideas before writing.
applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	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.

Curriculum mapping from iLowerSecondary English to the National Curriculum

WRITING	
English National curriculum objective	This matches the iLowerSecondary curriculum objective...
drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing	W7.2B: Use appropriate linguistic conventions for a range of purposes and audiences, e.g. to argue, to inform or to narrate.
plan, draft, edit and proof-read through: considering how their writing reflects the audiences and purposes for which it was intended	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.
plan, draft, edit and proof-read through: amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	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.
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.	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.

Curriculum mapping from iLowerSecondary English to the National Curriculum

GRAMMAR AND VOCABULARY	
English National curriculum objective	This matches the iLowerSecondary curriculum objective...
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	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.
studying the effectiveness and impact of the grammatical features of the texts they read	R7.4A: Identify some of a writer's or speaker's choices of grammatical features and sentence structure.
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	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.
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	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.
using Standard English confidently in their own writing and speech	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.
discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology	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. W7.3J: Use grammatical terminology for punctuation marks with some accuracy.

Scheme of work

Year:	7
Unit:	1
Theme:	Survival
Outcome:	A portfolio of critical writing and narrative writing
Key skills:	
Lesser skills:	ALL
Minor skills:	

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 if lost in 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 exploring 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 exploring 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/I	–
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 practise 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, R7.2A/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	W7.2B First and third person
10	Students practise the skills of punctuating sentences, using verb suffixes, proofreading, vocabulary choice and avoiding noun repetition. They read and revise a sample answer.	W7.1B/C, W7.3I/F/G	W7.3H Common verb suffixes
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	–

Scheme of work

Year:	7
Unit:	2
Theme:	Danger!
Outcome:	Critical writing
Key skills:	Reading: Reading for meaning (R7.1) Reading: Responding to texts (R7.2)
Lesser skills:	Reading: Language use (R7.4); Writing: Language use (W7.3)
Minor skills:	Writing: Writing processes (W7.1)

By the end of the unit, students will be able to summarise, compare, and respond to narrative texts.

During the course of the unit, students will identify, synthesise, summarise and compare key ideas from two texts; develop a critical response to texts supported with relevant textual evidence.

This unit focuses on the theme of ‘danger’, and on reading fiction.

Students will practise identifying, summarising and comparing key ideas in fiction writing; responding to the writer’s choices.

Students will revise comparative adverbials, full stops and speech marks and develop their reading comprehension, vocabulary, sentence building and proofreading skills.

Section	Section summary	Curriculum reference	Boosts
1	Students skim-read an informational leaflet on tsunamis, then read the text in more detail. They practise the skills of scanning and combining key points of information.	R7.1A/B/D	R7.1A Monitoring your understanding
2	Students read a descriptive extract on a tsunami then answer comprehension questions. They practise the skills of understanding unfamiliar words and new vocabulary, checking their understanding, identifying key points and combining and comparing key points.	R7.1A/B/D	R7.1A Understanding unfamiliar words
3	Students read a fiction extract about an attack on a family member and answer comprehension questions. They practise the skills of identifying and combining key points, linking clauses with conjunctions and summarising key information.	R7.1B/C/D	W7.3C Linking clauses with conjunctions
4	Students read two short extracts, identifying their key points. They practise the skills of using pronouns and making connections and comparisons between the extracts.	R7.1B/E, 7.2B/C/D	W7.3F Pronouns
5	Students carry out an assessment in the form of reading two extracts on dangerous encounters, answering questions and comparing the extracts.	R7.1A/B/C/D/E, R7.2B/C/D	–
6	Students read a fiction extract on a potential fire accident and retrieve information on the extract. They practise the skills of inference, using quotations, identifying the writer’s intention and writing to achieve a specific intention.	R7.1B/E, R7.2A, W7.3I	R7.2C Using quotations
7	Students read a fiction extract on a potential climbing accident and respond to the text. They practise the skills of identifying the writer’s intention, using synonyms and antonyms, exploring vocabulary choice, and develop their response to the text,	R7.2A/B, R7.4B	W7.3G Synonyms and antonyms
8	Students read a fiction extract describing a boy who gets lost in a new city. They practise the skills of exploring setting and character, using clauses and full stops, selecting evidence and writing a response.	R7.2B/C	W7.3I Clauses and full stops
9	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.	R7.2A/B/C, R7.3A, R7.4B	W7.3G Expressing your ideas precisely
10	Students plan, write and evaluate their own opening to a story, thinking about their intentions for the text, adding details and how to imply ideas. They practise the skills of proofreading and tracking and writing a response.	W7.1A, R7.2A/B, R7.4B, W7.3G	W7.1B Proofreading
11	Students carry out an assessment in the form of reading an extract from a novel and answering comprehension questions. They plan and write a response to the extract, using evidence, describing responses and considering effective vocabulary.	R7.1B/C/D; R7.2A/B/C, R7.4B	–

Scheme of work

Year:	7
Unit:	3
Theme:	Travels in space
Outcome:	Article
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: Text structure (R7.3); Reading: Language use (R7.4)
Minor skills:	Reading: Responding to texts (R7.2)

By the end of the unit, students will be able to plan, structure and write descriptively using vocabulary choice and sentence structure to convey a viewpoint.

During the course of the unit, students will explore the writer's choices in a range of texts to develop their own writing skills repertoire.

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

Students will practise planning and crafting a text to achieve a specific purpose and intention.

Students will revise paragraphing and punctuation and develop their sentence building, vocabulary and proofreading skills.

Section	Section summary	Curriculum reference	Boosts
1	Students read a fiction extract from the opening of a short story and answer questions on the action of the characters. They practise the skills of inference and making connotations, and exploring and creating impressions.	R7.1B/E, R7.2A, W7.1A	R7.4B Connotations
2	Students read a fiction extract from the opening of a science-fiction novel. They practise the skills of inference, understanding intention and response, paragraphs and structure, and planning and writing descriptions.	R7.1E, R7.2A/B, R7.3A, W7.2C	W7.3B Paragraphing
3	Students read a non-fiction article about becoming an astronaut and answer comprehension questions. They practise the skills of exploring verb and adverb choice, and choosing verbs for powerful descriptions.	R7.1E, R7.4B, W7.3G	W7.3G Adverbs W7.3H Checking spelling
4	Students read an extract from the opening of a novel about a family leaving Earth for a different planet. They practise the skills of inference, exploring and building noun phrases and prepositional phrases, and they write a short description using noun phrases.	R7.1E, R7.4B, W7.3G	W7.3G Prepositional phrases
5	Students carry out an assessment in the form of reading a newspaper article, answering comprehension questions and writing their own descriptive text.	R7.1B/E, R7.4B, W7.1A, W7.2C, W7.3B/G	–
6	Students read an extract from a short story, tracking the thoughts and feelings of the characters. They practise the skills of choosing vocabulary, using the past and present tenses considering viewpoints and planning and writing descriptive paragraphs.	R7.2A, R7.4B, W7.1A, W7.2C, W7.3G	W7.2C Past and present tense
7	Students read a non-fiction text about holidaying in space. They practise the skills of identifying purpose, structuring and exploring explanations, using a formal register and writing an article.	R7.2A, R7.3A, W7.1A, W7.2C, W7.3B	W7.3A Writing in a formal register
8	Students read an extract from a descriptive text about arriving on an alien planet. They practise the skills of following the camera, looking at sentence length, using adverbials, identifying different sentence openings and writing their own descriptions.	R7.3A, R7.4A, W7.3C/E	W7.3D Adverbials
9	Students plan and gather ideas for writing a description from a drawing of a strange planet, imagining themselves at the scene. They practise the skills of using descriptive and sensory vocabulary, describing thoughts and emotions, understanding story structure and developing and structuring ideas into their own descriptions.	W7.1A, W7.2C, W7.3G	W7.2C Understanding story structure
10	Students practise the skills of checking and revising paragraphs and sentence structures, correcting spelling, reviewing vocabulary choice and proofreading. They read and revise a sample answer.	W7.1B, W7.1C, W7.3D/E	W7.3H Checking spelling
11	Students carry out an assessment in the form of planning and writing a descriptive article, considering story structure, descriptive and sensory descriptions, using powerful adjectives and verbs, and revising their own work.	W7.1A/B/C, W7.2C, W7.3B/D/E/G/I	–

Scheme of work

Year:	7
Unit:	4
Theme:	Love and hate
Outcome:	Critical writing (poetry)
Key skills:	Reading: Reading for meaning (R7.1) Reading: Responding to texts (R7.2) Reading: Text structure (R7.3) Reading: Language use (R7.4)
Lesser skills:	Writing: Language use (W7.3)
Minor skills:	Writing: Whole text (W7.2)

By the end of the unit, students will be able to express a written response to poetry, supported with evidence.

During the course of the unit, students will explore the writer's choices and their impact in a range of poetry.

This unit focuses on poetry and critical writing.

Students will practise reading and writing about poets' ideas and viewpoints and how they express them.

Students will revise the conventions of poetry and develop their critical writing skills.

Section	Section summary	Curriculum reference	Boosts
1	Students read and respond to a poem about people. They practise the skills of understanding poetry terms, exploring key ideas and writing similes and poems of their own.	R7.1A, R7.1B, R7.2B, W7.2B	R7.3A Poetry terms
2	Students read a poem, then answer questions on the speaker and events. They practise the skills of understanding voice, punctuating poems and writing a response to the poem.	R7.1A/B, R7.2A/B, W7.2B	W7.3I Poetry punctuation
3	Students read a poem, then answer questions, exploring it in detail. They practise the skills of connecting key points, linking ideas with conjunctions, responding to the poem and writing a poem of their own.	R7.1A/B/D, R7.2A/B, W7.2B	W7.3C Linking ideas with conjunctions
4	Students read a poem, then gather key information from it. They practise the skills of inference, punctuating quotations, using evidence and writing a response to the poem.	R7.1A/B/E, R7.2B/C/E, W7.2B	W7.3I Punctuating quotations
5	Students carry out an assessment in the form of reading a poem, answering questions and writing their own response to the poem.	R7.1B/E, R7.2A/B/C	–
6	Students read a poem, then explore it in detail. They practise the skills of responding to the poem, using apostrophes of possession and experimenting with the poet's and their own vocabulary choice.	R7.1B, R7.2A/B, R7.4B, W7.3G	W7.3I Apostrophes of possession
7	Students read a poem, then answer questions on figurative language. They practise the skills of exploring figurative language further, recognising similes and clichés and experimenting with similes and metaphors.	R7.1B, R7.2A/B, R7.4B, W7.3G	W7.3G Similes and clichés
8	Students read a poem, then answer comprehension questions. They practise the skills of exploring the poet's ideas and rhyme, exploring paragraphs and punctuation and exploring form.	R7.1B, R7.2A/B, R7.3A, W7.2C	W7.3B Using paragraphs
9	Students read a poem, then explore the ideas in that poem. They practise the skills of using verbs and nouns, using pronouns to avoid repetition, exploring form and writing their own poem.	R7.1B, R7.2A/B, R7.3A, W7.2C	W7.3G Verbs and nouns W7.3F Pronouns and repetition
10	Students read two poems, then answer questions on their content and language. They practise the skills of comparing two poems and write a comparison of the two poems.	R7.1B, R7.2A/B/D, R7.3A, R7.4B	W7.2D Making comparisons
11	Students carry out an assessment in the form of reading a poem and answering comprehension questions. They write a response to the poem, exploring similes, using evidence and clearly explaining their ideas.	R7.1B/E, R7.2A/B/C, R7.3A, R7.4B,	–

Scheme of work

Year:	7
Unit:	5
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:	–

By the end of the unit, students will be able to write persuasively using a range of organisational features and language techniques.

During the course of the unit, students will read a range of persuasive texts, exploring the writer’s choices and emulating them in their own writing.

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

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	W7.3I 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	W7.3H/I Apostrophes in contractions
3	Students read a non-fiction description, then identify key ideas from the extract. They practise the skills of choosing adjectives for detail, exploring and choosing nouns and writing a description.	R7.1B/E, R7.4B, W7.3G	W7.3G Exploring nouns
4	Students read a persuasive non-fiction text from a restaurant webpage, then infer the writer’s intention. They practise the skills of identifying persuasive points, building noun phrases and writing persuasively.	R7.1E, R7.2A, R7.4B, W7.3G	W7.3G Noun phrases
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/I 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, W7.3C/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
Unit:	6
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)

By the end of the unit, students will be able to write an effective informative speech, teaching their peers how to do or make something, and explain its appeal.

During the course of the unit, students will explore a range of information/explanation texts, exploring the writer’s choices and emulating them in their own writing/speech.

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

Students will practise planning, structuring and writing an information 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 information 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 information text.	R7.1A, R7.2A/B, R7.3A, W7.1A, W7.2C	W7.2C Chronological and non-chronological structures
4	Students read an instruction 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 information 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, R7.4A/B, W7.1A, W7.2C, W7.3A/C/E/G	–
7	Students skim-read an extract from an information 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	W7.1A Ways of planning
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. They then plan, write and revise their own speeches.	W7.1A, W7.2C, W7.3A/B/C/E/F/G/I	–

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Year 7	Unit 1: Survival		
Section 1 Description: Lesson 1		Skills focus: Diagnostic	Student Book pp. 10–11 Workbook pp. 6–7
Main Curriculum Objectives	R7.1A Read largely accurately and with understanding.	R7.1E Make broad inferences from a text or spoken language, supporting them with a range of evidence.	
Secondary Curriculum Objectives			

Introduction • Explain to students that Unit 1 will help you and them to assess their strengths and areas for improvement. • Display the terms <i>explicit</i> , <i>implicit</i> and <i>inference</i> . • 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 <i>explicit</i> , <i>implicit</i> and <i>inference</i> . • Explain that students will use the skill of inference in this lesson, and in many others in the future.	10 minutes	Support Explain that both sentences have a similar meaning: one makes its meaning clear, and the other suggests it.
		Deepen Ask students to write their own pairs of sentences with explicit/implied meanings. Invite volunteers to share examples, asking the class to infer what is being implied.
	First phase • 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.	20 minutes
		Support Focus on each paragraph in turn, asking students to select and sequence the given events, and taking feedback after each one.
Second phase • Remind students of the meaning of the terms <i>explicit</i> , <i>implicit</i> and <i>inference</i> . • 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: <i>She feels helpless when... She feels scared because...</i>).	15 minutes	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.
Plenary • 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.	10 minutes	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 • 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.		5 minutes

Year 7	Unit 1: Survival		
Section 1 Description: Lesson 2		Skills focus: Diagnostic	Student Book pp. 12–13 Workbook pp. 8–9
Main Curriculum Objectives	R7.4B Identify some of a writer’s or speaker’s significant vocabulary choices.	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.	
Secondary Curriculum Objectives	W7.1A Gather some relevant ideas before writing.		

Introduction <ul style="list-style-type: none">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?	5 minutes	Support <p>Focus on one element at a time, using cloze sentences as prompts. For example: <i>I ____ down a path.</i> <i>It was a ____ evening.</i></p>
First phase <ul style="list-style-type: none">Ask students to complete Activity 3, question 1.Take 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.	20 minutes	Support <p>Complete Activity 3, question 1 as a whole class or in supported groups before asking students to complete Activity 3, question 2 independently.</p>
		Deepen <p>Ask students to write and punctuate their own statements, questions and exclamations.</p>
Second phase <ul style="list-style-type: none">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.Ensure students make time to check punctuation.	20 minutes	Support <p>Discuss and agree one situation that students will describe in their writing. Complete Activity 4, questions 1–4 as a class or in supported groups.</p>
		Deepen <p>Encourage students to review their vocabulary choices to make their writing as effective as possible.</p>
Plenary <ul style="list-style-type: none">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.	10 minutes	Support <p>Recognise, validate and explore any appropriate choices.</p>
		Deepen <p>Ask students to suggest and evaluate revisions to given sentences.</p>

Set workbook activities <ul style="list-style-type: none">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.	5 minutes
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Year 7	Unit 1: Survival		
Section 2 Information: Lesson 3		Skills focus: Diagnostic	Student Book pp. 14–15 Workbook pp. 10–11
Main Curriculum Objectives	R7.1B Identify and retrieve key points of information in a text or in spoken language.	R7.1C Identify and paraphrase key information in a text or in spoken language.	
Secondary Curriculum Objectives			

Introduction <ul style="list-style-type: none">Ask students: What are the three most important things to do if you find yourself alone and lost in the desert? Allow three minutes for partners to discuss this.Take feedback.Summarise the key points of the discussion, explicitly modelling how you selected and expressed them.	10 minutes	Support <p>Provide options students can consider, such as ‘finding shelter’, ‘staying hydrated’ and ‘seeking help’.</p>
First phase <ul style="list-style-type: none">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 1, question 1. Take feedback to ensure understanding.Ask students to complete Activity 1, question 2. Take feedback, focusing on the reasoning behind their choice(s).	15 minutes	Support <p>Complete Activity 1, questions 1 and 2a as a whole class or in supported groups before students complete question 2b independently.</p>
		Deepen <p>Encourage students to justify and then rank their choices for Activity 1, question 2.</p>
Second phase <ul style="list-style-type: none">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.	20 minutes	Support <p>Model how to identify key ideas in a few sentences, and then how to transform them into a summary.</p>
		Deepen <p>Ask students to summarise the entire article in 20 words or fewer.</p>
Plenary <ul style="list-style-type: none">Take feedback on Activity 2, question 2, assessing this against the criteria given in the Remember box.Ask students to suggest tips and advice on how to write an effective summary.	10 minutes	Support <p>Recognise, validate and explore any choices that show summary skills.</p>
		Deepen <p>Ask students to reduce their summary by half, and then half again, and then half again. Ask them to consider at what point the summary becomes ineffective.</p>

Set workbook activities <ul style="list-style-type: none">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.	5 minutes
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Year 7	Unit 1: Survival		
Section 2 Information: Lesson 4		Skills focus: Diagnostic	Student Book pp. 16–17 Workbook pp. 12–13
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			

Introduction <ul style="list-style-type: none">Ask students to recap, in summary, the article they read during the previous lesson.Give students two minutes to note down the summary skills they learned in the previous lesson. Take feedback.	10 minutes	Support Give students 30 seconds to look again at the article.
		Deepen Ask volunteers to model summarising by explaining the plot of a film in 10–15 words.
First phase <ul style="list-style-type: none">Briefly, look again at the article.Read the introduction to Activity 3 as a whole class. Check students' understanding of the key terms 'heading', 'subheading' and 'introduction'.Ask students to complete Activity 3, allowing three minutes for partners to discuss question 2.Take feedback, explicitly and cumulatively recapping the key structural features of the article.	15 minutes	Support Focus on one structural feature at a time, completing the activity orally as a whole class or in supported groups.
		Deepen Challenge students to improve the article's heading and subheadings, ensuring each still does its job.
Second phase <ul style="list-style-type: none">Ask students to complete the Grammar Boost activity. Take feedback, ensuring accurate positioning and sequencing of adverbials.Read Activity 4 as a whole class. Discuss question 1.Ask students to complete Activity 4. Encourage them to use adverbials of time in their writing.	20 minutes	Support Verbally model how to use adverbials to sequence and link a series of points, such as a summary of the activities in this lesson.
		Deepen Encourage students to make their writing distinctly different from the text they have been exploring.
Plenary <ul style="list-style-type: none">Take feedback from a range of volunteers, focusing on one structural feature at a time – for example headings, introductions, subheadings and then content.	10 minutes	Support Recognise, validate and explore any responses that show awareness of structural features.
		Deepen Encourage students to critically evaluate the effectiveness of responses.

Set workbook activities <ul style="list-style-type: none">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.	5 minutes
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Year 7	Unit 1: Survival		
Section 3 Intention and response: Lesson 5		Skills focus: Diagnostic	Student Book pp. 18–19 Workbook pp. 14–15
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			

Introduction <ul style="list-style-type: none">Take suggestions for texts or films that are familiar to the students.Ask students to suggest ways in which they might respond to each example, collating ideas.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.	10 minutes	Support Give students a range of possible responses, such as excitement, tension or happiness, for them to consider.
		Deepen Ask students to suggest techniques that writers and filmmakers use to create audiences' responses.
First phase <ul style="list-style-type: none">Read the extract. Discuss students' initial responses.Recap the terms 'intention' (and, if necessary, 'drama' and 'tension').Ask students to complete Activity 1.Gather a range of responses, focusing on students' explanations. Ask: What made you respond in this way?	15 minutes	Support Support students' explanations with a range of key vocabulary, such as 'danger', 'peril', 'excitement' or 'fear', for them to consider.
		Deepen Encourage students to write their own responses, considering at least two different ideas.
Second phase <ul style="list-style-type: none">Ask students to complete Activity 2, question 1. Take feedback discussing how and why the extract created these responses.Ask students to complete Activity 2, question 2. Check understanding of the term 'quotation' and the use of speech marks.Take feedback. Responses may range in sophistication, from comments on events described to inferences from specific vocabulary.	20 minutes	Support Support students' explanations with a range of key vocabulary, such as 'sympathy' or 'anxiety', for them to consider.
		Deepen Ask students to select two short, relevant quotations from different parts of the extract.
Plenary <ul style="list-style-type: none">Ask students to write a brief guide to responding to a text, based on their learning in this lesson.Take feedback, validating responses that include careful reading, identifying writers' intentions, giving personal responses and/or using supporting evidence.Ask students to amend or improve their guides based on the class's feedback.	10 minutes	Support Compile the guide as a whole class or in supported groups, looking through the tasks in Activities 1 and 2.
		Deepen Encourage students to make their guides as detailed as possible, listing a range of possible intentions and responses.

Set workbook activities <ul style="list-style-type: none">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.	5 minutes
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Year 7	Unit 1: Survival		
Section 3 Intention and response: Lesson 6		Skills focus: Diagnostic	Student Book pp. 20–21 Workbook pp. 16–17
Main Curriculum Objectives	R7.3A Identify some of the writer’s key structural or organisational choices.	W7.1A Gather some relevant ideas before writing.	W7.3B Understand the reasons for starting a new paragraph.
Secondary Curriculum Objectives			

Introduction • Give students five minutes to reread the extract. • Ask students to note how a new paragraph is marked in written text (on a new line). • Then ask students to think about the purpose of paragraphing a text, and reasons why the writer has used each paragraph break in this extract. • Take feedback, and refer to the introduction at the start of the Grammar Boost activity to ensure the prompts have all been noted.	10 minutes	Support Ask students to use the Remember box to identify one reason for one new paragraph in the extract. Deepen Ask students to identify the focus or topic of paragraphs, and where they have been started to show a change of topic or focus.
First phase • Ask students to complete the Grammar Boost activity. Emphasise that students need to consider how many different speakers, times, settings or topics each task would feature. • Read through Activity 3 as a whole class, clarifying its instructions. Direct attention to the modelled example for points A and B: ‘Oh no!’ and ‘Phew! That’s a relief!’ • Ask students to complete Activity 3.	15 minutes	Support In Activity 3, suggest students focus on two or three events from the list as a whole class or in supported groups. Deepen Encourage students to be very specific (but still brief) in their responses to Activity 3, question 1a.
Second phase • Take feedback on Activity 3, focusing on answers to 1c. • Discuss the writer’s intention in alternating between hope and despair. • Ask students to complete Activity 4, carefully following each step. • Remind students to check the accuracy of their paragraphing after writing.	20 minutes	Support Take feedback after each stage of the planning and writing in Activity 4, focusing students on their intention to build drama and tension. Deepen Encourage students to include moments of relief, to give the reader hope and then take it away!
Plenary • Ask students to read a partner’s writing, tracking their response and indicating it with smiley and worried faces in the margin. • Take feedback, looking for examples of writing that effectively manipulate the reader’s response.	10 minutes	Support Recognise, validate and explore any responses that show an attempt at achieving a stated intention. Deepen Encourage partners to identify areas for improvement to help each other to achieve their intentions more fully.

Set workbook activities • Point students towards the activities on pp. 16–17 of the Workbook. • Check understanding and answer any questions. • These activities focus on new paragraphs and structuring the text.	5 minutes
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Year 7	Unit 1: Survival		
Section 4 Sentence structure for effect: Lesson 7		Skills focus: Diagnostic	Student Book pp. 22–23 Workbook pp. 18–19
Main Curriculum Objectives	R7.2A Identify a writer’s or speaker’s intention and viewpoint.		R7.4A Identify some of a writer’s or speaker’s choices of grammatical features and sentence structure.
Secondary Curriculum Objectives			

Introduction • On the board, write ‘The door opened.’ Ask students to identify the verb in the sentence. • Alter the sentence to ‘the heavy, wooden door opened slowly.’ Explain that every word in this sentence is linked to the single verb: it is a single-clause sentence. • Add a second clause to the sentence: ‘The heavy wooden door opened slowly and I walked through.’ Ask: How many verbs and clauses are there in the sentence now? How are the clauses linked? • Ask students to write their own sentences containing two clauses and take feedback.	10 minutes	Support Check and refresh the class’s understanding of the terminology ‘noun’, ‘verb’, ‘conjunction’, ‘clause’ and ‘sentence’. Deepen Encourage students to use a variety of conjunctions in their sentences, avoiding excessive use of ‘and’.
First phase • Read the introduction to the extract. Encourage students to visualise the situation, and how it might feel to be where Mira is. • Ask students to read the extract. • Ask students to complete Activity 1, to explore the characters in the extract. • Take feedback, encouraging students to explore and justify their impressions of the characters. Ask: How has the writer created these impressions?	20 minutes	Support Draw the scene using stick figures to support visualisation. Complete each question as a whole class, or in supported groups. Deepen Ask students to find evidence that supports their impressions of the characters.
Second phase • Ask students to complete Activity 2, question 1. • Take feedback to ensure accuracy. • Ask students to complete Activity 2, questions 2 and 3.	15 minutes	Support Read the relevant paragraphs aloud, emphasising the pace and mood created by the sentence lengths. Deepen Ask students to comment on sentence structure in the fourth paragraph.
Plenary • Take feedback on Activity 2, questions 2 and 3. Look for responses to question 3 that show awareness of the contribution of sentence variety to rhythm, to building description and to dramatic emphasis. • Ask students to recap their learning from this lesson. Reassure them that commenting on sentence structure is challenging!	10 minutes	Support Verbally model how changing the sentence lengths would affect the mood and pace created. Deepen Ask students to experiment with shortening sentences. Ask: How is pace and mood affected?

Set workbook activities • Point students towards the activities on pp. 18–19 of the Workbook. • Check understanding and answer any questions. • These activities focus on identifying the writer’s intention and the effect of sentence structures.	5 minutes
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Year 7	Unit 1: Survival		
Section 4 Sentence structure for effect: Lesson 8		Skills focus: Diagnostic	Student Book pp. 24–25 Workbook pp. 20–21
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			

Introduction • 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).	10 minutes	Support Model the use of each conjunction in an example sentence. Ask volunteers to contribute further examples. Deepen 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 • Ask students to complete the Grammar Boost activity. • Emphasise the importance of variety in conjunctions and structure in all writing. • Read through 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.	15 minutes	Support Model converting sentences B and C in Activity 3 into two series of single-clause sentences. Deepen 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 • 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 before students compose individual responses for question 2c.	20 minutes	Support Begin Activity 4, question 1, as a whole class, linking the first two sentences with different conjunctions and discussing how effective this is. Deepen Encourage students to experiment, writing and rewriting sections of text using different sentence structures.
Plenary • Ask volunteers to share their writing. • Ask the class to evaluate the range of conjunctions and sentence lengths used.	10 minutes	Support Recognise and validate the accurate or effective use of any conjunctions. Deepen 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.	5 minutes
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Year 7	Unit 1: Survival		
Section 5 Assessment: Lesson 9		Skills focus: Diagnostic	Student Book pp. 26–27 Workbook pp. 22–23
Main Curriculum Objectives	R7.1A Read largely accurately and with understanding.	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.
	R7.2A 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.
	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.
	W7.1A Gather some relevant ideas before writing.	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.	W7.3G 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.		
Secondary Curriculum Objectives			

Introduction • Ask students to read the extract. Check their understanding of the context of the extract (the sinking of an ocean liner) and any unfamiliar vocabulary that does not appear in the key vocabulary, such as ‘iceberg’. • 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.	10 minutes
Assessment task • 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. • Point out that they 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.	50 minutes

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.

Year 7	Unit 1: Survival		
Section 6 Argument: Lesson 10		Skills focus: Diagnostic	Student Book pp. 28–29 Workbook pp. 24–25
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.
Secondary Curriculum Objectives			

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.	10 minutes	Support Suggest some appropriate examples, such as whether or not children can play outside unsupervised or choose their own bedtimes. Deepen Ask students to role-play persuading a parent to allow them more freedom.
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.	15 minutes	Support Complete Activity 1, questions 1 and 2 as a whole class or in supported groups. Deepen Ask: Why are some points more important than others? What makes a point a key point?
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 compete 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.	20 minutes	Support Note and display all key points identified in Activity 1, to support students answering Activity 2, question 2. Deepen Focus students on producing as concise and as precise a response to Activity 2, question 2 as possible.
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.	10 minutes	Support Compare students’ responses with the key points gathered in answer to Activity 1, discussing whether or not they are all included. Deepen Ask partners to evaluate how concise and precise each other’s responses are, and to suggest improvements.

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.	5 minutes
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Year 7	Unit 1: Survival		
Section 6 Argument: Lesson 11		Skills focus: Diagnostic	Student Book pp. 30–31 Workbook pp. 26–27
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.
	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.		W7.3G Select vocabulary appropriate to purpose in text and spoken language.
Secondary Curriculum Objectives	W7.1A Gather some relevant ideas before writing.		

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?	10 minutes	Support Prompt students in forming reasons for their choices. For example: ‘Is this word particularly powerful? Why is that?’ Deepen Encourage students to justify their suggestions as explicitly and precisely as possible.
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.	15 minutes	Support Complete Activity 3 as a whole class or in supported groups. Deepen After Activity 4, ask students to suggest why the rhetorical devices are effective.
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.	20 minutes	Support Complete question 1 of the Grammar Boost activity as a whole class or in supported groups, modelling possible options. Deepen In Activity 5, encourage students to use emotive language, a triple structure and a direct address in their writing.
Plenary • Ask partners to review and improve each other’s use of rhetorical devices, and to select an effective sentence or two to share. • Ask volunteers to share effective examples.	10 minutes	Support Recognise, validate and explore any effective elements of argument writing. Deepen Encourage students to evaluate the success of volunteers’ arguments.

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.	5 minutes
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Year 7	Unit 1: Survival		
Section 7 Newspaper report: Lesson 12		Skills focus: Diagnostic	Student Book pp. 32–33 Workbook pp. 28–29
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.	
Secondary Curriculum Objectives			

Introduction • Assess students’ prior knowledge of key features of news articles by giving two minutes for them to note any from memory. • Take feedback by category: presentational conventions (such as headlines, subheadings, photographs and captions), structural features (such as paragraphs) and language choice.		10 minutes	Support Use the article to prompt students’ prior knowledge.
			Deepen Ask students to note significant differences between the key features of a news article and a short story.
First phase • 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. • Reread the article, noting where and why the writer moves back or forward in time.		15 minutes	Support Complete Activity 1, question 1 as a whole class or in supported groups.
			Deepen Ask students to consider how the events might be rewritten as a short narrative story, focusing first on what event would begin the story.
Second phase • 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 readers’ attention as quickly and fully as possible. • Ask students to complete Activity 1, question 3.		20 minutes	Support Begin work on Activity 1, question 3 by agreeing a chronological sequence of the events as a whole class.
			Deepen Encourage students to experiment with different sequences, discussing what impact each one would have on the reader.
Plenary • 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?		10 minutes	Support Use feedback to highlight the difference between chronological and non-chronological structures.
			Deepen Ask students to write summary instructions on how to structure a news article.

Set workbook activities • Point students towards the activities on pp. 28–29 of the Workbook. • Check understanding and answer any questions. • These activities focus on the structure of articles.	5 minutes
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Year 7	Unit 1: Survival		
Section 7 Newspaper report: Lesson 13		Skills focus: Diagnostic	Student Book pp. 34–35 Workbook pp. 30–31
Main Curriculum Objectives	R7.4B Identify some of a writer’s or speaker’s significant vocabulary choices.	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).	
	W7.2C Use some of the organisational conventions of a range of forms, for a range of purposes and audiences.		W7.3G Select vocabulary appropriate to purpose in text and spoken language.
Secondary Curriculum Objectives	W7.1A Gather some relevant ideas before writing.		

Introduction • 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>I was worried, says surfer found after quite a long time.</i>		10 minutes	Support Look at each phrase in the headline in turn. Offer students vocabulary options such as ‘I was certain’ / ‘I thought’ / ‘I believed’.
			Deepen Challenge students to make the original headline even more dramatic.
First phase • 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.		15 minutes	Support Begin each question as a whole class or in supported groups before asking students to complete them in pairs.
			Deepen Challenge students to identify other opportunities to add drama to the article using language, for example by adding adverbials.
Second phase • Ask students to complete the Grammar Boost activity. • Take feedback, checking students’ awareness of regular and irregular past tense forms. • Ask students to complete Activity 3. Encourage them to take inspiration for their vocabulary choices by looking again at their answers to Activity 2.		20 minutes	Support Discuss and agree one story outline, gathering ideas and details as a whole class or in supported groups.
			Deepen Encourage students to write two different headlines and opening paragraphs, experimenting with different vocabulary choices.
Plenary • Ask volunteers to share their headlines and opening paragraphs. Ask the class: Would you keep reading if you found this article in a newspaper or online? • Ask students to summarise the key features of news articles explored in this and the previous lesson.		10 minutes	Support Recognise, validate and explore any effective use of the key features of a news article.
			Deepen Ask partners to work together on evaluating, reviewing and improving each other’s vocabulary choices.

Set workbook activities • Point students towards the activities on pp. 30–31 of the Workbook. • Check understanding and answer any questions. • These activities focus on vocabulary choices and present tense.	5 minutes
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Year 7	Unit 1: Survival		
Section 8 Comparing texts: Lesson 14		Skills focus: Diagnostic	Student Book pp. 36–37 Workbook pp. 32–33
Main Curriculum Objectives	R7.1B Identify and retrieve key points of information in a text or in spoken language.		R7.2D Make simple comparisons of writers' ideas and perspectives between two texts.
Secondary Curriculum Objectives	R7.2A Identify a writer's or speaker's intention and viewpoint.		

Introduction • 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.	10 minutes	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.
First phase • 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.	15 minutes	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.
Second phase • 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.	20 minutes	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.
Plenary • 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?	10 minutes	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.	5 minutes
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Year 7	Unit 1: Survival		
Section 8 Comparing texts: Lesson 15		Skills focus: Diagnostic	Student Book pp. 38–39 Workbook pp. 34–35
Main Curriculum Objectives	R7.2C Support ideas with relevant evidence.	W7.2D Link paragraphs using a limited range of adverbials.	
Secondary Curriculum Objectives			

Introduction • 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.	10 minutes	Support Prompt possible points of comparison during the game. Deepen Encourage partners to compete by noting down as many similarities and differences as they can within a set time limit.
First phase • 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 to check each other’s choice of evidence and use of quotation marks. • Take feedback, evaluating the brevity and relevance of each quotation.	15 minutes	Support Complete Activity 3, question 1 as a whole class or in supported groups. Provide a selection of possible quotations, discussing which would be the most effective choice. Deepen Ask students to try to identify two different relevant quotations to support each point.
Second phase • 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.	20 minutes	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.
Plenary • 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.	10 minutes	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.	5 minutes
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Year 7	Unit 1: Survival				
Section 9 Letters: Lesson 16		Skills focus: Diagnostic		Student Book pp. 40–41 Workbook pp. 36–37	
Main Curriculum Objectives	R7.1C Identify and paraphrase key information in a text or in spoken language.	W7.3B Understand the reasons for starting a new paragraph.	W7.2B Use appropriate linguistic conventions for a range of purposes and audiences, e.g. to argue, to inform or to narrate.	W7.3D Use a variety of subject-verb sentence openings.	
Secondary Curriculum Objectives	R7.2A Identify a writer’s or speaker’s intention and viewpoint.				

Introduction • 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.	10 minutes	Support Look back at the diary entry from Lesson 9 and the recounts from Lessons 14–15 for context. Deepen Ask students to explore how these kinds of writing are similar.
First phase • 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 6). • 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.	15 minutes	Support For Activity 1, questions 1b and 2, look at the first couple of paragraphs as a whole class or in supported groups. Deepen Challenge students to rewrite the content of the letter in strict chronological order, including the writer’s thoughts and actions after the main event occurred.
Second phase • 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.	20 minutes	Support Ask volunteers to suggest dangerous situations and details that could be described in each sentence for Activity 2. Deepen Challenge students to write as many sentences as they can, using all the different ways to start a sentence listed at the start of the activity.
Plenary • 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.	10 minutes	Support Recap key points of learning from the lesson to prompt students. Deepen Challenge students to restructure sentences, changing the opening word(s) but not the meaning.

Set workbook activities • 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.	5 minutes
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Year 7	Unit 1: Survival		
Section 9 Letters: Lesson 17		Skills focus: Diagnostic	Student Book pp. 42–43 Workbook pp. 38–39
Main Curriculum Objectives	W7.2A Use some of the presentational conventions of a range of forms, for a range of purposes and audiences		W7.2C Use some of the organisational conventions of a range of forms, for a range of purposes and audiences.
Secondary Curriculum Objectives	R7.1E Make broad inferences from a text or spoken language, supporting them with a range of evidence.		

Introduction • Give small groups three minutes to discuss and note down any conventions of letter layout/format they already know. • Refer students to the letter, suggesting they use this to prompt their discussions about what features it contains. • Take feedback, commenting on the accuracy or inaccuracy of the suggestions.	10 minutes	Support Prompt students with direct questions: What appears at the top of a letter? How do letters begin and end? Deepen Ask students to note significant differences between an email, an informal letter and a formal letter.
First phase • Ask students to complete Activity 3, questions 1 and 2. • Take feedback to reinforce and consolidate students’ understanding. • Read through Activity 3, question 3, checking students’ understanding of the tasks. • Ask students to complete question 3. Point out that addresses can be fictional. • Take feedback to check accuracy.	15 minutes	Support Take feedback after each task in Activity 3, question 3 to reinforce and recap conventions. Deepen Ask students to come up with their own appropriate contexts for three more letters, each using a different one of the closing phrases given.
Second phase • Read through Activity 4. Give students two minutes to complete question 1. Take feedback. • Ask students to complete question 2a. Take feedback. • Consider question 2b as a whole class. Remind students that they are likely to use a chronological structure. • Ask students to complete question 3.	20 minutes	Support Suggest to students that they refer to earlier activities in the section to check elements such as layout and possible sentence starts. Deepen Suggest that some sentences could begin with adverbials of time such as ‘Suddenly’ or ‘Two hours later’.
Plenary • Ask students to review and revise their writing using the bullet-point prompts in Activity 4, question 3. • Ask students to annotate their writing, indicating where they have achieved each bullet point. • Ask volunteers to share effective paragraphs.	10 minutes	Support Ask students to work with partners or in supported groups, focusing on only layout and first-person viewpoint. Deepen Ask partners to identify each other’s significant and effective vocabulary choices.

Set workbook activities • Point students towards the activities on pp. 38–39 of the Workbook. • Check understanding and answer any questions. • These activities focus on presenting and organising a letter.	5 minutes
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Year 7	Unit 1: Survival			
Section 10 Reviewing and revising: Lesson 18		Skills focus: Diagnostic		Student Book pp. 44–45 Workbook pp. 40–41
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				

Introduction • Display the following sentences. <i>She watched a film. Afterwards, she eat her dinner.</i> • 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.	10 minutes	Support Tell students that one word is incorrect, but for two reasons. If necessary, prompt them to check subject-verb agreement and tense. Deepen Ask students to create similar test sentences to assess a partner’s skill in subject-verb agreement and tense consistency.
First phase • 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 adverbials. • Ask students to complete the Spelling Boost activity. • Take feedback to ensure accuracy.	20 minutes	Support Complete Activity 1, question 1a as a whole class, using a process of elimination. Deepen Ask students to try joining the two sentences in each incorrect example using conjunctions rather than separating them using full stops.
Second phase • 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.	15 minutes	Support Encourage students to copy the extract and then correct it, ensuring that they copy accurately. Deepen Challenge students to write one sentence containing a mistake for their partner to spot.
Plenary • 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.	10 minutes	Support Ask students to work with a partner to identify the kind of mistakes on which they need to focus in future. Deepen Ask students to define their mistakes as specifically as possible.

Set workbook activities • 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, verb suffixes and proofreading.	5 minutes
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Year 7	Unit 1: Survival			
Section 10 Reviewing and revising: Lesson 19		Skills focus: Diagnostic		Student Book pp. 46–47 Workbook pp. 42–43
Main Curriculum Objectives	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.	W7.3F Use pronouns to achieve cohesion and clarity.	W7.3G Select vocabulary appropriate to purpose in text and spoken language.
Secondary Curriculum Objectives				

Introduction • 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.	10 minutes	Support Prompt students with cloze sentences. For example: ‘Elephants are____.’ ‘Mice are ____.’ ‘I feel ____ when I have finished my homework.’ Deepen Give students 30 seconds to write down as many synonyms as they can before you take feedback.
First phase • 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.	15 minutes	Support Provide dictionaries to allow students to check the meanings of any words that are not familiar. Deepen To answer Activity 3, question 1, encourage students to consider synonyms that are not given in the Vocabulary Banks.
Second phase • 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.	20 minutes	Support Complete Activity 4 in supported groups. Suggest that students refer to activities in the previous lesson during Activity 5. Deepen Suggest that students replace repeated nouns in Activity 4 with synonyms instead of pronouns.
Plenary • Take feedback on Activity 5, focusing first on spelling, punctuation and grammar errors. • Ask volunteers to share one example of vocabulary they decided to improve, the options they identified and the reasons for their final choice.	10 minutes	Support Recognise any valid synonyms, considering their effectiveness. Deepen Ask group to combine vocabulary banks, considering which words are the most effective choices of all.

Set workbook activities • 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.	5 minutes
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Year 7		Unit 1: Survival	
Section 11 Assessment: Lesson 20		Skills focus: Diagnostic	Student Book pp. 48–49 Workbook pp. 44–45
Main Curriculum Objectives	R7.1A Read largely accurately and with understanding.	R7.1B Identify and retrieve key points of information in a text or in spoken language.	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.	W7.1A Gather some relevant ideas before writing.	W7.2C Use some of the organisational conventions of a range of forms, for a range of purposes and audiences.
	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.
	W7.3F Use pronouns to achieve cohesion and clarity.	W7.3G Select vocabulary appropriate to purpose in text and spoken language.	W7.3H Spell high-frequency words and regular inflections accurately.
	W7.3I 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.		
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.