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| **Pudsey Grangefield English Department** | **Scheme of Learning: Love & Conflict** | **Year 7** |
| **Key Texts:****‘**I wanna be’ John Cooper Clarke‘Valentine’ Carol Ann Duffy‘Sonnet 130’ William Shakespeare‘Sonnet 18’ William Shakespeare‘Who’s for the Game?’ – Jesse Pope‘Dulce Et Decorum Est’ – Wilfred Owen Non-fiction: letters from soldiers, information on life in trenches, posters |  |
| **Writing Focus:**  | **Reading Focus:**  | **S & L focus:**  |
| * Note making/annotation
* Using metaphors in poetry
* Use repetition for effect
* Informal letters, language, layout and topic sentences
* Planning a letter
* **Analysis of poems**
* Writing own sonnets using poetic techniques
* Writing with subversion techniques
* Reflection paragraph – why men joined up
* Writing questions
* **First person account writing**
* Ambitious vocab in descriptive writing
* **Descriptive writing using imagery**
* Sentence variety
* Connectives
* Dialogue

**ASSESSMENT**Write an informal letter from a soldier fighting in WW1 to a family back home about life in the trenches.  | * Interpreting language, imagery(metaphor) and structure (repetition) and exploring how they create meaning
* Exploring extended metaphor and free verse
* Exploring rhythm, rhyme and the sonnet form
* Navigating and extracting information from poems
* Exploration of the language of subversion in poetry
* Exploration of punctuation in poetry
* Consideration of themes/messages in poetry
* Exploration of language used in propoganda
* Techniques used in a first person account
* Analysis of poetic techniques inc. similes, onomatopoeia & alliteration
* **Analytical essay writing**

**ASSESSMENT :** Explore how love and conflict are presented in the poem ‘Who’s for the Game?’ | * Group exploration of poem
* Exploration through class discussion
* Paired and group discussions
* Analysis of beat and rhythm
* Group exploration of poems
* “Tommy Trench” interview
* Group and pair work – analysing poetry
* **Dramatic performance of poem**
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| **Key Terminology:**Simple, compound & complex sentencesApostrophes – possessive and contractiveQuotation marksTemporal connectivesTopic and time paragraphingTopic sentencesStandard EnglishGraphic imageryDialogueRhythmBeatSyllablesFree verseInformal letter layoutTenses – past and presentPropagandaDeductionSubversionInferenceRhyme – alternate rhyme/rhyming coupletIambic pentameterOnomatopoeiaAlliteration Repetition Metaphor Extended MetaphorSimile |