Southend High School for Girls

Year 7 Welcome to Grammar school
MFL

"Our economy needs people who can communicate across the globe and trade with overseas business....we need the next generation of young people to acquire the languages needed to compete on the world stage"

Year 7 MFL Curriculum

Theme: All about me

- **Self, family and friends**
- **School**
- **Free-time activities**
- Developing Intercultural understanding
- Language for real situations
- Phonics
- Non-negotiable grammar
- Assessments: Low stakes – L,S,R,W; weekly vocabulary tests
- Arrangements for homework – once a week, learning
- Extra-curricular activities – St Omer; student support

Outstanding effort in MFL and English

An outstanding student..

will need to contribute regularly to class discussion and speaking work.

will take risks

will show a desire to learn from mistakes – go beyond "I don't understand" and will persevere when things get more difficult

will act on feedback and seek clarification when not sure

will work between lessons without prompting (to seek out further information; to review vocabulary and grammar)

will read for pleasure and expanding vocabulary

will use correct terminology for speaking about language works

The support you can offer in MFL and English

- Encourage positive attitudes to study and organisation

- Talk to them about what they have been doing at school

- Discuss what they are reading and encourage more sophisticated books

- Test them orally and in writing

- Encourage them to use a dictionary to help them to understand words they come across in their reading – for English "LookUp" for MFL "Word Reference"

- Encourage independence

Online resources - for students and parents -MFL

- www.pearsonactivelearn.com (on-line textbook)

- www.languagesonline.org.uk (grammar)

- www.languageskills.co.uk (available outside school hours)

- www.memrise.com (free website for creating your own image links and revising vocabulary)

- www.bbc.co.uk/languages

- www.quizlet.com (vocabulary revision)

- www.senecalearning.com

- Word reference app (on-line dictionary resource)

Southend High School for Girls

Year 7 Welcome to Grammar school
ENGLISH

A4
Exercise book
for class work

ENGLISH YEAR 7 PROGRESS BOOK

IF YOU LOSE THIS BOOK, YOU'LL NEED TO REDO ALL THE WORK OVER SEVERAL LUNCHTIMES

OUR WEBSITE

SHSG ENGLISH

NAME

CLASS

ENGLISH TEACHER(S)

ENGLISH LEVEL
Your English Level represents your overall progress in English this year. It is based on your achievements in several different areas, and you will calculate it at the end of each term.

XMAS LEVEL	EASTER LEVEL	FINAL LEVEL
S¹ K O	S¹ K O	S¹ K O

HOW TO CALCULATE: Add together all your Skill Levels; then add your Knowledge Level; then add your Oracy Level; then add your current Skill Check Streak to create a total. Divide this total by 4, round up or down, and then add 1. Finally, add any Bonus Levels (see below) to create your current English Level. Do this at the end of each term.

SKILL CHECK STREAK
Achieve at least = in any Skill Check to extend your streak. You can regain a broken streak by getting at least = in a Bonus Skill Check in whichever skill broke your streak.

BONUS ENGLISH LEVEL ACHIEVEMENTS

☐ Win a headteacher's award for any English work (+3 Levels)	☐ Win any school competition put on by the English department (+3 Levels)
☐ Have work nominated for the SHSG English Literary Review (+1 Level)	☐ Have work included in the SHSG English Literary Review (+3 Levels)

16x9 Progress Book

This is the most important book for you to have a look at.

It will contain all of the students' assessments, and it will show the progress they are making.

ENGLISH YEAR 7 **PROGRESS BOOK**

IF YOU LOSE THIS BOOK, YOU'LL NEED TO REDO ALL THE WORK OVER SEVERAL LUNCHTIMES

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• Safe   • Happy   • Successful

1. YOUR SKILL LEVELS

Your Skill Levels measure your mastery of the key English creative and essay writing skills. Mastering these skills is essential for getting the highest grades at GCSE. Level up by completing <u>Skill Checks</u> or by successfully using these key skills in your <u>essays</u> and <u>creative writing</u>.

		LEVEL UP WITH = (1 LEVEL) OR + (3 LEVELS)									+ ONLY
	RANK	BEGINNER			INTERMEDIATE			EXPERT			GENIUS
	LEVEL	1	2	3	4	5	6	7	8	9	10
	REWARD	-	-	1AAP	-	-	1AAP	-	-	1AAP	2AAPs
ESSAY WRITING SKILLS	◎ Writing paragraph points	☑	☑	◉	☑	☑	◉	☑	☑	◉	🛡
	☞ Selecting relevant, meaningful evidence	☑	☑	◉	☑	☑	◉	☑	☑	◉	🛡
	⚒ Embedding and contextualising evidence	☑	☑	◉	☑	☑	◉	☑	☑	◉	🛡
	⬚ Making an argument in the analysis	☑	☑	◉	☑	☑	◉	☑	☑	◉	🛡
CREATIVE WRITING SKILLS	👤 Creating a character	☑	☑	◉	☑	☑	◉	☑	☑	◉	🛡
	🌐 Describing a setting in vivid detail	☑	☑	◉	☑	☑	◉	☑	☑	◉	🛡
	🗫 Writing direct speech	☑	☑	◉	☑	☑	◉	☑	☑	◉	🛡
	👥 Using 3rd person limited narrative voice	☑	☑	◉	☑	☑	◉	☑	☑	◉	🛡
	🕐 Controlling time in a story, including using timeshifts	☑	☑	◉	☑	☑	◉	☑	☑	◉	🛡

2. YOUR KNOWLEDGE LEVEL

Your Knowledge Level measures how well you understand the concepts and terminology in English. Level up by getting the Reward Score in <u>Knowledge Checks</u> and other <u>retrieval quizzes</u>.

RANK	BEGINNER									
LEVEL	1	2	3	4	5	6	7	8	9	10
REWARD	-	-	-	-	1AAP	-	-	-	-	1AAP
	☑	☑	☑	☑	◉	☑	☑	☑	☑	◉

RANK	INTERMEDIATE									
LEVEL	11	12	13	14	15	16	17	18	19	20
REWARD	-	-	-	-	1AAP	-	-	-	-	1AAP
	☑	☑	☑	☑	◉	☑	☑	☑	☑	◉

RANK	EXPERT									
LEVEL	21	22	23	24	25	26	27 ☑	28	29	30
REWARD	-	-	-	-	1AAP	-	-	-	-	1AAP
	☑	☑	☑	☑	◉	☑	☑	☑	☑	◉

RANK	MASTER									
LEVEL	31	32	33	34	35	36	37	38	39	40
REWARD	-	-	-	-	1AAP	-	-	-	-	1AAP
	☑	☑	☑	☑	◉	☑	☑	☑	☑	◉

RANK	GENIUS									
LEVEL	41	42	43	44	45	46	47	48	49	50
REWARD	-	-	-	-	2AAPs	-	-	-	-	5AAPs
	☑	☑	☑	☑	◉	☑	☑	☑	☑	🛡

3. YOUR ORACY LEVEL

Your Oracy Level measures how well you are able to speak clearly and fluently. Level up by <u>reading well in class</u>, by delivering successful <u>presentations</u>, by providing fluent answers during <u>whole class and small group discussions</u>, and through <u>drama performances in English lessons</u>.

RANK	TENTATIVE					CONFIDENT				ORATOR				
LEVEL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
REWARD	-	-	-	-	1AAP	-	-	-	1AAP	-	1AAP	-	2AAPs
	☑	☑	☑	☑	◉	☑	☑	☑	◉	☑	☑	◉	☑	🛡

1. YOUR SKILL LEVELS

Your Skill Levels measure your mastery of the key English creative and essay writing skills. Mastering these skills is essential for getting the highest grades at GCSE. Level up by completing <u>Skill Checks</u> or by successfully using these key skills in your <u>essays</u> and <u>creative writing</u>.

		LEVEL UP WITH = (1 LEVEL) OR + (3 LEVELS)									+ ONLY
	RANK	BEGINNER			INTERMEDIATE			EXPERT			GENIUS
	LEVEL	1	2	3	4	5	6	7	8	9	10
	REWARD	-	-	1AAP	-	-	1AAP	-	-	1AAP	2AAPs
ESSAY WRITING SKILLS	Writing paragraph points	☑	☑	◎	☑	☑	◎	☑	☑	◎	🛡
	Selecting relevant, meaningful evidence	☑	☑	◎	☑	☑	◎	☑	☑	◎	🛡
	Embedding and contextualising evidence	☑	☑	◎	☑	☑	◎	☑	☑	◎	🛡
	Making an argument in the analysis	☑	☑	◎	☑	☑	◎	☑	☑	◎	🛡
CREATIVE WRITING SKILLS	Creating a character	☑	☑	◎	☑	◎	☑	☑	☑	◎	🛡
	Describing a setting in vivid detail	☑	☑	◎	☑	☑	◎	☑	☑	◎	🛡
	Writing direct speech	☑	☑	◎	☑	☑	◎	☑	☑	◎	🛡
	Using 3rd person limited narrative voice	☑	☑	◎	☑	☑	◎	☑	☑	◎	🛡
	Controlling time in a story, including using timeshifts	☑	☑	◎	☑	☑	◎	☑	☑	◎	🛡

Tracking progress and achievement in key skills

1. Skill Checks – one skill at a time
2. Holistic assessments – essays and stories – multiple skills at a time

2. YOUR KNOWLEDGE LEVEL

Your Knowledge Level measures how well you understand the concepts and terminology in English. Level up by getting the Reward Score in Knowledge Checks and other retrieval quizzes.

RANK	BEGINNER									
LEVEL	1	2	3	4	5	6	7	8	9	10
REWARD	-	-	-	-	1AAP	-	-	-	-	1AAP
	☑	☑	☑	☑	◎	☑	☑	☑	☑	◉

RANK	INTERMEDIATE									
LEVEL	11	12	13	14	15	16	17	18	19	20
REWARD	-	-	-	-	1AAP	-	-	-	-	1AAP
	☑	☑	☑	☑	◎	☑	☑	☑	☑	◉

RANK	EXPERT									
LEVEL	21	22	23	24	25	26	27 ☑	28	29	30
REWARD	-	-	-	-	1AAP	-	-	-	-	1AAP
	☑	☑	☑	☑	◎	☑	☑	☑	☑	◉

RANK	MASTER									
LEVEL	31	32	33	34	35	36	37	38	39	40
REWARD	-	-	-	-	1AAP	-	-	-		1AAP
	☑	☑	☑	☑	◎	☑	☑	☑	☑	◉

RANK	GENIUS									
LEVEL	41	42	43	44	45	46	47	48	49	50
REWARD	-	-	-	-	2AAPs	-	-	-	-	5AAPs
	☑	☑	☑	☑	◎	☑	☑	☑	☑	🛡

Tracking progress and achievement in knowledge

1. Weekly Knowledge Check quizzes based on terminology

6. KNOWLEDGE ORGANISER

GRAMMAR AND SYNTAX THE RULES OF LANGUAGE

adjective	determiner	noun	simple sentence
adverb	exclamatory sentence	object (of a sentence)	subject (of a sentence)
complex sentence	imperative sentence	participles (past and present)	subordinate clause
compound sentence	interrogative sentence	preposition	tense (present, past, perfect and progressive)
conjunction	main clause	pronoun	verb
declarative sentence	modal verb	relative clause	voice (active and passive)

LEXIS AND SEMANTICS WORDS AND PHRASES

antonym	euphemism	imagery
connotations	figurative language	synonym

DISCOURSE LOOKING AT TEXT AS A WHOLE

antagonist	direct speech	novel	suspense
biography	fiction	paragraph	tension
characterisation	indirect speech	prose	
conflict	narrative voice	protagonist	

STRUCTURE THE ORGANISATION OF A TEXT

climax	falling action	inciting incident	timeshift
denouement	flashback	resolution	
exposition	in medias res	rising action	

RHETORICAL DEVICES METHODS TO ADD MEANING

alliteration	metaphor	personification	simile
extended metaphor	onomatopoeia	repetition	
listing	oxymoron	rule of three	

ONLINE GLOSSARY

SHSG ENGLISH

Knowledge Organiser with all the terminology they need to learn this year

There is a QR code at the bottom

KNOWLEDGE

Glossary of English Language and Literature terminology

A - B - C - D - E - F - G - H - I - J - K - L - M - N - O - P - Q - R - S - T - U - V - W - X - Y - Z

A

Adjective – This class of word is used to give extra information about a noun. Examples include *red, beautiful, small, hot, bright, evil*. Adjectives generally go before the noun (*the beautiful, red car*) or after a verb like 'is' (*the car is red and beautiful*).

Adverb – This class of word is mostly used to give extra information about a verb. Examples include *quickly, horribly, beautifully, slowly, instinctively*. Often they are adjectives with *-ly* at the end (*brightly, happily, etc*), but not always. Some adverbs, sometimes called **intensifiers** or **adverbs of degree**, are used to give extra information about adjectives (*very, really*).

Active voice – See entry for **Voice (active and passive)**

Allegory - An allegory is a narrative in which a character, place, or event is used to deliver a broader message about real-world issues and occurrences. Authors have used allegory throughout history to illustrate or convey complex ideas and concepts in ways that are comprehensible or striking. One famous example of an allegory is George Orwell's *Animal Farm*, in which he uses a story about farm animals overthrowing their human rulers and taking over a farm to deliver a message about

This QR code will take the students to the glossary on our website which has definitions of all the terms, so they can revise.

4. ESSAY WRITING SKILLS

Writing paragraph points. This is the beginning of any piece of analytical writing. You need a point which sets out the argument for the paragraph to come. These need to be worded based on the question, using the writer's surname and usually using the verbs 'presents' or 'suggests'.

Selecting relevant, meaningful evidence. You need to be able to select evidence that is relevant to the question (and to your overall argument) and which is sufficiently meaningful that you can make thoughtful inferences from it. You also need to make sure your quotations aren't too long (around 10 words or less).

Embedding and contextualising evidence. You need to be able to take short quotations from a text and include them in your essay, and you need put them in context so they make sense to someone who's not read the text. Embedding and contextualising quotations allows you to make your references consistently precise, and it allows you to explain what's going on in the wider text around the quotations.

Making an argument. The purpose of the PEA structure is to make an argument: you argue for your point by providing evidence and then using the analysis to explain why that evidence proves the point. This is called reasoning. How did you get from A to B in your thinking? You must explain the steps in a way that makes your argument clear, and it must link to the question. You also need to be able to develop the argument with multiple pieces of evidence.

5. CREATIVE WRITING SKILLS

Creating a character. In a short story you need a three-dimensional protagonist who the reader can understand and relate to quickly. You need to do your early characterisation deliberately with a mixture of 'show' and 'tell', introducing the core characteristics of your protagonist and giving them some thoughts and personality, all while you begin to tell the plot of your story.

Describing a setting in vivid detail. In any piece of creative writing, you need to help the reader form a picture in their imagination of the story you're telling. For this reason, you must vividly describe the setting, providing small, specific details that bring it to life, helping to situate the reader. You need to do this using effective prose, with varied, well-chosen vocabulary and varied sentence structures.

Writing direct speech. Direct speech is a useful tool for creating character. It's also an easy way to move a plot forward. However, there are several rules about how direct speech works, especially around punctuation and paragraphing; you need to ensure you learn these rules before you put direct speech into your writing.

Using 3rd person limited narrative voice, with free indirect narration. With this narrative voice you tell the story in the 3rd person but with your narrator only able to access the thoughts and feelings of one character: your protagonist. You will need to 'show' the thoughts/ feelings of other characters. If you can, use free indirect narration to convey the protagonist's thoughts in their own voice.

Controlling time in a story, including using timeshifts. Controlling the way time passes in a story is essential. It can move fast, summarising key events, or slow, presenting a vivid scene. And it can jump forwards or backwards to make a more interesting structure. You need to ensure you get the tense right, though, and that you keep time moving at the intended speed.

Key skill descriptions

Describing a setting in vivid detail. In any piece of creative writing, you need to help the reader form a picture in their imagination of the story you're telling. For this reason, you must vividly describe the setting, providing small, specific details that bring it to life, helping to situate the reader. You need to do this using effective prose, with varied, well-chosen vocabulary and varied sentence structures.

Each one has a QR code next to it

Knowledge Skills Oracy Enrichment Assessment and support

KEY CREATIVE WRITING SKILLS

Describing a setting in vivid detail

If you can learn to describe settings well, it will make a huge difference to the kinds of marks you get at both KS3 and GCSE. There are many different ways that you can do this, and few of them are easy, but this is another skill you will need to become proficient at if you want to succeed in your creative writing assessments. This guide will provide a series of tips for how to go about doing this.

Contents of this guide

1. Why you must describe the setting
2. Convey the basics - be clear about where we are
3. Make your description vivid
4. Using vivid description to 'show' plot – the crime scene approach
5. 'Showing' setting through action - a way to maintain pace
6. Consider more senses than just vision
7. Choose a type of setting you like to work with and learn words attached to that setting so you can include more specific vocabulary

Quick links for this skill

Take the key skill quiz

View the marking criteria

The QR code next to each skill will take the students to a guide page on our website on how to do that skill

- *Safe*   - *Happy*   - *Successful*

There are also links to quizzes and marking criteria for the different skills.

Paths are made by walking.

Franz Kafka

We are currently in **WINDOW 1**   This week is **REST WEEK**

Knowledge

The first pillar of our curriculum is **knowledge.** To master English you need to know the texts, the terminology, the rules and the words of English.

- Glossary of terminology
- Grammar and punctuation
- Vocabulary and spelling
- Revision resources for GCSE
- Key quotations for GCSE
- Practice questions for GCSE
- Other useful websites

Skills

The second pillar is **skills.** To master English you need to apply your knowledge to write stories, essays and non-fiction texts.

- Essay writing guides
- Creative writing guides
- Language GCSE guides
- Literature GCSE guides
- Quizzes for the key skills

Oracy

The third pillar is **oracy**. We spend far more time speaking English than we do reading or writing it, and with people turning increasingly to AI to write things for them, being able to speak well may turn out to be the thing that sets you apart from the rest in the years to come.

- Oracy tips and tricks

There are a huge amount of other resources on the website too. The URL is:

www.shsgenglish.org

● *Safe*   ● *Happy*   ● *Successful*

Students can see exactly what assessments are coming up and what they need to do to prepare

ENRICHMENT

Reading lists and anthologies

Reading is such an important part of living an examined life. It will, of course, help you with your assessments in English, but it's far more important than just that. More than any other form of media, reading helps us to understand how other people think and feel. When we watch TV or film, we look at things *happening* to other people; we see them from the *outside*. But when we read, we look *out* at the world through the eyes of other people; we see them from the *inside*. We read their minds — we discover how they think and feel. And this mind-reading superpower that books have helps us to understand our own minds better. When you read you will encounter thoughts or feelings that you had thought unique to you but which you find set down by someone else. And those thoughts and feelings will be expressed more articulately than you could ever have expressed them yourself, so you will see yourself more clearly than you did before, and you will feel less alone. This is the real magic of reading.

Literature Playlists

The first part of this page is a collection of what we call Literature Playlists. Each playlist contains a manageable number of texts that you can look up and try out, like the songs in a music playlist. We've singled out a few in each playlist as 'recommended reads' for secondary school students, but you could try any of the texts in these lists that you like the sound of. You can also use them to help you find worthwhile books or writers to investigate for your super-curricular English Literature research in Year 9 and at GCSE.

IMPORTANT NOTE: The playlists are ordered chronologically by publication date — they're not

KNOWLEDGE

Vocabulary building resources

complete quizzes to earn Knowledge Levels

In this section we've got some lists of useful vocabulary for the kinds of tasks you'll need to do at both KS3 and, in particular, GCSE. There are also a series of Word Sets, which each contain a small set of ambitious words for you to learn, with definitions and quizzes.

VOCABULARY ESSAYS	**VOCABULARY HUMANS**	**VOCABULARY SET 1**	**VOCABULARY SET 2**
Useful vocabulary and phrasing for essays	Useful vocabulary for writing about humans	Word Set 1 - negative states and feelings	Word Set 2 - positive states and feelings
VOCABULARY SET 3	**VOCABULARY SUPER 1**	**VOCABULARY SET 4**	**VOCABULARY SET 5**
Word Set 3 - negative character traits	Super Quiz 1 - based on Word Sets 1 to 3	Word Set 4 - positive character traits	Word Set 5 - some useful words to know
VOCABULARY SET 6	**VOCABULARY SUPER 2**		