

**ENGLISH DEPARTMENT: SCHEME of WORK OVERVIEW**  
**Year 7: Autumn/Spring Term – RELATIONSHIPS: Voices in the Park; Lulu;**  
**Hound of the Baskervilles**

<b>Overall Objectives</b>	<ul style="list-style-type: none"> <li>• <b>Introduce written analysis of Reading</b></li> <li>• <b>Introduce PEE (Point, Evidence Explain)</b></li> <li>• <b>Introduce students to language of Pre 1900 Literature</b></li> <li>• <b>Understand how authors create atmosphere and setting through use of language</b></li> <li>• <b>Further develop writing skills – writing for genre</b></li> <li>• <b>Introduce speaking and listening criteria and skills</b></li> <li>• <b>Encourage students to write accurately fluently and effectively</b></li> <li>• <b>Encourage students to develop well structured narratives</b></li> </ul>
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<b>PLTS</b>	<b>Self Managers; Team Workers</b>
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<b>CORE TASKS</b>	<b>ASSESSMENTS</b>
<p><b>Voices in the Park</b></p> <ul style="list-style-type: none"> <li>• Analysis of images and text from 1<sup>st</sup> story</li> <li>• Modelling and introducing PEE</li> <li>• Question stations to compare texts</li> </ul> <p><b>Lulu</b></p> <ul style="list-style-type: none"> <li>• Read poem and make deductions</li> </ul> <p><b>Hound of the Baskervilles</b></p> <ul style="list-style-type: none"> <li>• Create fresh cover for the book based on inferences and shared interpretations</li> <li>• Work out definitions of complex vocabulary</li> <li>• Visualising setting</li> <li>• Balloon debate</li> <li>• Use language to create own example of setting and atmosphere</li> </ul>	<p><b>Voices in the Park</b></p> <p><b>Reading</b> – How does the author use image and language to portray the mother’s character</p> <p><b>Lulu</b></p> <p><b>Speaking and Listening</b> – Role Play- Crimewatch appeal</p> <p><b>Hound of the Baskervilles</b></p> <p><b>Reading</b> – How does Conan Doyle use language and structure to create setting and build suspense in the extract from Hound of the Baskervilles</p> <p><b>Writing</b> – Writing to imagine/narrate – detective story based on ‘What’s happened to Lulu?’</p>

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<b>KNOWLEDGE</b>	<b>SKILLS and LITERACY</b>
<p>Know key terms: 1<sup>st</sup> person 2<sup>nd</sup> person 3<sup>rd</sup> person</p> <p>Know what PEE means</p> <p>Know what 'empathy' means</p> <p>Know what 'infer' means</p> <p>Know key features of 'crimewatch' genre</p> <p>Know key term: Synonym Connotation</p> <p>Recall key terms: Noun Adjective Verb personification</p>	<ul style="list-style-type: none"> <li>• Understand explicit meaning - Comprehend plot</li> <li>• Close reading - Select quotes to support ideas</li> <li>• Inference - Be able to use understanding to make predictions</li> <li>• Be able to infer connotations</li> <li>• Be able to infer meaning from images</li> <li>• Interpret character</li> <li>• Understand concept of 'voice' in a text</li> <li>• Skimming to find relevant support</li> <li>• Be able to support answers using evidence</li> <li>• Be able to explain the effect of evidence</li> <li>• Be able to compare texts</li> <li>• Be able to empathise with characters</li> <li>• Be able to work out meaning of words from context and/or using dictionaries</li> <li>• Be able to visualize ideas created by author's use of language</li> <li>• Be able to identify language that has an effect and discuss the effect</li> <li>• Be able to evaluate effectiveness of language and/or quotation</li> <li>• Be able to apply PEE</li> <li>• Be able to create and sustain character</li> <li>• Be able to script ideas</li> <li>• Be able to imagine and create a character and setting</li> <li>• Be able to apply knowledge of features of descriptive writing to improve own writing</li> </ul>

	<ul style="list-style-type: none"><li>• Be able to plan narrative</li><li>• Be able to pay attention to accurate grammar, punctuation and spelling</li></ul>
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