

**ENGLISH DEPARTMENT: SCHEME of WORK OVERVIEW**  
**Year 7: Autumn Term – Transition: Manx Myths and Legends; Performance Poetry**

<b>Overall Objectives</b>	<ul style="list-style-type: none"> <li>• <b>Introduce students to routines and practice of English</b></li> <li>• <b>Build on writing and planning skills they should be familiar with from KS2</b></li> <li>• <b>Understand and comprehend plot and characterization</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>CREATIVE THINKERS'; TEAM WORKERS</b>
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<b>CORE TASKS</b>	<b>ASSESSMENTS</b>
<p><b>Manx Myths and Legends</b></p> <ul style="list-style-type: none"> <li>• Read story of Phynodderree</li> <li>• Draw Phynodderree and label with precise extracts</li> <li>• Interpret who is to blame</li> <li>• Group discussion in role – who is to blame for the Captain’s death</li> <li>• Simile Quilt</li> </ul> <p><b>Performance Poetry</b></p> <ul style="list-style-type: none"> <li>• Group performance of Matlilda and/or Macavity</li> </ul>	<p><b>WRITING</b></p> <p>Writing to Imagine – narrative based on Manx Myth work</p>

<b>KNOWLEDGE</b>	<b>SKILLS and LITERACY</b>
<p>Know key terms: noun, adjective</p> <p>Know what a myth is</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</li> </ul>

<p>Know key terms: Chronological Order; Flashback</p> <p>Know key terms: Simile Alliteration Onomatopoeia Senses Verbs</p> <p>Introduce methods of planning</p> <p>Know key terms: Still image Freeze frame</p>	<p>understanding to make predictions</p> <ul style="list-style-type: none"> <li>• Interpret character</li> <li>• Skimming to find relevant support</li> <li>• Be able to support answers using evidence</li> <li>• Be able to argue and debate ideas in role</li> <li>• Be able to imagine and create a character (monster)</li> <li>• Be able to apply knowledge of features of descriptive writing to improve own writing</li> <li>• Be able to identify language that has an effect and discuss the effect</li> <li>• Be able to plan narrative</li> <li>• Understand effect of rhythm</li> </ul>
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