

Year 7 English Unit 1: Step into the unknown: fiction reading and creative writing

Step into the unknown: fiction reading and creative writing	
Expected Outcomes Learners will: - Write accurate and complete sentences with correct use of punctuation and capital letters. - Find and use evidence in a text to justify their inferences and understanding. - Expand their own range of vocabulary and use their knowledge of vocabulary to create semantic fields. - Purposefully select appropriate vocabulary for their own descriptive writing. - Write using a variety of simple, compound and complex sentences. - Understand and use similes and metaphors in their own writing. - Write their own descriptive writing, reflect on this and redraft / revise their work.	
Developmental Focus Opportunities - Communication, language and literacy: Discussion through open-ended questions about characters and settings. Role-play to recreate scenes from 'Alice's Adventures in Wonderland'. Reading and writing opportunities as outlined, focusing on developing confidence and reducing anxiety surrounding literacy tasks. - PSED: Empathy through discussion about Alice's thoughts and feelings. - Physical development: Drama activities and development of fine motor skills through writing activities. - Mathematics: Pattern spotting by analysing sentence types. - Understanding the world: Discuss the themes of curiosity and exploration, including the benefits, downsides and safety considerations. - Expressive arts and design: Visual storytelling, drama / performance opportunities, creative publishing (design covers / artwork to accompany their final descriptions).	
Key Learning Points	Powerful Knowledge
- I can identify complete sentences and correct sentence fragments. - I can read and understand an unseen extract from Carroll's 'Alice's Adventures in Wonderland' and analyse evidence to support my understanding.	Learners will develop their understanding of the important grammatical aspects needed when writing sentences and paragraphs (which is applicable to all text types). They will improve their reading skills and understand how to infer and retrieve information from texts. Learners will learn new vocabulary and understand how to

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- I can create a specific atmosphere by linking vocabulary choices and creating a semantic field. - I can vary sentence structures accurately in my descriptive writing. - I can plan a piece of descriptive writing using similes, metaphors and vocabulary choices. - I can draft and revise a piece of descriptive writing based on 'Alice's Adventures in Wonderland'.	select appropriate words for their own writing. Pupils will understand the importance of editing and redrafting.
Subject-Specific Vocabulary	Reading Opportunities
Subject Verb Subordinate Character Tone Atmosphere Semantic field Adjective Clause Simple sentence Compound sentence Complex sentence Vocabulary Descriptive Simile Metaphor Draft Revise Redraft	Extract from Carroll's 'Alice's Adventures in Wonderland'
Possible Misconceptions	Cross-Curricular Links

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Learners may think that 'Alice in Wonderland' is only a film and bring prior knowledge of film, leading to misunderstanding about plot details and characterisation. Some learners may interpret figurative language such as metaphors literally. Learners may confuse similes and metaphors. Learners might incorrectly label a long sentence as complex just because it's long, without understanding the structure. Learners might think any sentence starting with a capital letter and ending with a full stop is correct, without checking for a complete clause. Learners may view editing as simply correcting spelling, not improving clarity, content, structure or style. Learners may assume 'hard' or 'fancy' words make writing better, instead of selecting words that fit tone or meaning. Learners might randomly insert ambitious vocabulary without understanding connotation or context.	History – Life in Victorian England and Carroll's influences. PSHE - Empathy