

**Title of Unit of Work:**

*Introduction to Y7 English – Myths and Legends*

**Big Questions:**

How do people share stories and experiences?

Why do we use stories to explain the world around us?

What are the differences and similarities between myths and legends across time and cultures?

**How will this Unit be assessed?**

As this is the first unit of Y7, pupils will be subjects to a series of tests across the school (e.g. CATs). Early in the unit the pupils will complete a short test in English that will test their reading and writing skills. The outcome of this assessment, along with a range of other data (from KS2, teacher recommendations, the CATs etc.) will be used to group pupils after half term.

At the end of the unit pupils will present a piece of creative writing to share with their class which will be given an effort score.

**What is the intended outcome for all pupils? How is deep learning ensured?**

This unit seeks to ensure that all pupils have a broad knowledge of the cultural background to modern literature. Across KS3 and onwards they will be exposed to a wide range of writings across time and different cultures; this is the first building block of that wider cultural knowledge.

Through the study of different myths and legends, pupils will begin to practice the key reading, writing and oracy skills that form the basis of English study: reading, decoding and interpreting texts; forming creative and novel responses to what they have studied and being able to communicate their thoughts through presentation, discussion, elaboration and argument.

**How does this unit build on prior learning?**

This unit helps pupils to make the transition from the expectations of the KS2 curricula and assessment expectations to those of KS3 English.

**Why is it placed here in the long- and medium-term plan?**

As above; this is an introductory unit to the study of KS3 English.

**What is the key subject knowledge pupils should attain by the end of the unit?**

They will:

Develop an understanding of the cultural history of storytelling.

Practise skills of analysing language, structure and form.

Practise key writing skills.

Develop and practise oracy skills.

**What are the key skills that will be developed by this unit of work?**

R1 (How our pupils show their understanding of what you have read)

R2 (How our pupils write about the writer's choices and the effect these have on readers)

R3 (How our pupils show their understanding of the connections between texts and the contexts in which they were written)

W1 (How effective our pupils' writing is)

W2 (How our pupils organise their writing)

W3 (How ambitious and accurate their writing is)

Speaking and Listening.

**What scaffolding will be provided for disadvantaged / SEND pupils?**

**SEND:** Scaffolding / success criteria – breaking down barriers.

Use of multi-modal texts.

Individual adapted learning according to pupils' needs.

**What are the opportunities for literacy**

**Reading and Writing:** Reading for pleasure, skills of decoding, broadening range of vocabulary, practising reading fluency. Writing creatively with stimuli, practising technical accuracy.

**Oracy:** Sharing and arguing their points of view. Presentational talk. Scaffolded discussions.