

<u>Overview Document</u> <u>2026/2027</u>	Curriculum Area: English	Year Group: 7YA
	Personnel Responsible: PPR	Quality Assured by: PPR

Cycle	Topic/Unit Title – Big Question	Content Coverage	Skill development and links to other areas of this subject's curriculum
1	Can I use language structures influenced by books in my own writing?	• Shared Reading Journal • 'Tell Me' responses • Speech and thought bubbles • Captions and sentences • Free Verse Poem • Mind map notes • Non-chronological report • Explanation text • Instructions	This unit develops students' understanding of moths and butterflies through a combination of scientific knowledge and structured writing. Learners explore the key features of moths, their habitats, and life cycles, including important terminology such as larva, pupa, cocoon, chrysalis and imago. They are encouraged to identify and verbalise the differences between moths and butterflies, justify their decisions, and organise events into chronological order. Students build their research skills by using ICT to gather information and record observations, transferring knowledge into charts and asking both open and closed questions to deepen understanding. Opportunities for collaboration support pupils in composing questions and statements about species such as the peppered moth, while also promoting prediction, summarising, and discussion skills. Alongside this, the unit places a strong emphasis on developing writing and communication. Students learn to use sequence adverbs, simple conjunctions and imperative verbs, while applying organisational features such as headings, bullet points and underlining to guide the reader. They practise writing instructions and checklists, recognising their key features, and develop cohesion across paragraphs using a wide range of devices. Students are supported to assess and improve their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance clarity and effect. They also explore persuasive language and the language of debate, justifying their viewpoints through discussion and presentation. Creative elements, such as composing a free verse poem using topic vocabulary, further deepen engagement, while a growing understanding of adaptation and extinction links scientific learning to wider concepts.

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2	Can I write for meaning and purpose?	• Oral stories • 'Tell Me' responses • Letter writing • Character description • Poetry • Writing in role • Retelling from a different perspective.	This unit provides students with a rich and varied experience of reading and writing across a range of genres, including explanation texts, letters, poetry and non-fiction. Students explore the key features of explanation texts, learning to distinguish between fact and opinion while retrieving, recording and presenting information clearly. Through exposure to a wide range of texts – including myths, legends, traditional tales and literature from different cultures – pupils develop their reading for purpose and deepen their understanding of how texts are structured. They are encouraged to recommend books to their peers, make comparisons across texts and reflect on the impact that reading has on them. Oral work is integral, with opportunities for discussion, debate, role play and performance, helping students to articulate their ideas and build empathy, particularly when considering characters such as Atir and exploring feelings within a text. Writing outcomes are carefully developed through explicit teaching of grammar, vocabulary and composition skills. Students learn to select appropriate language to describe settings, characters and atmosphere, using expanded noun phrases, conjunctions (including FANBOYS) and accurate tense to enhance meaning. They practise writing for different audiences and purposes, including letters, fact files, persuasive pieces and free verse poetry, supported by high-quality models (WAGOLLS). A strong focus is placed on drafting, editing and proofreading, enabling children to assess the effectiveness of their own and others' work and make improvements to vocabulary, grammar and punctuation. Across the unit, students also build subject knowledge (such as understanding a giraffe's habitat) and develop creative skills like visualisation, ensuring a balanced approach that nurtures both technical accuracy and imaginative expression.
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3	Can I discuss the morals and lessons that the tales teach us, through talk, activities and debates?	• Book talk responses • Playscript • Information text • Debate • Annotations • Free Writing • Poetry • Writing in Role – Diary Entry • Personal Narrative • Original Creation or Pourquoi story	This unit immerses students in a rich exploration of poetry, narrative and non-fiction through the engaging themes of the sun, moon and stars. Students develop their reader response by interpreting how illustrations and poetic features convey meaning and evoke emotion, considering how layout, shape and language choices influence understanding. Through listening to and performing poetry and play scripts, pupils build confidence in reading aloud with appropriate tone, volume and expression. They are encouraged to make predictions, use inference to support their ideas and evidence their thinking using the text. Alongside this, students deepen their knowledge of key scientific concepts, such as the moon's role in tides, the nature of stars and constellations, and how information can be accurately retrieved, recorded and presented from non-fiction sources. Writing opportunities focus on both creative and purposeful outcomes. Students explore narrative structure through story mapping and retelling, leading to the creation of their own 'pourquoi' tales, where they describe settings, characters and atmosphere while integrating dialogue to advance the action. Vocabulary and grammar are carefully selected to enhance meaning, with an increasing awareness of formal language and audience. Collaborative talk, group research and the use of ICT support students in organising and presenting information effectively. Throughout the unit, students engage in drafting, editing and bookmaking, often working with peers to refine their work. Reflection is also key, with students sharing empathic responses, evaluating their writing and producing book reviews based on examples, ensuring a thoughtful and well-rounded approach to both reading and writing development.
4	Can I explore and develop empathy for characters?	• Description • Diary • Free Writing • Balanced Argument or Persuasive Text • Free Verse Poetry • Explanation	This unit centres on developing students' understanding of theme, character and empathy through the study of a visually rich and emotive text. Students explore how illustrations convey meaning and emotion, using visualisation and discussion to respond thoughtfully and sustain ideas. They consider the changing feelings of the boy and how contrast within the illustrations reflects the story's development. Through

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		• Persuasive Letter • Narrative	collaborative talk, freeze frames and structured questioning, students deepen their understanding of key themes such as home and belonging, reflecting on why some individuals are forced to find new homes. They also learn to distinguish between fact and inference, using evidence from both text and images to justify their ideas, and engage in meaningful discussions about what makes a hero, linking this to characters within the story. Writing opportunities encourage students to write with purpose, creativity and empathy. They explore the features of diary writing, using the past tense and first-person voice to write in role and develop a deeper connection to the characters. Grammar skills, including the use of nouns, adjectives, verbs, conjunctions and compound sentences, are embedded to support descriptive and expressive writing. Students also engage with poetry, analysing how it relates to the text before creating and performing their own poems inspired by the feelings and movements of the birds. Further writing tasks include developing descriptive pieces and planning their own narratives around themes of displacement and belonging, guided by key questions to shape their ideas. Throughout the unit, students build confidence in articulating their thoughts, using vocabulary precisely, and writing for a range of audiences and purposes, while continually reflecting on empathy and the broader messages within the text.
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