

## Year 7: Descriptive Writing

### Rationale and ambition for The Purbeck School English Curriculum:

- Our English curriculum aims to transmit a culturally enriching knowledge of literature to students by drawing from the literary Canon and also texts that reflect wider voices in a diverse society, developing the cultural capital of students at the school.
- Our English curriculum aims to develop empathetic and engaged citizens through careful text choice, reflecting contemporary concerns and debates such as those about class, gender and intolerance and discrimination.
- Our English curriculum aims to support students in developing confidence in expressing their own views and opinions.
- Our English curriculum aims to prepare students for work and life through the development of soft skills such as communication, teamwork, adaptability, problem solving, public speaking.
- Our English Curriculum aims to offer suitable challenge to students of all abilities.
- Our English curriculum aims to offer opportunities for creativity with written and spoken language.

### Key concepts:

The concepts that The Purbeck School English curriculum aims to support student progression in are:

- 1.) **Form, structure and coherence** – understanding that texts are organised with intent.
- 2.) **Spelling, punctuation and grammatical rules** – understanding word classes, key spellings, sentence forms and varied punctuation.
- 3.) **Awareness of Impact and Intent** - Understanding that writing is shaped by the priorities of a writer and the needs of a reader, including the teaching of genre, audience and purpose.
- 4.) **Context** – understanding how production and reception shape meaning.
- 5.) **Evidence** - Understanding how to read and listen for meaning and use evidence from texts to support personal critical viewpoints.
- 6.) **Methods** - Understanding how writers and speakers choose from a variety of methods to communicate and engage readers and audiences.

<p><b>What are students going to be studying?</b></p>	<p>In the Autumn term of Year 7 students are introduced to an array of short extracts that serve as gateways to imagination and creative writing. Extracts are taken from J.R.R. Tolkien's 'The Hobbit', Tomi Adeyemi's 'Children of Blood and Bone', Rick Riordan's 'Percy Jackson' series, and Adam Blade's 'Beast Quest.' These extracts are used to revisit the fundamentals of sentence structure and literary devices bridging the learning from year six into year seven by returning to what is familiar whilst introducing students to methodology used in The Purbeck School to support writing such as our writing MAT. Students will revisit the work they did on sentence structures in the KS2 curriculum and will be offered opportunities to write creatively in the fantasy genre.</p>
<p><b>Why are students studying this content and what are the links to our rational and ambition?</b></p>	<p>In the first part of the Autumn term, Year 7 students embark on a literary journey through the enchanting worlds of 'The Hobbit' by J.R.R. Tolkien, 'Children of Blood and Bone' by Tomi Adeyemi, the 'Percy Jackson' series by Rick Riordan, and the 'Beast Quest' books by Adam Blade. Beyond their captivating narratives, these works hold immense potential to shape students into empathetic individuals, cultivate an understanding of diverse voices, and promote inclusivity within society.</p> <p>The inclusion of 'Children of Blood and Bone', draws inspiration from African mythology. Through these works, students gain a deeper appreciation for the values, traditions, and challenges faced by characters from different backgrounds. Consequently, students develop the ability to relate to and empathize with characters whose experiences and perspectives differ from their own, fostering empathy for individuals in real-world situations. By engaging with these diverse narratives, students learn to celebrate differences and embrace multiculturalism.</p> <p>We wanted the first unit to link to the sentence structure work that students trained for in their SATS and view descriptive writing as good entry unit to the KS3 curriculum allowing us to spend time introducing students to the Purbeck School Writing Mat expectations within the comfort of revisiting some texts that they may be familiar with from primary school study. The unit is used by teachers in order to address and identify any gaps in the fundamentals of writing and we use baseline assessments of students to check how secure they are with</p>
<p><b>How does this unit link back to content of prior learning?</b></p>	<p><b>This is the first module in Year 7, therefore this module builds on students prior learning from primary school. This includes:</b></p> <ul style="list-style-type: none"> <li>• be able to comprehend a wide range of texts</li> <li>• a good understanding of main ideas, supporting details, and inferential reasoning</li> <li>• adept at identifying literary devices such as similes, metaphors, and personification, and comprehend their purpose and effect on the text.</li> <li>• correct usage of tenses, pronouns and conjunctions.</li> <li>• proficient in sentence structure, including identifying and constructing various sentence types to convey meaning</li> </ul>
<p><b>Which concepts are being developed?</b></p>	<ul style="list-style-type: none"> <li>• <b>Form, structure and coherence</b> – <i>understanding that texts are organised with intent.</i></li> <li>• When reading: understand the presentation of different characters / author's use of different sentence structures / adverbial elements / the author's use of figurative language: similes / metaphor / personification / onomatopoeia / alliteration / sensory description.</li> <li>• When writing: understand how to present a character / how to construct and use different sentence structures / adverbial elements / how to construct and use figurative language: similes / metaphor / personification / onomatopoeia / alliteration / sensory description.</li> <li>• Deliberately crafting sentences for effect.</li> <li>• <b>Spelling, punctuation and grammatical rules</b> – <i>understanding word classes, key spellings, sentence forms and varied punctuation.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Purbeck school writing mat expectations for sentences and punctuation. Opportunities to practise using commas effectively in own writing in complex sentences.</li> <li>• Spellings as listed in the Knowledge Organiser.</li> <li>• <b>Awareness of Impact and Intent</b> - <i>Understanding that writing is shaped by the priorities of a writer and the needs of a reader, including the teaching of genre, audience and purpose.</i></li> <li>• Writing to analyse and present personal viewpoints on a text. Explorations of how the writer impacts the audience through their decisions about sentence structure and figurative language in short extracts from a text. Explorations of how to write descriptively and interest readers through figurative language and sentence structures during the unit.</li> <li>• <b>Evidence</b> - <i>Understanding how to read and listen for meaning and use evidence from texts to support personal critical viewpoints.</i></li> <li>• Understand characterisation and description in the extracts / personal response to key sections of text/ ability to use evidence from extracts to inspire and improve their own writing.</li> <li>• <b>Methods</b> - <i>Understanding how writers and speakers choose from a variety of methods to communicate and engage readers and audiences.</i></li> <li>• Characterisation through actions, description and dialogue; opportunities to discuss wide range of methods when analysing extracts from the text including: sentence type / metaphor / simile / personification / onomatopoeia / imagery</li> <li>• Opportunities to use methods in own creative writing.</li> <li>• Opportunities to develop scaffolded oracy through text discussions.</li> </ul>
<p><b>How will this unit link to the content of future learning?</b></p>	<p><b>Key Stage 3:</b></p> <ul style="list-style-type: none"> <li>• Year 8 – Descriptive Writing interleaved within different modules though at Y8 – the skills are built upon as students also consider whole text structure as well as working at sentence level.</li> <li>• Year 9 – Descriptive writing a key focus in Dystopian writing unit and at this stage students work thinking about narrative voice and narrative hooks.</li> </ul> <p><b>GCSE:</b></p> <ul style="list-style-type: none"> <li>• Analysis of the extracts to lead to students being ready for demands on Language Paper 1 Q2, and Q4.</li> <li>• Their descriptive writing skills will mean they are ready for Language Paper 1 Q5 when crafting their own short pieces of writing.</li> <li>• Exploration of characterisation through action, description and dialogue are transferable skills to other texts.</li> <li>• Assessments are focused on Language Paper 1 Question 5 and the unit checks that they have the foundational skills needed from primary school.</li> </ul> <p><b>A level:</b></p> <ul style="list-style-type: none"> <li>• Characterisation and description in the extracts including: gender, race and heroism are revisited in chosen A level texts and some of the unseen extracts.</li> <li>• Analytical and oracy skills developed.</li> </ul>

<b>Assessment 1: Success criteria –</b>	Descriptive writing piece using a variety of different sentence types.
<b>Assessment 2: Success criteria –</b>	Descriptive writing piece using a variety of different sentence types and visual imagery (simile, metaphor and personification) and auditory imagery (alliteration and onomatopoeia.)