



Scheme of Learning:	Key Stage 3 Unit Overview for Year 7 Induction Unit
Learning outcome	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Understand the differences between fiction and non-fiction texts • Understanding how to write for different audiences • Identifying and applying features of autobiographical writing <p>Skill set:</p> <ul style="list-style-type: none"> • Write imaginative, interesting and thoughtful texts • Produce texts which are appropriate to task, reader and purpose • Organise and present whole texts effectively, sequencing and structuring information, ideas and events • Vary sentences for clarity and effect • Select appropriate and effective vocabulary • Write with technical accuracy of syntax, punctuation and spelling
Key Question	How do writers use linguistic and structural devices to engage readers?
Knowledge	<p>Knowledge:</p> <ul style="list-style-type: none"> • Understand the differences between fiction and non-fiction texts • Understanding how to write for different audiences • Identifying and applying features of autobiographical writing <p>Skills:</p> <ul style="list-style-type: none"> • Demonstrating the ability to show and not tell • Structuring writing appropriately and effectively • Writing imaginatively and thoughtfully <p>Key Terminology:</p> <ul style="list-style-type: none"> • Prose • Audience • Autobiography • Biography



<p>Ongoing Assessment</p>	<ul style="list-style-type: none"> • First-person perspective <p>Assessment: Write an autobiographical account on a topic chosen by the teacher.</p> <p>Ongoing assessment:</p> <ul style="list-style-type: none"> • Use of mini white boards, hands down questioning, written work • Live marking of extended writing in class using visualiser and/or MS Teams • Marked assessment <p>Key misconceptions:</p> <ul style="list-style-type: none"> • Confusion between autobiography and biography <p>Homework:</p> <ul style="list-style-type: none"> • Learn key definitions and spellings • Produce a short piece of non-fictional writing
<p>Final Assessment</p>	<p>How will we know that pupils can answer the key question?</p> <ul style="list-style-type: none"> • Marked assessment – a piece of autobiographical writing
<p>Clear sequencing of content</p>	<p>Sequencing:</p> <ol style="list-style-type: none"> 1. Introduction – Welcome to Nonsuch, overview of expectations and introduction to routines in English lessons, e.g. use of scheme of work cover sheets, reading lists, spelling tests etc. 2. Introduction to autobiographical writing – understanding the difference between biography and autobiography, studying autobiographical extracts and identifying features. 3. Assessment Preparation – planning and writing a piece of autobiographical writing. <p>Key themes/ concepts</p> <ul style="list-style-type: none"> • Autobiography <p>How does this Scheme of Learning help students access future learning?</p> <ul style="list-style-type: none"> • In primary school, students will have studied aspects of autobiographical writing. In Year 7, they will identify and understand the effects of more sophisticated linguistic and structural features and learn to incorporate some of these in their own autobiographical writing.



Links to Careers	The ability to be creative in prose writing is helpful in any career involving written communication, e.g. writer, journalist etc.
Diversity and Inclusion	<p>This entire unit is based on the themes of culture and identity. The students read and discuss autobiographical extracts and poems from authors of diverse backgrounds, nationalities, race and ethnicities, e.g. Nelson Mandela, Dame Kelly Holmes, Miranda Hart etc.</p> <p>After studying these, students write autobiographically, drawing on ideas about their experiences and their own culture and identity and what this means to them.</p>
Additional Support	<ul style="list-style-type: none"> • Students are provided with an outline scheme of work sheet which includes definitions of key terms. • Key learning resources can also be found on SharePoint. • Some students will be invited to attend Help Club to raise attainment.
Challenge	<ul style="list-style-type: none"> • All student books contain a recommended reading list. • All students are encouraged to complete the '13 by 13 reading challenge'. • Spelling lists contain ambitious vocabulary that students are encouraged to use in their written work. • Students are invited to join the creative writing club. • Students will be invited to Help Club when they might require further support.