



Overview

At Gems Wesgreen International School, our Y7 English curriculum is academically rigorous and designed to engage students with a wide range of challenging texts. We aim to cultivate an international mindset, broadening students' understanding of diverse perspectives through literature. Our curriculum emphasises curiosity, critical thinking, analytical abilities, and communication skills, using conceptual frameworks to drive inquiry in reading. Through class discussions, presentations, writing tasks, and structured speaking activities, they learn to articulate ideas confidently and collaborate effectively. Our flexible classroom environment and inquiry-based projects enhance research and digital literacy, preparing students to thrive in a globalised world.

Learning Outcomes

Our curriculum is tailored to develop both linguistic proficiency and literary appreciation. Through a structured approach to language development, students enhance their vocabulary, grammar, and comprehension skills, allowing them to access complex texts with greater confidence.

Reading Learning Outcomes

In the reading component of our English curriculum, students will develop key skills to navigate and interpret a variety of texts, including both literary and non-fiction works. The focus is on building both literal comprehension and inferential understanding, as well as employing analytical language to discuss and evaluate texts. This involves using the language of High Performance Learning (HPL) to cultivate *Values, Attitudes, and Attributes (VAAs)* such as open-mindedness, empathy, and critical thinking. By engaging with texts through this lens, students will employ *Advanced Cognitive Performance (ACP)* characteristics like meta-cognition, analysis, and critical evaluation to deepen their understanding. By the end of the course, students will be able to engage with complex literary concepts, critically assess non-fiction arguments and perspectives, and communicate their interpretations confidently.

Writing Learning Outcomes

Our writing curriculum is designed to develop students' ability to express ideas clearly and creatively across a variety of forms, including both fiction and non-fiction. Through structured lessons, students will enhance their grammatical accuracy, sentence variety, and overall coherence in writing. They will learn to adapt their style to suit different purposes, from narrative memoirs and imaginative storytelling to informative guides and persuasive articles. By employing language techniques effectively, students will engage, inform, and persuade their audience across a range of contexts. In line with HPL principles, students will employ *ACP skills* like flexible thinking and intellectual playfulness, using creativity and imagination to craft compelling texts. They will also demonstrate *VAAs* such as perseverance and resilience in the drafting and revision process,

developing confidence in their voice and style.

Oracy Learning Outcomes

In addition to reading and writing, our curriculum places a strong emphasis on oracy—developing students' speaking and listening skills. Students will engage in activities that encourage clear and articulate verbal communication, such as discussions, debates, presentations, and performances. They will learn to express their ideas confidently and listen actively to others, adapting their language and style to different audiences and purposes. Through structured speaking activities, including think-pair-share, group presentations, and guided oral responses, students will become adept at constructing and conveying arguments, exploring complex topics, and engaging in meaningful dialogue. The focus on oracy incorporates the language of HPL by fostering VAAs like collaboration and concern for society, encouraging students to communicate with empathy and respect for differing viewpoints. In developing these skills, students will also utilise ACP characteristics, such as reasoning and precision, to articulate their thoughts clearly and persuasively. This comprehensive approach not only strengthens their communication skills but also enhances their ability to collaborate, think critically, and contribute thoughtfully to discussions.

Unit Overviews

Term 1

Unit 1: Storytelling and Cultural Identity

In the first half of Term 1, students explore the art of storytelling with a focus on cultural identity. They begin by studying myths and legends, with *Beowulf* as a key text, to understand how stories shape and reflect cultures. Character development is a central theme, as students learn to create and analyse compelling characters in literature. This unit encourages students to develop the HPL *Values, Attitudes, and Attributes* (VAAs) such as *empathy* and *open-mindedness* by examining the diverse perspectives within these narratives.

Reading skills developed during this term include finding literal information, making inferences, writing strong topic sentences with clear inferences, embedding evidence, and using the language of analysis. Students engage in *Advanced Cognitive Performance* (ACP) characteristics like *precision* and *analysis*, enhancing their ability to scrutinise texts critically. In writing, students work on using various forms of nouns (proper, common, abstract), adjectives, noun phrases, and pronouns. They also practice constructing simple, compound, and complex sentences, as well as utilising relative clauses and appositives, with an emphasis on maintaining consistency in tense (present vs. past, simple, and continuous). This process nurtures their *intellectual playfulness* and *resilience* by encouraging experimentation with language while building mastery over grammatical structures.

Unit 2: Storytelling

In the second half of Term 1, the theme of cultural identity is further explored through *A Knight's Tale*. The focus shifts to comparing myths and legends with medieval storytelling, deepening students' understanding of

character and narrative. This comparison fosters the HPL VAA of *agility* as students learn to adapt their thinking to different narrative styles and cultural contexts.

In reading, students continue to develop their analytical skills, reinforcing the language of analysis established in Term 1. They employ ACP characteristics like *meta-cognition* and *reasoning*, enhancing their ability to evaluate texts from multiple viewpoints. Writing skills are expanded to include advanced paragraphing techniques to indicate shifts, as well as employing a variety of time connectives and discourse markers. Students also work on using a range of verbs—stative and dynamic, modals, and conditionals—along with infinitives and -ing forms. The proper use of present perfect and past perfect tenses is taught, and students practice incorporating both direct and indirect dialogue into their writing. This aspect of the curriculum further develops their VAA of *confidence* and *resilience*, as they engage with increasingly complex grammatical structures and narrative techniques, empowering them to express their ideas with greater sophistication and clarity

Term 2

Term 2.1 (6 Jan - 10 Feb): Oracy and Malevolent Identity

The first half of Term 2 focuses on developing oracy skills, with a thematic emphasis on "Malevolent Identity." Students engage in activities that enhance their speaking and listening abilities, exploring various forms of oral expression. The theme of "Sombie Apocalypse" serves as a creative springboard for students to explore concepts of identity and conflict through spoken word. This theme encourages the development of HPL *Values, Attitudes, and Attributes (VAAs)* such as *collaborative* and *empathetic* thinking, as students work together to convey complex ideas and emotions through dialogue and debate.

The checkpoint for this term is centred on setting clear oracy expectations, guiding students in articulating their ideas confidently and effectively. Through these activities, students practice *Advanced Cognitive Performance (ACP)* characteristics like *agile thinking* and *critical analysis*, as they adapt their language and delivery to suit different audiences and purposes. In reading, students delve into the language of analysis, learning to compare and contrast using connectives and phrases that link back to key ideas. Writing tasks focus on article writing, using fictional zombie articles as a medium to practice crafting compelling arguments and narratives. Here, students apply their knowledge of proper nouns, adjectives, noun phrases, and pronouns to create engaging and coherent written pieces. This aspect nurtures their *intellectual playfulness* as they experiment with imaginative scenarios while maintaining structural coherence. Sentence structure is further developed with an emphasis on constructing simple, compound, and complex sentences, fostering the VAA of *confidence* as they learn to manipulate syntax to achieve different effects.

Term 2.2 (12 Feb - 20 Mar): Novel Study and Self

In the second half of Term 2, students shift their focus to novel study, with a particular emphasis on the theme of "Self." The novel *Boy* is introduced, allowing students to explore narrative structure and character development in-depth. This exploration of self through literature helps students connect with the material on a personal level, fostering the VAA of *empathy* as they relate

to the characters' experiences and emotions. This deep engagement with the text promotes *resilience* as students navigate complex themes and develop their interpretations.

In reading, students continue to find literal information and make inferences, building upon their skills from earlier in the year. They learn to construct strong topic sentences, embed evidence, and use analytical language effectively to demonstrate a nuanced understanding of the text. This process engages their *ACP* abilities such as *meta-cognition* and *precision*, encouraging them to reflect on their analytical approach and refine their arguments for clarity and depth. Writing tasks involve creating memoirs, where students practice using a variety of sentence structures, including simple, compound, and complex sentences, relative clauses, and appositives. The correct usage of present and past tenses (simple and continuous) is emphasised, reinforcing grammatical accuracy and narrative coherence. This enhances their *creative problem-solving* abilities as they find effective ways to express personal narratives and ideas.

Non-fiction reading and writing are also integrated throughout the term, with students exploring articles and memoirs about inspirational people. This component encourages them to draw connections between their fictional studies and real-world narratives, fostering the *VAA* of *open-mindedness* as they learn to appreciate diverse perspectives. By comparing these texts, students enhance their understanding of character, motivation, and identity, allowing them to develop a more holistic view of storytelling's role in shaping human experience.

Term 3

Term 3.1: Poetry Anthology and Structure

In the first half of Term 3, students immerse themselves in a poetry anthology, focusing on the structure and form of poetry. They explore various poetic elements such as stanza, line, caesura, enjambment, and imagery. This unit encourages students to appreciate the intricacies of poetry and how structure influences meaning and emotional impact. As they engage with these texts, students develop the *High Performance Learning (HPL) Values, Attitudes, and Attributes (VAAs)* of *open-mindedness* and *empathy*, as they explore different perspectives and emotions expressed through poetry.

In reading, students further develop their language of analysis, learning to compare and contrast poems using appropriate connectives and phrases that link back to key ideas. This enhances their *Advanced Cognitive Performance (ACP)* skills in *precision* and *critical thinking*, as they refine their analytical approaches to explore complex ideas within poetic texts. Writing tasks focus on creating an awareness of photographic elements such as long shots, medium shots, close-ups, and the rule of thirds. Students learn to merge this visual literacy with their understanding of poetic elements, using both forms to convey complex themes and emotions. This multidisciplinary approach encourages *intellectual playfulness* as they experiment with combining visual and linguistic techniques. They also work on refining their grammar, focusing on passive versus active tense,

quantifiers, and prepositions, fostering *resilience* and *confidence* in their use of sophisticated language structures.

Term 3.2: Shakespeare Extracts and Context

In the second half of Term 3, the curriculum shifts to the study of Shakespearean extracts, emphasising the historical and cultural context of the playwright's work. This unit allows students to explore life during Shakespeare's time and understand how context influences the themes and language within his plays. Engaging with these historical aspects fosters VAA attributes like *open-mindedness* and *cultural empathy*, as students gain insights into the social norms and values of the Elizabethan era.

In reading, students continue to refine their analytical language, with an emphasis on linking their analysis to historical context. They learn to draw comparisons and connections between the text and its socio-cultural background, enhancing their ability to interpret Shakespeare's plays. This analytical process strengthens ACP traits such as *meta-cognition* and *connection finding*, as students are encouraged to reflect on how contextual knowledge deepens their understanding of Shakespeare's language and themes. Writing tasks focus on the presentational features of a guide, including headings, sub-headings, box-outs, images, graphics, and bullet points. Students learn to use language features such as facts, statistics, sentence types, hyperbole, rhetorical questions, hypophora, and semantic fields to convey information effectively and persuasively. These tasks enhance their *strategic thinking* and *intellectual confidence*, as they practice tailoring their writing for different purposes and audiences.

Throughout this term, students also explore non-fiction texts such as diaries and letters that provide insight into family life and daily experiences during Shakespeare's era. This exploration of non-fiction enhances their understanding of the historical context and complements their study of Shakespearean drama. Engaging with these texts nurtures the VAA of *curiosity* and the ACP skill of *real-world application*, as students draw parallels between historical realities and the themes explored in Shakespeare's works, enriching their overall interpretative skills.

Assessment

Formative: Throughout the units, students will complete end-of-chapter assessments, quizzes, and problem-solving activities, allowing the teacher to assess students' progress and inform their planning. These formative assessments foster the *High Performance Learning (HPL) Values, Attitudes, and Attributes (VAAs)* of *agility* and *resilience*, as students engage in regular feedback cycles that encourage growth and adaptability in their learning. Additionally, these activities promote *Advanced Cognitive Performance (ACP)* skills such as *meta-cognition* and *critical thinking*, as students reflect on their understanding, identify areas for improvement, and apply problem-solving strategies to enhance their skills.

Folio: Each term, students independently work on a folio project that encourages creativity and deeper engagement with the texts studied. These projects nurture the VAA of *creativity* and *open-*

mindedness, as students explore diverse ways to interpret and present their ideas. By engaging with these folio projects, students also develop *ACP* skills like *intellectual playfulness* and *big-picture thinking*, enabling them to experiment with different perspectives and make connections between various concepts within the curriculum.

Summative: At the end of each term, students complete internal assessments based on specific skills. They also participate in standardised tests such as the *GL*, allowing us to measure their attainment throughout the term and year. This summative evaluation process encourages the *VAA* of *hard work* and *practice*, motivating students to consolidate their learning and demonstrate their progress. Furthermore, these assessments cultivate *ACP* skills like *precision* and *strategy planning*, as students practice applying their knowledge in structured settings and strategically approach different types of assessment tasks to showcase their achievements