

Year 7 - Discover English



Ecclesfield
SCHOOL



Y7 Reading Skills



Learning Lanes	STRAND A – Being a critical reader. How well students respond to texts and the writer's intentions			STRAND B – Being analytical How well students analyse the form/language/structural choices made by the writer		
	Interpretation	Textual support	Writer's intentions	Impact	Subject terminology	Writer's methods
E	9.1 I can consider and clearly explain different layers of meaning in a text.	9.2 I can increasingly choose precise textual references and apply them effectively to support my interpretations of a text.	9.3 I can be thoughtful and considered in my response to the text and writer's intentions.	9.4 I can regularly explain how the writer's methods impact on the reader/audience.	9.5 I can use a range of subject terminology in my answers including more sophisticated terms like 'narrative perspective'.	9.6 I can consistently explain how the writer creates meaning for the reader/audience through form/structure/language.
B	8.1 I can offer explained inferences.	8.2 I can use the text effectively to support interpretation.	8.3 I can offer a sustained response to the text and writer's intentions.	8.4 I can explain how the writer's method(s) effect the reader/audience.	8.5 I can use a range of subject terminology accurately.	8.6 I can clearly explain how the writer creates meaning for the reader/audience through form/structure/language.
A	7.1 I can offer a range of clear, accurate inferences.	7.2 I can use a range of textual references that clearly support my inferences.	7.3 I can offer a range of clear ideas about themes and ideas and the writer's intentions.	7.4 I can make a range of comments on the impact of the text on reader/audience that regularly go beyond the obvious.	7.5 I can generally use a range of subject terminology accurately such as personification, pathetic fallacy.	7.6 I can explain how the writer creates meaning for the reader/audience through form/structure/language.

Y7 Writing Skills



Learning Lanes	STRAND A – Communication How well students communicate their thoughts and ideas			STRAND B – Structure How well students organise their thoughts and ideas			STRAND C – SPAG How accurate and effective spelling, punctuation and grammar is in a student's work		
	Vocabulary and linguistic devices	Form, audience and purpose	Content and imaginative detail	Structural features	Paragraphs	Overall cohesion	Spelling	Punctuation	Sentence structure
E	9.1 I can consistently use imaginative vocabulary and linguistic devices that are well matched to audience and purpose.	9.2 I can be imaginative in my treatment of conventions of text type to suit purpose and audience, I am not always successful in my adaptation of these conventions.	9.3 I can produce well-judged, imaginative content and establish and sustain a point of view in my writing.	9.4 I can use varied and effective structural features including varied devices to link or juxtapose paragraphs, first and last sentences echoing.	9.5 I can consistently use coherent paragraphs and integrated discourse markers.	9.6 I can show skilful management of more complex subject matter, shaped to achieve intended purpose and effect.	9.7 I can generally spell accurately, including more complex and irregular words.	9.8 I can use punctuation successfully for effect. I am rarely inaccurate in my use of punctuation.	9.9 I can structure sentences successfully for effect. I am rarely inaccurate in my use of sentence types.
B	8.1 I can generally use varied and ambitious vocabulary and linguistic devices. My language is clearly chosen for effect.	8.2 I can clearly establish form, audience and purpose and use text conventions to help to maintain the reader's interest.	8.3 I can produce imaginative content and mostly establish and sustain a point of view throughout my writing.	8.4 I can use structural features effectively to engage and direct the reader.	8.5 I can consistently use coherent paragraphs with integrated discourse markers as well as other effective cohesive devices.	8.6 I can clearly control and sequence my writing to engage the reader.	8.7 I can generally spell correctly. <i>I may struggle with ambitious words: 'Monstrosity', 'Ambivalent'.</i>	8.8 I can use a full range of punctuation for effect with errors occurring in structures that are more ambitious.	8.9 I can use a full range of sentence structures for effect with errors occurring in structures that are more ambitious.
A	7.1 I can show evidence of choosing vocabulary for effect with a reasonably appropriate use of linguistic devices.	7.2 I can clearly establish form, audience and purpose.	7.3 I can include relevant ideas and content with some imaginative detail.	7.4 I can show evidence of structural features being used for effect e.g. paragraphs of differing lengths and flashbacks.	7.5 I can use coherent paragraphs. I attempt to integrate discourse markers as well as other cohesive devices such as adverbials as sentence starters.	7.6 I can clearly control and sequence my writing.	7.7 I can <i>consistently spell</i> common grammatical function words correctly e.g. disused, refresh, disagree. <i>I struggle with:</i> • Unstressed syllables in words e.g. 'Flavour'.	7.8 I can use varied punctuation and commas are now used accurately to mark clauses although errors may occur where ambitious structures are attempted.	7.9 I can use a range of varied sentence structures including complex sentences.

Reading

Reading at home is important for your child. We expect all Y7 students to read for a minimum of 20 minutes per day.



1. Pause, prompt, praise

Listen to your child read, when they get stuck, **PAUSE**, if they can't work it out after a few seconds, **PROMPT**, when they get it right, **PRAISE** and let them continue reading.

Accelerated Reader™ Book Reflection Record	
Title: _____	Author: _____
Book Level: _____	Points: _____
Questions:	Answers:
Who was this book about? Write two sentences about the main character.	The name of the main character is: One word I would use to describe this character is: I chose this word because...
Where did it take place?	The book took place in:
What happened at the start of the book?	At the start of the book....
Why did it end the way it did?	The book ended in the following way: I think the author chose to end it this way because...
Who would you recommend this book to? Be sure you explain why!	I would recommend this book to: I think he/she would like it because...

2. Dual log reading

If your child lacks confidence when it comes to reading, dual log reading can really help. This involves reading the text at the same time as your child, aloud, when they feel confidence and don't need your support, they give a hand signal and you stop reading with them. If they make a mistake, you start reading with them again, wait for the hand signal, and so on.

3. Speak to them about what they are reading

It's important that students can not only read the words, but also understand what they are reading. Ask them questions about their book using the book reflection sheet as guidance.

4. Those that can't

recognise letters/ words – synthetic phonics

Look at your bouncy and stretch sounds to remind you! Use this link to help you:

<http://genkienglish.net/phonics.htm>

5. Let them hear you read!

It's important that your child sees and hears you read so that they know what a fluent reader sounds like.

Reading

Selecting quotes and information

Emerging readers can find information in short texts, but to be more skilful, readers need to be able to find information in larger amounts of text and find specific bits to support their ideas.

Ask your child to read magazine or news articles, answer questions on the text and highlight the bits (the evidence) to show you how they know.



FirstNews FINDS OUT

Gunpowder, treason, and what?

THIS time of year brings lots of traditional celebrations with it – as well as lots of chilly weather! Thankfully, we have bonfires to keep us warm every 5 November, but whose idea was it to celebrate Bonfire Night? First News finds out!

What is Bonfire Night?

Bonfire Night is an annual celebration that takes place every 5 November. Its history began in 1605, when Guy Fawkes planned to blow up the House Of Lords in London, hoping to kill King James I in the process. However, the plot was discovered before it could take place and Guy Fawkes was hanged. Ever since that day, Bonfire Night has been celebrated on 5 November and Guy Fawkes' name has gone down in history.

Why did Guy Fawkes try to blow up the House Of Lords?

King James I was a Protestant Christian, and because he was King of England, he thought that all others living in the country should share his religious beliefs. Guy Fawkes and his group of plotters, however, were Catholic Christians who wanted to restore Catholicism to England by killing the King. If he had succeeded in blowing up the House Of Lords, then King James I would have died and one of the centres of Protestant power in England would have been destroyed.

How is Bonfire Night celebrated now?

Nowadays, Bonfire Night is far more about the bonfire than the events that caused it to be important. Also, firework displays are becoming more common and popular in modern times, and many fireworks nights are held around 5 November, with the bonfire taking a back seat to the main event of the firework display.

So, why do people make bonfires?

King James I made 5 November a national holiday after Guy Fawkes' trial, and many people created huge bonfires to celebrate the holiday. The bonfires were made to represent the fire that would have been caused if Guy Fawkes and his team of plotters had been successful in their plan to blow up the House Of Lords. People made dummies of Guy Fawkes (often made from old clothes stuffed with newspaper) and put them on top of the fire to burn (which is still sometimes done to this day). Another tradition, which has more or less disappeared now, is children collecting money for the 'Guy' they built, by asking people for 'a penny for the Guy'.

Keeping safe!

While bonfires and firework displays can be amazing to look at, they can also be very dangerous. This 5 November, make sure a responsible adult controls the displays and you stay well clear of them. Always be sensible when handling sparklers and keep clear of anything else that could hurt or burn you.

Animal-friendly fun

While many people love Bonfire Night, most animals do not. The loud bangs and screeches from the firework displays can scare pets and bonfires can be dangerous to wildlife. For tips on how to keep pets and wild animals safe and happy, turn to **Animal News** on **Page 16**.

A painting of a Bonfire Night celebration at Windsor Castle in 1776

What did the fires represent?

You can support your child by asking them to **skim** the text to get the gist of it and **scan** the text to find the answers to your questions about the text.

Commenting on the writer's choices

To move towards more skilful reading, your child needs to identify the pattern of ideas in a text and comment on it. You can support this by asking your child the following questions after they have read a text, e.g. a news article.

1. How does the **opening** of the article prepare the reader for what it is about?
2. Why has the reader broken up the statistical evidence with real-life examples?
3. How does the **ending** link to the **opening** of the article? Does it link back to the opening or contrast with it? Why do you think the writer has done that?
4. Why has the writer used some shorter paragraphs and some longer **paragraphs**?

Your child needs to identify interesting language effects and make comments about them. You can support your child by reading a text, e.g. a poem, together and asking specific questions about the language used.

You can encourage your child to work out the **extra meaning** in the choice of words by picking out a word and asking what **word associations** they have with that word. E.g. darkness - fear, sleep etc.

It's also important to discuss the **purpose** of a text. Using different types of text (e.g. charity letters or appeals, adverts, school notices, news and magazine articles, recipes) ask your child what the purpose of the texts are and how they might be able to tell. Some examples of 'purposes' are:

- To inform
- To persuade
- To instruct
- To entertain
- To create suspense
- To amuse
- To describe character
- To advise

You could ask your child to read a story and identify a link between the beginning and end and then try and work out how the other sections fit together. Is there a pattern?

Ask your child to identify the 'job' of each section and why the writer might have put them in this order. How does the order help keep the reader interested?

Skilful readers can give detailed comments on the writer's use of language. Ask your child to read a text once to find out what happens and then again to identify interesting language. You can encourage your child to work out the **extra meaning** in the choice of words by picking out a word and asking what **word associations** they have with that word. E.g. darkness - fear, sleep, dreary, dull etc. They can use these word associations when explaining the writer's choice of language.

Writing

Basic connectives

Create writing activities like this one and ask your child to practice using **and**, **but**, and **because** to link the parts of these sentences.

Turn down the heating...	a) _____ let's go outside. b) _____ it's sunny outside. c) _____ not for too long.
This is a busy time for Miss Evans...	a) _____ it shows. b) _____ she has lots of important jobs to do. c) _____ she's still doing a great job!
My shoes are worn out	a) _____ I still like them. b) _____ I've worn them so many times. c) _____ look scruffy.

Good connectives

Create writing activities like this one and ask your child to practice using these connectives to link the parts of these sentences – **where** - **because** - **as** - **although** - **if** - **after** - **even though** - **but**.

It's been a really dry summer...	d) _____ I don't think it will last! e) _____ it has rained every now and again. f) _____ it's hardly rained at all!
This is a busy time for Miss Evans...	d) _____ it doesn't show. e) _____ she has lots of important jobs to do. f) _____ she's still doing a great job!
My shoes are worn out	d) _____ I still like them. e) _____ I've worn them so many times. f) _____ I've hardly worn them.

Ask your child to try to use some of the following in the description of *The Hunger Games* - **if**, **when**, **or**, **but** and **so**.

The Hunger Games

Katniss is only sixteen years old _____ she is forced to represent her district in the annual Hunger Games. Katniss has to fight for survival _____ she can return to her district a winner.

She could lose the Games and her life _____ kill the other contestants. The Hunger Games is the deadliest TV show _____ not all of them want to fight to the bitter end.

To challenge your child further, ask your child to read a text, e.g. a news article or an extract from a book, ask them what **connectives** they could swap – are there any **connectives** which they could get rid of and replace with something else to add more variety?

Ask your child to write a short story, including a range of connectives e.g. **even though, when, as soon as, before, while, whoever, however, until, meanwhile.**

TOP TIP! Try and use a range of connectives. Variety is important! If you start a sentence with a connective, the reader's attention is focused on to that part of the sentence. Vary the position of the connective depending on which bit of the sentence you want to focus on.

Punctuation

Ask your child to complete activities like this one .

Can you add in the **full stops** and some of the missing **capital letters**?

halloween is one of the oldest holidays in the world it dates back more than 2,000 years to the Celtic people who lived in Britain and northern France they first started the holiday because of the feast of Samhain, a celebration on 31 October every year that would mark the end of their year and honour the dead

the holiday was originally called All Hallow's Eve because it's the day before All Saints Day, a day that would honour all saints or hallows the Celts believed that the evil spirits of the dead would come back to haunt people and get revenge against them so they dressed up in costumes and decorated turnips to look like faces that would scare away the spirits and light their way through the dark to worship

Can you add in **speech marks** and **commas**. The first one has been done for you.

'Where do you usually keep them?' asked Jess.

I always put my false teeth in the glass beside the bed dear lisped Gran. I can't think where I might have put them this time!

Let's start by looking around then shall we?

As they went upstairs Jess heard a clacking noise from her little brother's bedroom. There he was playing with the teeth!

Clack clack clack he chanted.

Skilful writers use **commas** for sentences that begin with a **connective**.

For example –

When you are naughty, you will get told off.

Also, footballers get paid far too much.

Ask your child to write a paragraph giving instructions to do something e.g. make a cup of tea, score the perfect goal, make the tastiest cake. Ask them to use connectives like **before, after, while** and **when** to start some of the sentences and remember to put in the commas.

Ask your child to identify where semi-colons (;) can be used in texts. Remember, semi-colons are used to show a connection between two sentences, when the second sentence depends on what is described in the first.

Spelling

Have a look in the *Guide to Literacy* for some **Top Tips on Spelling**.

Organising your writing

If your child is an emerging writer he/she might sometimes use paragraphs but they might need organising a bit better.

Something that can help them with this is writing a **topic sentence** at the start of a paragraph to show the reader what the rest of the paragraph is about.

For example –

There are too many reality shows on TV. It gets really boring after a while. Sometimes you don't want to know about other people's real lives, you want an interesting story which will entertain you. Even having more news programmes would be better, at least you'd be learning something about what was going on in the world. But programmes like Big Brother are just about people sat around in a house. I'd rather go out to play with my friends than watch that rubbish!

Ask your child to have a go at writing topic sentences and short paragraphs about the following things:

- Mobile phones
- Eating pizza every day
- Keeping fit and healthy
- Owning a pet
- Your perfect summer holidays
- Your favourite sport
- Your favourite celebrity.

You can suggest other topics as well, or even write topic sentences that your child then has to carry on from.

The paragraphs need to be linked. Your child could use linking words and phrases to prepare the readers for the direction they're going to be taken in.

First of all...

Secondly...

Finally...

In contrast...
Eventually...
Despite this...
However...
As soon as...

Not all links need to be made using these words. Sometimes links can be clear because of the content of the section.

Using ideas suitable to the task

Sometimes, emerging writers write the same way that they would speak. They don't consistently use formal language in their writing. You could help your child by giving them informal sentences and asking them to make them formal.

For example -

- I've had a great time at school today, PE was awesome! You'd have loved it!
- My dad doesn't think I should stay out too late when it goes dark so early.

Information writing

To be a skilful writer, your child needs to choose language to inform and interest the reader. To do this, they need to know about **passive construction**.

What happened	Passive construction
Someone let the dog out.	The dog has been let out.
Someone shredded all the cushions.	The cushions have all been shredded.

Ask your child to change these sentences to use the passive construction.

1. Someone left the computers on.
2. Someone spilt water near the electrics.
3. Someone left their litter on the floor.

Using passive construction helps writing sound more formal, adds variety and makes it less personal.

Ask your child to have a go at writing a report. It can be about anything you want it to be – a made up event, something which has happened locally or even nationally.

Your child could use language confidently to convince the reader. Ask your child to explain his or her views for a school newsletter. They can write about any of the following:

- No chocolate to be eaten in school. Ever.
- Boys and girls to be taught separately.
- Pupils should be able to leave school in Year 10 if they have a job to go to.

Their writing needs to include:

- Clear introduction

- Clear paragraph structure with topic sentences
- Careful use of details and language to support their point of view
- A formal tone to suggest authority
- Strong conclusion.

Persuasive writing

Your child needs to use techniques which influence a reader.

Commands	Telling the reader what you want them to do.
Alliteration	When words begin with the same sound. E.g. <i>silly sausages</i> .
Personal pronouns	E.g. 'You'
Emotive language	Language that gets a reaction from the reader or audience.
Facts	Things
Opinions	These can be said it a way which make them sound like facts!
Rhetorical questions and repetition	Questions which don't need an answer. Repeating words or phrases to reinforce your message.
Expert quotes	This makes you sound more official so you may be more persuasive.
Statistics	
Triplets	Listing things in 3s.

Ask your child to have a go at writing a speech about a topic, e.g. all children should walk to school, or, the school day should start at 10.00am. As they write, they should tick of the techniques which they've used. Using 3 or more will help them be more skilful.

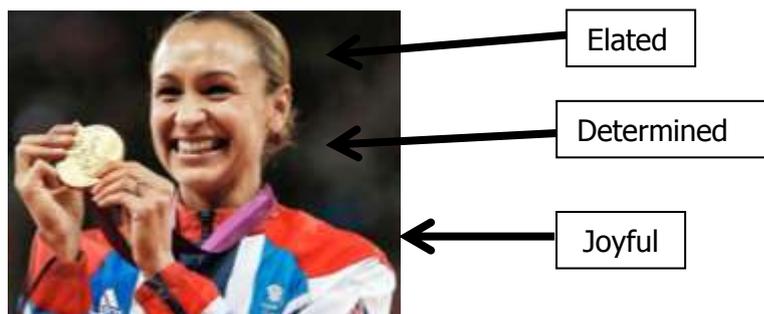
Using interesting words for effect

Emerging writers use simple words. Encourage your child to check that the first word that comes into their head is interesting and adds detail to their writing, and if not, reject it and replace it with another word.

Skilful writers consciously and deliberately use language and techniques, thinking about the effect they want to create. Encourage your child to check that the first word that comes into their head is interesting and adds detail to their writing and creates the effect they want, and if not, reject it and replace it with another word.

Use pictures to try and get their imagination going.

E.g.



Speaking and Listening

Essentially, you need to spend time speaking to your child about everything and anything. Ask him/her to explain how their day has been, what they've enjoyed, not enjoyed, what they've learnt, what they're interested in.

Tell your child about things which you're interested in, what you've done that day that you enjoyed, tell them stories about things that you've experienced, and while doing this, encourage them to ask questions. Check that they've listened and understood what you've said by asking them questions.

You could set your child activities which would help them understand that we speak to different people in different ways. Help your child identify where more formal language is needed, e.g. when speaking to a policeman, if giving a speech, speaking to their scout leader, compared to informal, e.g. friends and family. Ask your child to give a message to a range of people, how does their language need to adapt?

Top Tips for helping your child:

- ❖ Read with them
- ❖ Make sure they have an Accelerated Book from the library.
- ❖ Make sure that they are reading for 20 minutes a night.
- ❖ Check their reading log in their planner to see how they are scoring on their AR quizzes.
- ❖ Get them to write for you and then check their SPaG
- ❖ Have a look through their English book to look at their common mistakes and targets.
- ❖ Know what they are studying so that you can chat to them about it.

Any questions?

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