



Armthorpe Academy Communications Faculty

Literacy / Grammar Lessons Overview 2020-2021



As the Key Stage 3 National Curriculum states, “English has a pre-eminent place in education and in society... All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.” At Armthorpe, we fully recognise the importance of preparing our students for the world beyond school, be that employment, further education or their responsibility as members of the community. For students to be able to succeed in this world, their understanding of grammar, written technical accuracy and understanding of linguistic conventions is essential. It is the cornerstone upon which everything else rests.

In the section of the National Curriculum dedicated to Grammar and Vocabulary, two aspects particularly apply to the context of Armthorpe Academy. Firstly, students should “consolidate and build on their knowledge of grammar... by extending and applying the knowledge from Key Stage 2”. Due to the more challenging Year 6 SATs, many of our Year 7 students begin school able to confidently name terms, but are unable to explain their effects or apply them effectively. Secondly, there is a focus on students being able to understand the difference between written and spoken language, between standard and non-standard English and levels of formality. This is something that our students at Armthorpe particularly struggle with and therefore is essential to target.

We teach grammar sequentially throughout Year 7 and Year 8 through a discrete Literacy / Grammar curriculum. Our approach is informed by David Didau and Daisy Christodoulou. Christodoulou argues that for pupils to be able to write extended pieces, they need to be able to know what a sentence is, how the components of a sentence work together and the role of each word class. Without this, any extended pieces of writing will be hampered by grammatical errors. She argues that the best way to teach grammar is through the decontextualized drill, repetitive grammar exercises focusing on a single skill. By removing the complexity of extended writing, pupils can better understand and practise the rules of grammar before later applying them widely. Based on this approach, for both Y7 and Y8, Term 1 focuses on ‘How Words Work’, Term 2 develops this into ‘Creating Clear Sentences’ and in Term 3 the focus broadens into ‘Constructing Coherent Texts’. The Year 7 content is recapped in Year 8, as well as getting progressively harder by adding more complex and demanding elements to the skills. These technical accuracy skills are the foundations of the GCSE English Language writing that students study in Year 11.

| | Term 1 | Term 2 | Term 3 |
|---------------|--|---|--|
| | How words work | Creating clear sentences | Constructing coherent texts |
| Year 7 | Parts of speech: verbs, nouns, articles, adjectives, prepositions, pronouns. Subject-verb agreement. Tense. | The elements of a sentence. Simple sentences, compound sentences, complex sentences. Listing and bracketing commas. | Topic sentences, paragraphs, introductions and conclusions. Writing using a variety of sentence structures, writing using Standard English, writing using the correct style. |
| Year 8 | Revision of previous year, plus: adverbs, comparative and superlative adjectives, nouns, plural nouns, possessive apostrophe, contraction. | Revision of previous year, plus: compound-complex sentences, noun appositive phrases, conjunctive adverbs, semi-colons, comma splicing. | Revision of previous year, plus: connections between sentences, proofreading, drafting and rewriting. |

Term 1: How Words Work

| Year | Scheme | HALF-TERM 1 | | | | | | | |
|------|-------------------------------------|--|---|---|--|--|--|---|---|
| | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
| Y7 | The Man With The Yellow Face | Verbs and verb phrases, and using capital letters accurately. | Nouns and adjectives. | Prepositions, prepositional phrases, articles and conjunctions. | Common errors – would/should/could have/of and your/you're. | Common errors – who's/whose and There/their/they're. | Common errors – two/too/to and where/were/were /wear. | Spelling rules – silent letters and unstressed vowels. | Spelling rules – hard and soft 'c' sounds and 'l before e' rule. |
| Y8 | The Poetry of War | Recap of verbs, verb phrases, nouns, adjectives and using capital letters accurately from Y7, with additional rigour. | Recap of prepositions, prepositional phrases, articles and conjunctions from Y7, with additional rigour. | Recap of common errors from week 4, 5 and 6 of Y7, with additional rigour. | Recap of spelling rules – silent letters, unstressed vowels, hard and sound 'c' sounds and 'l before e' rule from week 7 and 8 of Y7, with additional rigour. | Recap of 1 st , 2 nd and 3 rd person and personal/possessive pronouns from Y7, with additional rigour. | Recap of the subject of sentences and subject-verb agreement from Y7, with additional rigour. | Recap of tense (writing about time, writing about now, using -ing verbs, writing about the past, the past tense with have) from Y7, additional rigour. | Recap of common errors who/which/that and any topic from the past 7 weeks which the teacher identifies as needing further focus. |
| Year | Scheme | HALF-TERM 2 | | | | | | | |
| | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
| Y7 | A Christmas Carol | 1 st , 2 nd and 3 rd person. | Personal pronouns and possessive pronouns. | The subject of sentences. | Subject-verb agreement. | Tense (writing about time, writing about now, using -ing verbs). | Tense (writing about the past, the past tense with have). | Common errors - who/which/that | |
| Y8 | Gothic Narratives | New content – adjectives. | New content - comparative/superlative adverbs and adverbial phrases. | New content – nouns and plural nouns. | New content – apostrophes for possession. | New content - apostrophes for contraction. | New content – common errors (its and it's). | Recap of any topic from the past 6 weeks which the teacher identifies as needing further focus. | |

Term 2: Creating Clear Sentences

| Year | Scheme | HALF-TERM 3 | | | | | |
|------|---|---|--|--|--|---|--|
| | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Y7 | Animals in Captivity - Non-fiction reading and writing | The elements of a sentence – what is a clause? | Simple sentences and developing simple sentences with noun phrases. | Compound sentences. | Complex sentences (recap clauses, this time introducing the idea of main and subordinate clauses). | Sentence types – bringing together simple, compound and complex sentences. | Recap of any topic from the first three half terms which the teacher identifies as needing further focus. |
| Y8 | Crime and Punishment: Non-fiction reading and writing | Recap of the elements of a sentence, what is a clause, simple sentences and developing simple sentences with noun phrases from Y7, with additional rigour. | Recap of compound sentences and improving compound sentences through the use of more sophisticated connectives from Y7, with additional rigour. | Recap of complex sentences, including main and subordinate clauses from Y7, with additional rigour. | Recap of using listing and bracketing commas from Y7, with additional rigour. | Recap of avoiding comma splicing using full stops and connectives from Y7, with additional rigour. | Recap of any topic from the past 6 weeks which the teacher identifies as needing further focus. |
| Year | Scheme | HALF-TERM 4 | | | | | |
| | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Y7 | Culture and Identity: Poetry | Using listing commas. | Using bracketing commas. | Avoiding comma splicing, using full stops and connectives. | Recap of the difference between phrases and clauses. | Recap all the work on commas and comma splicing from this half term. | |
| Y8 | Forms of Media | New content – introducing compound-complex sentences. | New content – Introducing noun appositive phrases. | New content – introducing conjunctive adverbs. | New content – introducing semi-colons, and avoiding comma splicing by using semi-colons. | Recap of rules of comma usage, from Y7 with additional rigor. | |

Term 3: Constructing Coherent Texts

| Year | Scheme | HALF-TERM 5 | | | | | | |
|------|-------------------------------------|---|---|---|--|--|--|--|
| | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Y7 | Dystopian Fiction: The Giver | Constructing topic sentences. | Writing using paragraphs. | Sequencing paragraphs. | Crafting effective introductions. | Crafting effective conclusions. | Recap of any topic from the previous two terms which the teacher identifies as needing further focus. | Recap: Big Fat Grammar Quiz of the Year |
| Y8 | Blood Brothers | Recap of constructing topic sentences from Y7, with additional rigour. | Recap of writing using paragraphs and sequencing paragraphs from Y7, with additional rigour. | Recap of crafting effective introductions and conclusions. | Recap of writing using a variety of sentence structures from Y7, with additional rigour. | Recap of writing in Standard English and writing using the correct style from Y7, with additional rigour. | Recap of any topic from the previous two terms which the teacher identifies as needing further focus. | Recap: Big Fat Grammar Quiz of the Year |
| Year | Scheme | HALF-TERM 6 | | | | | | |
| | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Y7 | The Tempest | Writing using a variety of sentence structures. | Writing using Standard English. | Writing in the correct style. | Recap of all content covered in Term 1 of Y7 (how words work) by designing presentations, | Recap of all content covered in Term 1 of Y7 (how words work) by delivering presentations | Recap of all content covered in Term 2 of Y7 (creating clear sentences). | |
| Y8 | Macbeth | New content – making connections between sentences and paragraphs. | New content – proofreading skills. | New content – drafting and re-writing work. | Recap of all content covered in Term 1 of Y8 (how words work) by designing presentations, | Recap of all content covered in Term 1 of Y8 (how words work) by delivering presentations | Recap of all content covered in Term 2 of Y8 (creating clear sentences). | |