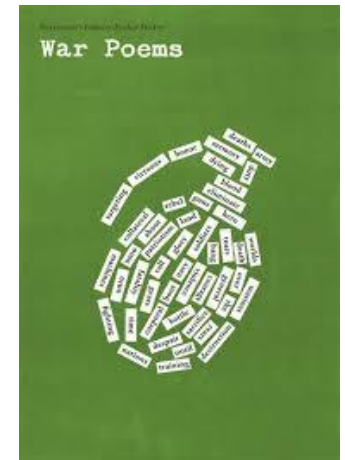
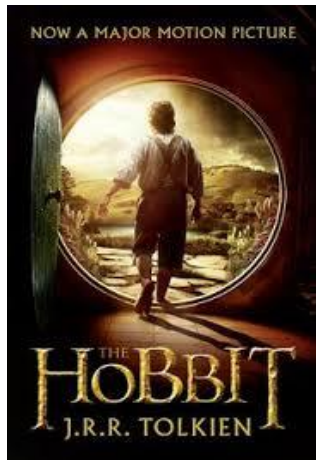
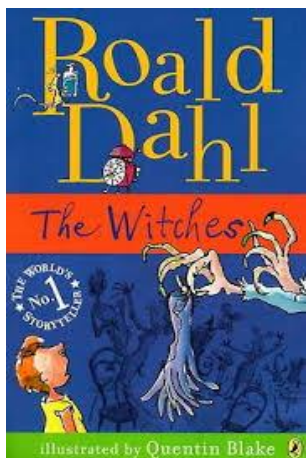
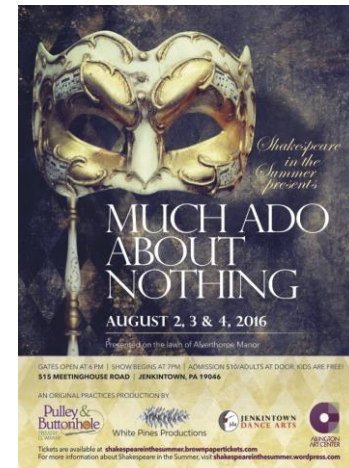
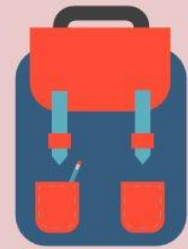
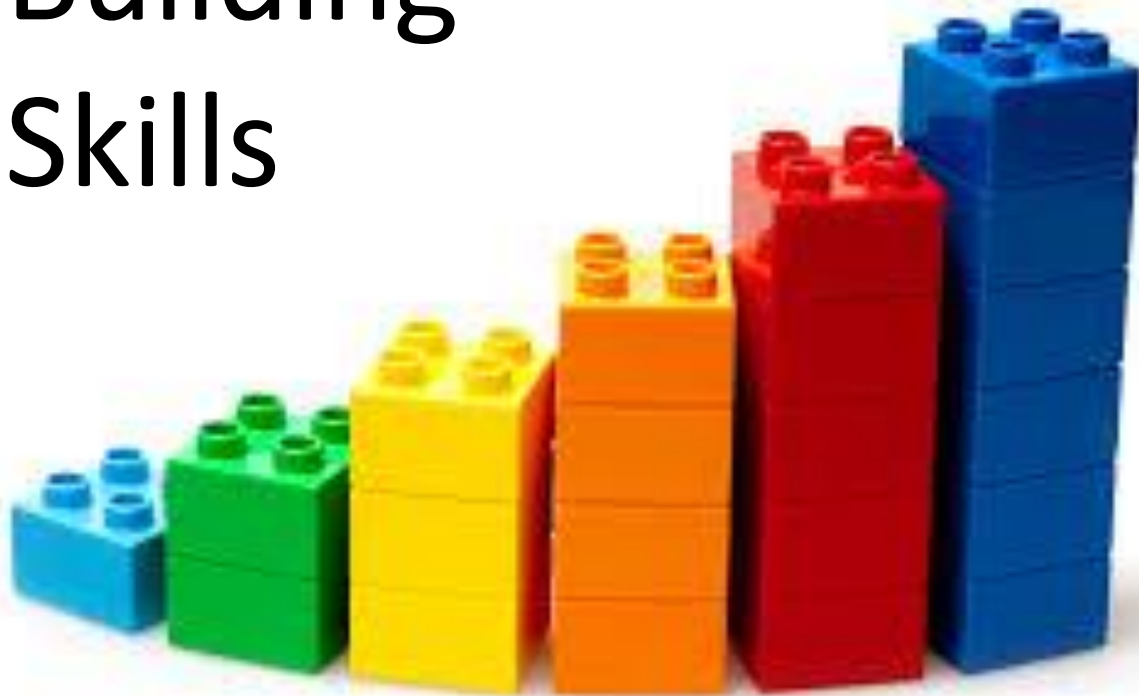


Year 7 English



Building Skills



New GCSE (9-1)



automated data mining survey responses customer transcripts qualitative root cause classification insights ad-hoc analysis product reviews sentiment analysis customer dashboards consumer trends ad-hoc analysis early warning

text analysis

Year 6
SATs

SPaG



Reading for
Meaning

Reading for Meaning

24 Gary drove from London to Sheffield.
It took him 3 hours at an average speed of 80km/h.

Lyn drove from London to Sheffield.
She took 5 hours.

Assuming that Lyn
drove along the same roads as Gary
and did not take a break,

(a) work out Lyn's average speed from London to Sheffield.

History

Maths

Source B: From an article in *The Times* newspaper, October 1888. *The Times* was a national newspaper, mainly read by the upper classes.

Many critical comments have been made about police failures in connection with the Whitechapel murders. However, it should be remembered that this type of woman chooses to go alone to the place where she has agreed to meet a man.

Some weeks ago, plain-clothes policemen were ordered to patrol this crime-ridden area of Whitechapel and to watch any man or woman seen together in suspicious circumstances.

At about the time when the Mitre Square murder was being committed two of the extra men who had been put on duty were nearby. They would have seen any man and woman going together to Mitre Square.

Therefore the police suspect that the murderer had made an appointment with his female victim and they went to the place separately.

(b) Which one of the following identifies some of the characteristics of cardiac muscle?

(1)

- A Muscles of the body that are consciously controlled
- B Muscle only found in the heart that is not consciously controlled
- C Muscle found in the heart and the digestive system that is not consciously controlled
- D Muscles of the skeleton responsible for non conscious movement

PE

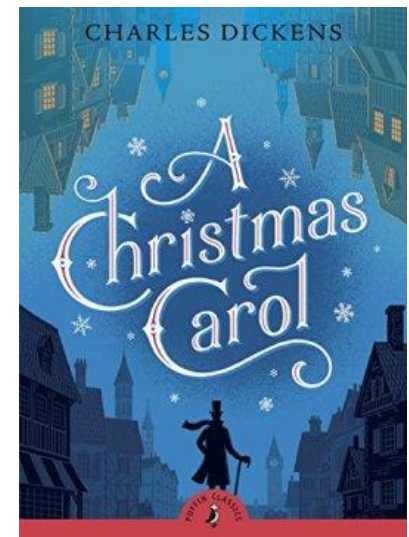
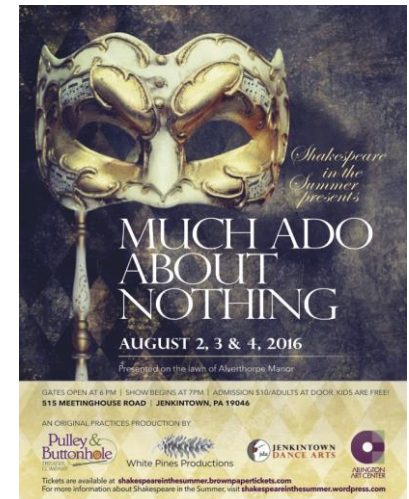
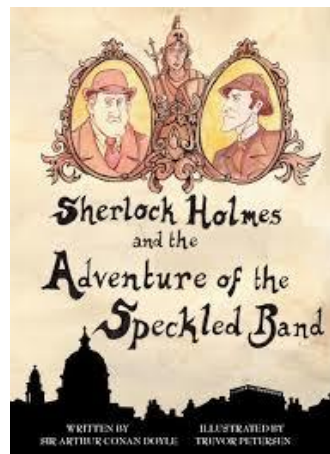
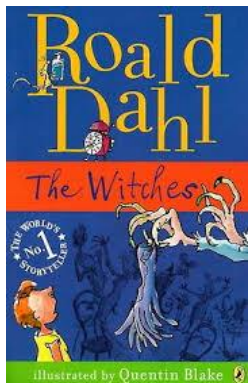
Pupils will also develop key skills

- Explaining inferences in detail, using relevant quotations
- Analysis of vocabulary and language devices.
- Comparing texts
- Using appropriate language devices in your own writing.
- Spelling, punctuation and grammar

Year 7 Texts

Pupils will study the following:

- Shakespeare's 'Much Ado about Nothing'
- Charles Dickens' 'A Christmas Carol'
- War Poetry
- Non-fiction Texts
- Arthur Conan Doyle's 'The Speckled Band'
- Fiction



The Department for Education has said:



Reading at key stage 3 should be wide, varied and challenging. Pupils should be expected to read whole books, to read in depth and to read for pleasure and information.

Challenging Content:

'I don't mean to say that I know, of my own knowledge, what there is particularly dead about a door-nail. I might have been inclined, myself, to regard a coffin-nail as the deadest piece of ironmongery in the trade. But the wisdom of our ancestors is in the simile; and my unhallowed hands shall not disturb it, or the Country's done for. You will therefore permit me to repeat, emphatically, that Marley was as dead as a door-nail.' Charles Dickens' *A Christmas Carol*

Reading and vocabulary

- Students need to read regularly
- 20 minutes three times a week
- Actively build vocabulary

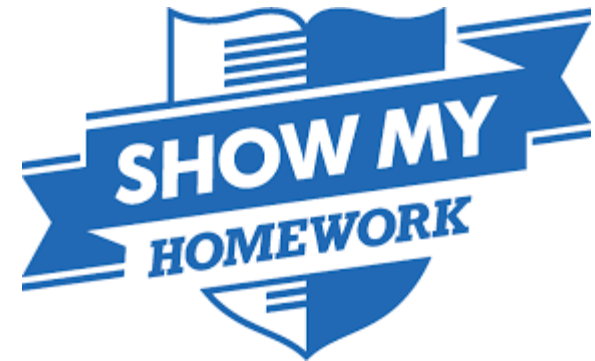


How can you help?

- Help them choose their reading books and encourage them to challenge themselves
- Listen to them read
- Read to them
- Discuss what their reading and discuss newspaper articles with them
- Talk about and introduce them to new vocabulary

Revising at Home

BBC Bitesize for KS3
CGP revision books
Completing homework



Persuasive Tricks

Here are **these nifty tricks** which will make your persuasive writing a whole load better.

Talk About "We" and "Us" Whenever You Can

If you want someone to agree with you, it's a **good idea** to make them think they have **a lot in common** with you.

Using the words **"we"** and **"us"** is a sneaky way to make your audience feel like they **ought to be on your side**.

These are much better than **"I think that cruelty..."** or **"...that affects some people"** would be.

Pollution is an issue that affects all of us.

Use Questions to Make Your Points

Asking people something is a **great** way to make them sit up and take notice — even though you don't want an answer.

The trick is to **say the question** so that there can **only be one possible answer**.

Does anyone really want to live in a world without clean air to breathe?

Alternatively, you can **ask a question**, then go on to **answer it yourself**.

And why doesn't the government do anything about it? I'll tell you why. It's because they want big businesses to give them donations.

Use "Magic Threes" — Three Adjectives

Three is a **magic number** when you're writing **persuasively**. If you use **three adjectives** to describe something, it sounds much **more effective** than only using one or two.

THREE Fossil fuels are **dirty, dangerous and outdated**.
Renewable energy is **clean, safe and efficient**.

Lorries that make you agree — persuasive tricks...

Talk about **"we"** and **"us"**, use **questions** to make your points, and use adjectives in **groups of three**. These are great tricks — listen to politicians' speeches and you'll hear them all the time.

How to Quote

You can make plenty of good points in your answer, but your answer won't be complete if you don't stick in loads of **lovely quotes** too. And an incomplete answer is like an unfinished...

Quote, Quote, Quote — And Quote Some More

Everyone will **love** you if you quote bits from the text. (*Although I can't prove that last point.)

Quotes are great because they show **exactly** which bit you've got your answer from.

Quoting **bits** is the same as stealing words from the story or article you've read. There's a **massive difference**...

Quotes Have Speech Marks

Speech marks make all the difference. They show that **you're quoting**, not stealing words.

“Hello,” Mrs Icenoggle began to say. But the **sour-faced** woman turned away and started to talk to her companions.

“Did you go to Iona's party last weekend?” she asked.

All the other women **glanced briefly at Mrs Icenoggle**. “I certainly did,” replied one of them, “and I don't like the way Iona has redecorated her toilet.”

Mrs Icenoggle, who had no idea who Iona was, stood helplessly by the doorway...

The writer describes one of the women as **sour-faced**. That makes us think she's not a nice person.

The **speech marks** show that you're **quoting**. When you quote, make sure it's copied **word for word**.

The women at the banjo club are **rude**. They talk among themselves even though they all know Mrs Icenoggle is there — **all the other women glanced briefly at Mrs Icenoggle**.

Quote early, quote often...

Remember — **copying** is **bad**, but **quoting** is **good** (sounds daft, I know, but it's true). If you only learn one other thing about quoting, learn this: Quotes always have to have speech marks.

Opportunities after School

Debate Mate

Film Club

The Writing Academy

