



YEAR 7 ENGLISH LEARNING PROGRAMME: CIRQUE DU FREAK

This half term I will be learning about a novel.	The key words I will learn this term are...	
<p>This term I am learning:</p> <ul style="list-style-type: none"> The context of the freak show, its origins and type of performers involved How to write an extended response using the Success 8 method; How to analyse language used by the writer; How to write a lively and interesting article. How to write a formal letter How to successful use communication skills in a Speaking and Listening task <p>By the end of this term I will be able to:</p> <ul style="list-style-type: none"> Identify a relevant quote from an extract. Identify key vocabulary and explore the writer's intention, Explore the impact of vocabulary choices on the reader, Explore the contextual links between the Victorian era freak show and the novel 	<p>Context Typical Explore Analyse Intention Character Plot Narrative Chapter Predict</p>	
Learning	Literacy Links	100% Sheet Homework
<p>Focus 1- Make inferences on the novel based on the front cover and the introduction.</p> <ul style="list-style-type: none"> Reading the Introduction 'A lot about a little' exercise on important/ significant quotes Studying which tense the introduction is written in and the importance of this. 	<p>I will use these literacy skills...</p> <p>Reading Inference</p>	<p>I will complete this home learning...</p> <p>Week 1 Quiz- Introduction</p>
<p>Focus 2- Introduction to the main characters</p> <ul style="list-style-type: none"> Read chapters 1-3 Understanding differences between main characters Complete a class Success 8 on one of the main characters. 	<p>Reading Writing Analysing language</p>	<p>Week 2 Spelling Test- Key words and techniques from Cirque Du Freak</p>
<p>Focus 3- Context of the Victorian 'Freak Show'</p> <ul style="list-style-type: none"> Understanding attitudes and the popularity of the 'Freak Show' in the Victoria Era Making contextual links from advertising posters to the characters within the novel Considering how attitudes have now changed towards these events and why. 	<p>Reading Writing Inference</p>	<p>Week 3 Quiz- Context</p>
<p>Focus 4- Explore creative writing devices used and apply to own piece of writing</p> <ul style="list-style-type: none"> Read chapters 4-8 Mind map ideas of what makes a successful piece of writing (metaphor, simile, alliteration, punctuation, onomatopoeia, sensory images) Analyse and mark model answers Choose a relevant sentence starter and write own creative writing piece about a day at the circus 	<p>Reading Writing</p>	<p>Week 4 Spelling Test- Common words in the novel</p>
<p>Focus 5- Making inferences from character names</p> <ul style="list-style-type: none"> Read chapters 9-12 Study descriptive quotes and make inferences on characters based on these. Explain interpretations of characters and why the writer has portrayed them in this way. Look at one character description in detail and rewrite the description adding further language devices 	<p>Reading Writing Analysing language</p>	<p>Week 5 <u>Extended Writing Question:</u> Performers in these shows are presented as 'freaks' because they go against the 'ordinary' – what are your thoughts on this?</p>
<p>Focus 6- Reading Assessment 2.1- Identifying and evaluating the language used and exploring writer's intention.</p> <ul style="list-style-type: none"> Read chapters 12-14 Read the extract and identifying how the writer uses language to present the theme of horror. Complete 'A lot about a little' on 3-4 selected quotes 30 minutes reading assessment 5 minutes Self and Peer assessment 	<p>Reading Writing Analysing language</p>	<p>Week 6 Spelling test- character names</p>

<p>Focus 7- Predictions and inferences of the plot</p> <ul style="list-style-type: none"> • Read chapters 14-18 • Looking at how the writer uses language to present the character of Madam Octa. • Complete 'A lot about a little' on relevant quote, pupils to select their own • Paired activity- discuss and make predictions on rest of novel • As the main character write a letter to explain what has happened so far or write the next chapter 	<p>Reading Writing Analysing language</p>	<p><u>Week 7</u></p> <p>Quiz- language techniques/ quotes</p>
<p>Focus 8- Studying character development and changes</p> <ul style="list-style-type: none"> • Read chapters 19-22 • Create a timeline of significant events in the novel/ justify these • Analysing the character of Mr Crepsley in detail. Complete 'A lot about a little' around a template of a man • Success 8 Paragraphs 	<p>Reading Writing Analysing language Analysing character</p>	<p><u>Week 8</u></p> <p>Spelling test- context</p>
<p>Focus 9- Reading Assessment 2.2- To make inference, analytical comments and explore the writer's intentions.</p> <ul style="list-style-type: none"> • Read chapters 23-24 • Looking at further examples of how the writer uses language to present the character of Mr Crepsley • Complete a visual hexagon task- involving analysing key quotes to be included in assessment • Class read through and marking of model answers • 30 minutes Reading assessment- based on character • 5 minutes self and peer assessments 	<p>Reading Writing Analysing language Analysing character</p>	<p><u>Week 9</u></p> <p>Quiz- language devices and key quotes</p>
<p>Focus 10- Studying language and how the change in character is presented</p> <ul style="list-style-type: none"> • Reading chapter 25 • Looking at persuasive techniques within writing • Selecting evidence from novel to show character feeling/ emotion • Completing Success 8 paragraphs 	<p>Reading Writing Analysing language</p>	<p><u>Week 10</u></p> <p><u>Extended Writing Question</u> The writer suggests that Steve is what type of character. Write three success 8 paragraphs in your answer.</p>
<p>Focus 11- Understanding plot development. Analysing characters</p> <ul style="list-style-type: none"> • Reading chapter 26 • Looking at significant quotations and completing diamond nine exercise • Analysing the character of Darren in more detail and considering changes in his character 	<p>Reading Writing Analysing language Analysing characters</p>	<p><u>Week 11</u></p> <p>Spelling Test- key/ important words</p>
<p>Focus 12- Understand the format requirements of a newspaper article and how to write in an informative way.</p> <ul style="list-style-type: none"> • Read chapter 27-28 • Looking at significant events and quotations • Completing a timeline of events • Considering requirements for writing an engaging newspaper article • Looking a model examples of newspaper articles • Using events studied in the chapter, complete a newspaper article on Darren drinking blood for the first time. 	<p>Reading Writing Analysing format of a newspaper article</p>	<p><u>Week 12</u></p> <p>Quiz- recap of novel</p>
<p>Focus 13- Understand the requirements of the writing a formal letter</p> <ul style="list-style-type: none"> • Read chapter 29 • Completing table on character emotions and what the reader can infer from these • Reading articles from Bram Stokers Dracula and Twilight to investigate the difference in Vampires throughout literature • Looking at the requirements and format of a letter • Read through and marking of a formal letter • Students to write a formal letter to a family member, on the role of Darren, explaining how they feel now as a vampire's assistant 	<p>Reading Writing Analysing format of a formal letter</p>	
<p>Focus 14- Using imagination, inference and making predictions to help create the concluding part of the story</p> <ul style="list-style-type: none"> • Read chapters 30-31 	<p>Reading Writing</p>	

<ul style="list-style-type: none"> • Complete group discussion and mind map on what might happen next to the three main characters • Create a storyboard which includes text and pictures to demonstrate own interpretations of what happens next in the story 		
<p>Focus 15- To reflect on the novel and evaluate it. To understand the key features of a review</p> <ul style="list-style-type: none"> • Read chapter 32 • Think of the positives and negatives of the book. Complete a mind map for ideas in order to justify them • Studying what a cliff hanger ending is and the purpose of including one • Look at & mark model answer of a book review • Complete a book review for Cirque Du Freak 	<div style="border: 1px solid black; padding: 5px;"> Reading Writing </div>	
<p>Focus 16- Use drama to explore students' imagination and predictions of what will happen to the characters</p> <ul style="list-style-type: none"> • In groups of 4-5 discuss predictions made in previous lesson • Groups to plan out a short performance of Darren's story. This can be scripted or improvised • Rehearse and show back performances 	<div style="border: 1px solid black; padding: 5px;"> Speaking and listening </div>	
<p>Focus 17- Language lesson- Be able to locate and retrieve key information and analyse the language choices of the writer</p> <ul style="list-style-type: none"> • Read an article on the Four-Legged Woman • Complete GCSE style locate and retrieve language questions • Complete a narrative writing piece on how it would feel to be a performer at the Cirque Du Freak- model and success criteria provided. 	<div style="border: 1px solid black; padding: 5px;"> Reading Writing </div>	
<p>Resources to support: https://www.bbc.co.uk/education/subjects/z3kw2hv</p>		
<p>Social, Moral, Spiritual, Cultural and British Values linked to this learning programme: Students will explore SMSC issues through themes including the love, family, friendships, power and conflict, the supernatural, social equality and history of the 'Freak Show' and how attitudes and opinions have now changed.</p>		
<p>Assessment: Focus 6: Reading Assessment - Starting with the extract explore how does Shan present the theme of Horror? Focus 9: Reading Assessment - Starting with the extract explore how does Shan present the character of Mr Crepsley? You must answer both by writing in success 8 paragraphs.</p>		