


Learning Plan 3		Subject/Pwnc: English		Year/Blwyddyn: 7	
<p>The Four Purposes in English:</p> <p>Ambitious, capable learners, who: set themselves high standards; seek and enjoy challenge; are increasingly knowledgeable and skilful; ask questions; enjoy solving problems; communicate effectively; explain ideas and concepts.</p> <p>Enterprising, creative contributors, who: connect and apply knowledge and skills to generate ideas; express ideas and emotions through different media; give of their energy and skills so that other people will benefit</p> <p>Ethical, informed citizens, who: find, evaluate and use evidence in forming views; know about their culture, community, society and the world.</p> <p>Healthy, confident individuals, who: are confident, resilient and empathetic; form positive relationships based upon trust and mutual respect; face and overcome challenge.</p> <p>Knowledge focus/what matters:</p> <ul style="list-style-type: none"> • Languages connect us. • Understanding languages is key to understanding the world around us. . • Expressing ourselves through languages is key to communication. • Literature fires imagination and inspires creativity. 					
Learning objective/key question	What will I know and be able to do? I can...	How will I develop my skills? (Success Criteria)	Homework/Gwaith cartref to support progress		
<p>Week 1 <i>What do we learn about Con at the start of the novel and how does the writer present her character?</i></p>	<ul style="list-style-type: none"> • Recall key events from the first quarter of the novel and summarise what we know about Con so far. • Analyse how characters react to early challenges and what this reveals about their personalities. • Analyse how Con is presented at the start of the novel and evaluate what influences her behaviour. 	<p>I can:</p> <ul style="list-style-type: none"> • Summarise key events from the opening quarter of the novel. • Identify how characters, including Con, respond to early challenges. • Explain what these moments reveal about Con's personality. • Select and comment on quotations that show how Con is presented. • Make inferences about what influences con's thoughts and behaviour. 	<p>Wk 1</p> <p>Homework: Choose one character other than Con (e.g., Fred, Lila, Max, or the Explorer). Write one analytical paragraph explaining:</p> <ul style="list-style-type: none"> • What the character is like in the extract • How the writer shows this • Why this moment is important for their development. <p>Set: W/B 6th January Due: W/B 19th January</p>		
<p>Week 2 <i>How does the Explorer meeting change the direction of the story and what does this reveal about Con?</i></p>	<ul style="list-style-type: none"> • understand how meeting the Explorer shifts the story and analyse Con's response. • explore key moments that show Con changing and annotate the text using WHAT–HOW–WHY. • Understand how to write an analytical paragraph using WHAT–HOW–WHY using a WAGOLL. 	<p>I can:</p> <ul style="list-style-type: none"> • analyse Con's emotional reactions. • predict how this meeting might affect her development. • Identify evidence of character change and explain why these changes occur. • use What–How–Why to structure my ideas. 	<p>Wk 2</p>		

<p>Week 3 <i>How has Con changed throughout the novel and how does the writer show this?</i></p>	<p>SYL</p> <ul style="list-style-type: none"> Apply the What–How–Why method to an independent analysis of Con's development. Evaluate the strongest evidence of Con's development and plan a sustained analytical answer. Produce a structured analytical response explaining how Con has changed. 	<p>I can:</p> <ul style="list-style-type: none"> Explain what Con is like at different points in the novel. Analyse how the writer shows her change using evidence and language features. Explain why Con changes, linking to events, relationships or challenges. Include precise quotations to support my points. Write in a clear, organised analytical structure (What → How → Why). 	<p>Wk 3</p>	<p>Homework:</p> <p>Write a short set of 6–8 clear instructions for a simple process.</p> <p>Set: W/B 19th January</p> <p>Due: W/B 2nd February</p>
<p>Week 4 <i>How can I write clear, effective instructions using the correct structure and language features?</i></p>	<ul style="list-style-type: none"> Understand key survival skills and vocabulary relevant to instructional writing. Apply imperative verbs, adverbials, and sequencing structures to short instructional tasks. Analyse structure and clarity in model survival guides. 	<p>I can:</p> <ul style="list-style-type: none"> Identify and use key features of instructional writing. Organise instructions logically using connectives and time order. Apply instructional vocabulary relevant to survival tasks. Analyse model texts for structure and clarity and use this to improve my writing. 	<p>Wk 4</p>	
<p>Week 5 <i>How can I write an effective instructional guide with clear structure, purpose and detail?</i></p>	<ul style="list-style-type: none"> Write part of an instructional text using teacher modelling to guide technique. Apply instructional features to independently written paragraphs. Plan a complete instructional text on a topic of my choice, ensuring clear structure and purpose. 	<p>I can:</p> <ul style="list-style-type: none"> Use clear imperatives and topic-appropriate vocabulary. Write well-sequenced instructions with cohesive devices. Structure my writing into clear paragraphs for purpose and clarity. Present my guide using suitable layouts. Independently apply features from the modelled examples to create my own guide. 	<p>Wk 5</p>	<p>Homework:</p> <p>Editing</p> <p>Rewrite the text so it becomes clear, professional and easy to follow.</p> <p>Set: W/B 2nd February</p>
<p>Week 6 <i>How can I craft and refine an instructional guide so that it is clear, accurate and fully effective for my audience?</i></p>	<p>SYL</p> <ul style="list-style-type: none"> Draft the core sections of my chosen instructional guide with clarity and accuracy. Review and improve the clarity, tone and accuracy of my draft through targeted editing. Produce a refined and fully polished instructional guide ready for assessment. 	<p>I can:</p> <ul style="list-style-type: none"> Use clear imperative verbs and precise, topic-appropriate vocabulary. Organise my instructions using logical sequencing and cohesive devices. Maintain a consistent and suitable tone for my audience. Include accurate, easy-to-follow steps, with detail where needed. Present my guide clearly using layout features. 	<p>Wk 6</p>	<p>Due: W/B 16th February</p>