


Learning Plan 4		Subject/Pwnc: English		Year/Blwyddyn: 7	
<p><u>The Four Purposes in English:</u></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. • 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><i>Week 1</i> Why do people write formal complaints to create change?</p>	<ul style="list-style-type: none"> • Remember what non-fiction writing is and identify different non-fiction text types. • Understand why people write formal complaints and how writing can create change. • Apply my understanding by identifying purpose, audience, and tone in texts. 	<ul style="list-style-type: none"> • I can correctly classify texts as complain, inform, or explain. • I can identify who a text is written for and what it aims to achieve. • I can transform informal sentences into formal ones. • I can explain how tone affects how seriously a complaint is taken. 		<p>Wk 1 and 2</p> <p>Homework: Identify a real or imagined problem in school or the local community and explain:</p> <ul style="list-style-type: none"> • What the issue is • Who the complaint should be written to • Why writing would be effective <p>Set: W/B 23rd February</p> <p>Due: W/B 9th March</p>	
<p><i>Week 2</i> What makes a formal letter of complaint effective?</p>	<p>SYL</p> <ul style="list-style-type: none"> • Analyse the structure and features of a formal letter. • Evaluate the effectiveness of different complaint letters. • Apply editing strategies to improve clarity and tone. • Create a formal letter of complaint independently. 	<p>I can:</p> <ul style="list-style-type: none"> • Plan my letter clearly, selecting the most relevant information for a specific audience and purpose. • Organise my ideas into logical paragraphs, each with a clear role in the letter. • Use a formal, polite and firm tone, choosing vocabulary that suits a professional audience. • Use precise and ambitious vocabulary to explain the issue clearly and credibly. • Engage the reader by explaining the impact of the problem and making a clear, realistic request for action. 			
<p><i>Week 3</i> How do different non-fiction texts shape understanding?</p>	<ul style="list-style-type: none"> • Understand the different purposes of non-fiction texts. • Analyse how writers use language, tone, and layout for specific audiences. • Evaluate which texts are most effective at communicating ideas. 	<ul style="list-style-type: none"> • I can accurately categorise non-fiction texts by purpose. • I can annotate vocabulary, tone, and layout choices. • I can explain what the writer wants the reader to think, feel, or do. • I can compare two texts and evaluate effectiveness using evidence. 		<p>Wk 3 and 4</p> <p>Homework Choose one non-fiction text studied and explain:</p> <ul style="list-style-type: none"> • Who the audience is • What the writer wants the reader to do 	

<p><i>Week 4</i> How does change actually happen in the real world?</p>	<ul style="list-style-type: none"> • Understand the purpose of explanation writing. • Analyse the structure of an effective explanation text. • Apply this structure to write clear explanation paragraphs. 	<ul style="list-style-type: none"> • I can sequence ideas logically using cause-and-effect language. • I can identify and use causal connectives accurately. • I can plan an explanation by breaking it into clear steps. • I can write a paragraph that explains a process clearly and concisely. 	<ul style="list-style-type: none"> • One language choice that helps achieve this <p>Set: W/B 9th March</p> <p>Due: W/B 23rd March</p>
<p><i>Week 5</i> Which non-fiction text is most effective at creating change?</p>	<p>SYL</p> <ul style="list-style-type: none"> • Apply planning strategies to organise an explanation text. • Create a full explanation about how organisations respond to issues. • Evaluate non-fiction texts through structured paired discussion. 	<p>I can:</p> <ul style="list-style-type: none"> • Show clear understanding of both non-fiction texts, referring to specific ideas or details. • Compare the texts effectively, explaining similarities and differences in purpose, tone or impact. • Use evidence from the texts to justify my opinions, not just give personal views. • Build on my partner's ideas, responding thoughtfully rather than repeating points. • Use subject-specific vocabulary and speak clearly and confidently. 	<p>Wk 5</p> <p><u>Homework:</u> Write a short evaluative paragraph answering:</p> <ul style="list-style-type: none"> • Which non-fiction text type is most effective at creating change and why? <p>Set: W/B 23rd March</p> <p>Due: W/B 13th April</p>