

As teachers of English at Harrow High, we want our learners to be critical thinkers and readers who are equipped with the knowledge and skills with which to make their own choices and decisions throughout their lives and who are compassionate, conscientious and creative. We want our learners to be effective communicators and we believe that mastery of the written and spoken word is fundamental to ensuring our learners have every opportunity to succeed in life.

**Subject: English Year 7 Term One – Fantasy Unit – ‘Coraline’ by Neil Gaiman**

<b>S k i l s</b>	<p><b>Reading Skills</b></p> <p><b>Language analysis</b> – Learners will be able to retrieve explicit information from a fiction text and make developed inferences about character. Learners will be able to identify specific words and phrases used by a writer to describe a character and explain the effects of these choices on the reader. Learners will be able to use embedded quotes and subject terminology in their analysis.</p> <p><b>Writing Skills</b></p> <p><b>Descriptive Writing</b> – Learners will be able to use vocabulary effectively to describe a fantasy character. They will be able to use a range of vocabulary and imagery in their own work.</p>
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<b>K n o w l e d g e</b>	<p><b>Reading</b></p> <p><b>Learners will need to know:</b></p> <ul style="list-style-type: none"> <li>• Conventions of the fantasy genre (including setting, characters, themes and conventional plots)</li> <li>• Key vocabulary related to the genre (see K.O.)</li> <li>• Character types – protagonist and antagonist</li> <li>• Subject terminology to identify language (adjective, verb, noun, adverb, imagery, simile, metaphor)</li> <li>• The concept of a quotation from a novel</li> <li>• Foreshadowing and tension</li> <li>• The purpose of an epigraph</li> <li>• The plot of a full-length novel and its key characters, settings and themes.</li> </ul> <p><b>Writing</b></p> <p><b>Learners will need to know:</b></p> <ul style="list-style-type: none"> <li>• Conventional characters from the fantasy genre</li> <li>• Key vocabulary related to the genre (see K.O.)</li> <li>• The success criteria for describing a character (adverbs, precise verbs, adjectives, tiny details to create imagery)</li> </ul>
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<b>R a t i o n a l e</b>	<p>The teaching of a novel in its entirety enables learners to engage fully with the plot, themes and characters of a fiction text. Year 7 learners in particular enjoy the genre of fantasy as it encourages and rewards creativity and imagination. Year 7 learners often arrive with these skills from primary school and we want to ensure that we continue to nurture these.</p> <p>‘Coraline’ is a novel with very vivid character descriptions. This exposes learners to sophisticated vocabulary and a range of language devices through a simple yet engaging plot. This enables teachers to explicitly teach the identification and use of these language devices and to comment on the effect of these. This is a key reading skill (AO2) that learners will be required to master in order to succeed throughout KS3 and it is heavily assessed on both the Language and Literature papers at GCSE. It also allows learners to think critically about a writer’s choices and to begin to make personal and reflective responses to these. Further to this, the systematic analysis of language develops learners’ own writing skills, encouraging them to think about their own language choices in their written work and to also begin to acquire and develop their vocabulary.</p> <p>‘Coraline’ has a young, adventurous and assertive female protagonist. Learners find her to be an inspiring and relatable character and she also provides teachers with the opportunity to dispel gender stereotypes. By focusing on characterisation in this novel, teachers are also able to develop learners’ empathy skills and encourage them to reflect on how they might act in Coraline’s situation. The fantasy genre in itself provides plenty of opportunities to discuss and debate important concepts of morality, bravery, resilience and responsibility. Knowledge and discussion of these concepts is not only integral to the understanding of many novels learners will read inside and outside of school, but will also encourage learners to reflect on their own character and behaviour as they transition from primary to secondary school.</p>
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