

Subject Vision

To create an environment and curriculum that is engaging and creative, encouraging an enjoyment of a wide range of texts in order to broaden and develop an understanding of their world and the world around them. Knowledge and skills are built up in a supportive and researched based way, over the five years, culminating in excellence in year 11 GCSE exams and equipping all students with the skills and confidence to navigate the ever- changing world within and beyond school.

Our curriculum is designed to be at least as broad as the [national curriculum](#)

End Points - By the end of Year 11 students at Ratton School can

Write for different purposes and audiences and in different forms through effectively adapting style, tone and register appropriately, using knowledge gained from reading extensively. Write accurately and purposefully, in an academic register, using a full range of sentence forms, punctuation, and structural and grammatical features, for effect.

Write descriptively and imaginatively through sustained crafting of figurative language and symbolism to create fictional writing in different genres. Be a confident and impressive orator able to communicate effectively for a specific purpose through using a sophisticated repertoire of vocabulary, structure and rhetoric in order to engage the audience.

Be a confident and impressive orator able to communicate effectively for a specific purpose through using a sophisticated repertoire of vocabulary, structure and rhetoric in order to engage the audience.

Read widely for pleasure and information including texts from the Literary Canon.

Understand the power of written and spoken language to challenge, inspire and manipulate, by reflecting critically and evaluatively on a writer's intentions, identifying bias and context and using comparison when appropriate.

<p><u>English Domains of Knowledge</u></p> <p>D1. Writer's purpose D2. Writers' methods and their effects D3. Critical and evaluative responses to texts D4. Writing Skills D5. Context D6. Oracy</p>	<p><u>English Key Concepts</u></p> <p><u>Writer's purpose</u> C1a. Morals C1b. Ethical choices C1c. Perspectives C1d. Opinion writing</p> <p><u>Writers' methods and their effects</u> C2a.Characterisation C2b. Form C2c. Dramatic irony C2d.Colloquial language C2e. Imagery- simile and metaphor C2f. Setting C2g. Analysis of ideas, character, language and structure C2h. Rhetorical devices</p>	<p><u>Critical and evaluative responses to texts</u> C3a. Academic writing C3b. Responding to an essay style question C3c. Write a lot about a little C3d. Evaluation C3e. Comparison</p> <p><u>Writing Skills</u> C4a. Imagery- simile and metaphor C4b. Setting C4c. synthesis C4d.Academic writing C4e. Responding to an essay style question C4f. Write a lot about a little</p>	<p>C4r. Evaluation C4s. Comparison C4t.Characterisation C4u.Genre</p> <p><u>Context</u> C5a. Socialism C5b. Hierarchy C5c. Patriarchy C5d. Class C5e. Morals C5f. Ethical choices C5g. Setting C5h. Genre</p> <p><u>Oracy</u> C6a. Colloquial</p>

	<p>C2i. Devices Alliteration, rhetorical question, juxtaposition, pun, emotive language, powerful verbs, pathetic fallacy etc</p> <p>C2j. Sentence forms for effect</p> <p>C2k. Structural devices – enjambment, caesura, stanza, rhyming couplets, narrative perspective</p> <p>C2l. Semantic field</p> <p>C2m. Effective language</p> <p>C2n. Structuring opinion writing</p> <p>C2o. Basic literacy skills - SPAG</p> <p>C2p. Sentence forms for effect</p> <p>C2q. Genre</p>	<p>C4g. Semantic field</p> <p>C4h. Perspectives</p> <p>C4i. Imagery – simile, metaphor and personification</p> <p>C4j. Rhetorical devices</p> <p>C4k. Alliteration, rhetorical question, juxtaposition, pun, emotive language, powerful verbs</p> <p>C4l. Effective language</p> <p>C4m. Structuring opinion writing</p> <p>C4n. Basic literacy skills - SPAG</p> <p>C4o. Sentence forms for effect</p> <p>C4p. Structural devices – enjambment, caesura, stanza, rhyming couplets, narrative, perspective</p> <p>C4q. Pathetic fallacy</p>	<p>C6b. Standard English</p> <p>C6c. Imagery- simile and metaphor</p> <p>C6d. synthesis</p> <p>C6e. Semantic field</p> <p>C6f. Perspectives</p> <p>C6g. Rhetorical devices</p> <p>C6h. Effective language</p> <p>C6i. Structuring opinion</p> <p>C6j. Sentence forms for effect</p> <p>C6k. Ethical choices</p>
--	--	---	---

Year 8 / Keystage 3: English Language and English Literature

Medium Term Curriculum Plan

Year 8 Unit	Unit 1: Of Mice and Men	Creative Writing
Unit Overview	Buidling upon skills taught in Term 1, Year 7, this reading unit will provide further opportunity for students to practice and master the skills of annotating extracts for language and structure and evaluating writer’s methods. Students will also have further opportunities to consider historical and social context particularly in terms of gender, race and hierarchy. Students will also have	A unit which further enhances students writing skills by exploring different plot structures. Students will explore the 7 main plot types and extend their skills of planning effective narratives. Students will also build on their knowledge of genres and expand their cultural capital by exploring mythology and legends.

	<p>opportunities to revise strategies, they learnt in year 7, for planning and practising Paper 1 descriptive or narrative writing.</p>	
<p>Lesson Sequence</p>	<p><u>Once a fortnight student will have a library lesson where there is an opportunity to read for pleasure and complete a session on an online reading programme</u></p> <p><u>Week 1 Lesson 1: Context</u> In this lesson students will be introduced to the key vocabulary for this unit. Students will then explore the social, historical, and political context of the novel by completing a range of activities that activate and build upon their prior knowledge.</p> <p><u>Week 1 – Week 3: Immersive Reading</u> In these lessons students will read the novel. Each reading lesson is accompanied by a range of tasks consolidating students understanding of plot, characters, setting as well as links exploring links between the text and the termly vocabulary.</p> <p><u>Week 4 Lesson 1: First Impressions George and Lennie</u> In this lesson students will explore the introduction of George and Lennie. During exploration of the extract, students will use the photographic method to track the differences between George and Lennie. Students then explore Steinbeck’s word choices in the extract. Students will evaluate these words choices by ranking them from most powerful to least powerful and justify their reasons for doing so.</p> <p><u>Week 4 Lesson 2: George and Lennie Write Up</u> In this lesson students will use, and build upon, their work from last lesson. Using the same Q4, and the same exploration of</p>	<p><u>Once a fortnight student will have a library lesson where there is an opportunity to read for pleasure and complete a session on an online reading programme</u></p> <p><u>Week 1 Lesson 1: Characters</u> In this lesson students will examine well known characters from films and in extracts from texts and identify how they are presented through appearance, movements and voice. They will practice these techniques in their own written description.</p> <p><u>Week 1 Lesson 2: Setting</u> In this lesson students will explore how writers establish effective settings through the use of sensory language and atmosphere. They will then apply what they have noticed to their own writing by writing a description of a setting.</p> <p><u>Week 1 Lesson 3: Story Openings</u> In this lesson students will consider how writers hook the readers’ attention at the opening of a story. They will explore the use of hooks, in media res, setting, weather, clues and character. They will practice these techniques by using them to write a story opening.</p> <p><u>Week 1 Lesson 4: LRC lesson</u> In this lesson students will read independently from a selection of fiction titles (or from their own current reading books) and complete Bedrock Vocabulary tasks.</p> <p><u>Week 2 Lesson 1: Overcoming the Monster</u></p>

Steinbeck's word choices, students will be modelled the planning process, collaboratively plan an idea and then plan one of their own ideas independently.

Week 4 Lesson 3: The Fight Scene

In this lesson students will continue to deepen their understanding of and make links between the termly words and the text. Students will activate their prior knowledge of the fight between Curley and Lennie before evaluating an extract.

Week 4 Lesson 4: The Fight Scene Creative Response

In this lesson students will use, and build upon, their understanding of Steinbeck's language choices by applying them to their own piece of descriptive writing. Students continue to develop their evaluation skills by peer assessing their partner's word choices.

Week 5 Lesson 1: Candy's Dog

In this lesson students will continue to deepen their understanding of and make links between the termly words and the text. They will explore how Steinbeck creates tension in an extract and evaluatively discuss its effectiveness.

Week 5 Lesson 2: Tension Writing

In this lesson students will apply the techniques Steinbeck used to create tension to their own piece of writing and evaluate the effectiveness of their structural choices.

Week 5 Lesson 3: Candy and Crooks

In this lesson students will explore, evaluate, and discuss how Steinbeck presents Candy and Crooks.

Week 5 Lesson 4: Bunkhouse Review

In this lesson students will consider the use of monsters/villains in stories. They will learn about monsters overcome by Hercules and explore the concept of figurative as well as literal monsters. They will learn about the 5 stages typically present in an Overcoming the Monster Plot (Anticipation and the call; Dream stage; frustrations stage; nightmare stage and thrilling scape from death.)

Week 2 Lesson 2: A Monster Calls

In this lesson students will read an extract from A Monster Calls and track where the stages of overcoming the monster plot have been used. They will consolidate week 1 learning by discussing what has been learnt about the hero, the setting and the atmosphere. They will then consider the structure of the extract and continue the story by focussing on the nightmare stage of the plot.

Week 2 Lesson 3: A Monster Calls continued

In this lesson students will explore the development of A Monster Calls and learn about how the writer has built tension. They will read and annotate the next part of the extract, noticing techniques used and then apply these to their own writing by writing the final part: the thrilling escape from death.

Week 2 Lesson 4 –The Monster's Demise

In this lesson students will plan a story for the assessment entitled 'The Monster's Demise'

Week 3 Lesson 1 Rags to Riches

In this lesson students will learn about the structure of a rags to riches plot. After reading an article which describes some real life rags to riches experiences, they will create a character and think of a rags to

In this lesson students will explore a description of the bunkhouse before writing a trip advisor style review about it.

Week 6 Lesson 1: Assessment

In this lesson students will plan and write their assessment.

Week 6 Lesson 2 – 4: Creative Response

In this lesson students will respond creatively to the novel.

Week 7 Lesson 1: Curley' Wife

In this lesson students will learn about Steinbeck's presentation of Curley's wife throughout the novel.

Week 7 Lesson 2: Loneliness

In this lesson students will explore the theme of loneliness in the novel.

Week 7 Lesson 3: Friendship

In this lesson students will explore the theme of friendship in the novel.

Week 7 Lesson 4: Power & Conflict

In this lesson students will explore the themes of Power & Conflict in the novel.

riches scenario for them, plotting this on a graph. Finally, they will share this idea with their partner.

Week 3 Lesson 2 Rags to Riches Pygmalion

In this lesson students will learn about the plot of the play Pygmalion and consider the contrasting presentations of the protagonist at different stages in the plot. They will choose ne one of these stages and draft an opening paragraph to introduce her, focussing on her appearance, her speech, the setting, and her actions.

Week 3 Lesson 3 Planning Rags to riches

In this lesson students will plan their own rags to riches story

Week 3 Lesson 4 LRC

In this lesson students will read independently from a selection of fiction titles (or from their own current reading books) and complete Bedrock Vocabulary tasks.

Week 4 Lesson 1 Assessment

In this lesson students will be focused on the Assessment with a choice between two narrative writing tasks: The Monster's Demise or Rags to Riches

Week 4 Lesson 2 Voyage and Return Odysseus

In this lesson students will study the 'voyage and return' plot line via the story of 'Odysseus with close attention to language, punctuation and sentence structure.

Week 4 Lesson 3 Voyage and Return Alice in wonderland

In this lesson students will look at an extract from 'Alice in Wonderland' and explore how to effectively use a full range of punctuation in their writing.

Week 4 Lesson 4 Voyage and Return Gravity or Narnia

In this lesson students will explore film extracts from 'Narnia' and 'Gravity' to help them plan then write their own versions of a typical 'Voyage and Return' story.

Week 5 Lesson 1 Quest Jason and the Argonauts

In this lesson students will explore the characteristics of the 'Quest' storyline by studying an extract from 'Jason and the argonauts' and comparing it with a range of modern day storylines.

Week 5 lesson 2 Quest the Hobbit

In this lesson students will deepen their understanding of the Quest storyline by exploring the use of figurative language and linguistic devices. Students will study an extract from Tolkien's 'The Hobbit.' Devices covered include metaphor, personification and simile.

Week 5 Lesson 3 Quest Paired Writing

In this lesson students will draw on all aspects of their knowledge of the construction / language of the Quest storyline. They will construct their own Quest story using plot line, characteristics and linguistic devices

learned in previous lessons whilst incorporating at least THREE termly words into their stories.:

Week 5 Lesson 4 LRC

In this lesson students will read independently from a selection of fiction titles (or from their own current reading books) and complete Bedrock Vocabulary tasks.

Week 6 Lesson 1 – TICK TIME

In this lesson, pupils will act on feedback from their narrative writing assessment.

Week 6 Lesson 2 (Before) Rebirth

In this lesson students will explore the beginning of the rebirth plot structure by learning about words used by Dickens to describe the character of Scrooge. They will watch a summary of A Christmas Carol and answer questions based on the plot. They will gather words to describe Scrooge's behaviour and interactions based on a short video clip and then read an extract from the novella and complete annotation tasks which focus on the presentation of Scrooge's character before his rebirth. Finally, they will write a description of the meanest Scrooge, using ideas gathered throughout the lesson.

Week 6 Lesson 3 What happens to Scrooge

In this lesson students will read and annotate an extract from A Christmas Carol showing how Scrooge has begun to change. they will watch a short video clip and gather vocabulary describing Scrooge's

		<p>experience which they will then use to write a description of Scrooge’s experience at this point.</p> <p><u>Week 6 Lesson 4 Transformation of Scrooge</u> In this lesson students will read and annotate an extract from A Christmas Carol showing Scrooge’s transformation. They will watch a short video clip and gather vocabulary describing Scrooge’s facial expressions, body language and movement and voice which they will then use to write a description of Scrooge’s experience at this point.</p> <p><u>Week 7 Lesson 1 LRC</u> In this lesson students will read independently from a selection of fiction titles (or from their own current reading books) and complete Bedrock Vocabulary tasks.</p>
<p>Key Domains and Concepts taught in this Unit / Term</p>	<p><u>Writer’s purpose</u> C1a. Morals C1b. Ethical choices C1c. Perspectives</p> <p><u>Writers’ methods and their effects</u> C2a.Characterisation C2b. Form C2c. Dramatic irony C2d.Colloquial language C2e. Imagery- simile and metaphor C2f. Setting C2g. Analysis of ideas, character, language and structure</p>	<p><u>Writer’s purpose</u> C1c. Perspectives</p> <p><u>Writers’ methods and their effects</u> C2a.Characterisation C2b. Form C2c. Dramatic irony C2d.Colloquial language C2e. Imagery- simile and metaphor C2f. Setting C2g. Analysis of ideas, character, language and structure</p>

	<p>C2k. Structural devices – enjambment, caesura, stanza, rhyming couplets, narrative perspective C2l. Semantic field C2m. Effective language C2o. Basic literacy skills</p> <p><u>Critical and evaluative responses to texts</u> C3a. Academic writing C3b. Responding to an essay style question C3c. Write a lot about a little C3d. Evaluation</p> <p><u>Context</u> C5b. Hierarchy C5c. Patriarchy C5e. Morals C5f. Ethical choices C5g. Setting</p> <p><u>Oracy</u> C6a. Colloquial C6b. Standard English C6k. Ethical choices</p>	<p>C2i. Devices Alliteration, rhetorical question, juxtaposition, pun, emotive language, powerful verbs, pathetic fallacy etc C2j. Sentence forms for effect C2k. Structural devices – enjambment, caesura, stanza, rhyming couplets, narrative perspective C2l. Semantic field C2m. Effective language C2o. Basic literacy skills C2p. Sentence forms for effect C2q. Genre</p> <p><u>Writing Skills</u> C4a. Imagery- simile and metaphor C4b. Setting C4c. synthesis C4f. Write a lot about a little C4g. Semantic field C4h. Perspectives C4i. Imagery – simile, metaphor and personification C4j. Rhetorical devices C4k. Alliteration, rhetorical question, juxtaposition, pun, emotive language, powerful verbs C4l. Effective language C4n. Basic literacy skills - SPAG C4o. Sentence forms for effect C4p. Structural devices – enjambment, caesura, stanza, rhyming couplets, narrative, perspective C4q. Pathetic fallacy C4t. Characterisation C4u. Genre</p> <p><u>Context</u></p>
--	--	---

		<p>C5g. Setting C5h. Genre</p> <p><u>Oracy</u> C6a. Colloquial C6b. Standard English</p>
<p>KS4 End Points</p>	<p>Write accurately and purposefully, in an academic register, using a full range of sentence forms, punctuation, and structural and grammatical features, for effect.</p> <p>Read widely for pleasure and information including texts from the Literary Canon.</p> <p>Understand the power of written and spoken language to challenge, inspire and manipulate, by reflecting critically and evaluatively on a writer's intentions, identifying bias and context and using comparison when appropriate.</p>	<p>Write for different purposes and audiences and in different forms through effectively adapting style, tone and register appropriately, using knowledge gained from reading extensively.</p> <p>Write accurately and purposefully, in an academic register, using a full range of sentence forms, punctuation, and structural and grammatical features, for effect.</p> <p>Read widely for pleasure and information including texts from the Literary Canon.</p> <p>Understand the power of written and spoken language to challenge, inspire and manipulate, by reflecting critically and evaluatively on a writer's intentions, identifying bias and context and using comparison when appropriate.</p>

<p>Declarative Knowledge (Students should know)</p>	<p>To know the plot and characters of the novel</p> <p>'The context of the novel. Key characters, events and themes in the novel (such as racism, sexism, hierarchy, patriarchy, loneliness and so on).</p> <p>How to critically evaluate a text</p>	<p>How to structure different story types</p> <p>The different types of story structures.</p> <p>Names of techniques of narrative structure, engaging exposition, and engaging denouement as well as the plot development</p> <p>The names of linguistic devices and word classes.</p>
<p>Procedural Knowledge (Students should be able to do)</p>	<p>Make points in response to questions about the novel.</p> <p>Support those points with a quotation(s).</p> <p>Explain/analyse quotes.</p> <p>Evaluate the writer's skill and a comment given in the question.</p> <p>Attempt to create synthesis/use a range of quotes as evidence.</p> <p>Write in an academic style</p>	<p>To write imaginatively in a variety of different genres, for different audiences and purposes.</p> <p>Use different story structures</p> <p>Use different techniques for the exposition, and denouement as well as effective plot development</p> <p>Use linguistic devices and word classes.</p> <p>Identify or refer to some Greek myths and legends</p>
<p>Developing T3 Literacy and Numeracy</p>	<p>Vocabulary: Explicit Tier 2 / Tier 3 Vocabulary starters</p> <ul style="list-style-type: none"> • Conform • Derogatory • Futility • Hierarchy • Hostile • Masculinity • Misogynistic • Patriarchy • Oppressive 	<p>Vocabulary: Explicit Tier 2 / Tier 3 Vocabulary starters</p> <ul style="list-style-type: none"> • Colossal • Malevolent • Disorientating • Unwavering • Triumphantly • Havoc • Emerging • Formidable

	<ul style="list-style-type: none"> • Subvert <p>Reading</p> <ul style="list-style-type: none"> • Immersive reading • Strategic Reading strategy for struggling readers • Reading a range of opinion writing and fiction • Developing reading strategies 	<ul style="list-style-type: none"> • Incessantly • Cacophony <p>Reading</p> <ul style="list-style-type: none"> • Strategic Reading strategy for struggling readers • Reading a range of opinion writing and fiction • Developing reading strategies
Assessment (Summative and Formative)	<p>Critical evaluation on an extract from OMAM (skills from paper 1 Q4).</p> <p>Many opportunities for Go Micro/Diagnostic Assessment.</p>	<p>Diagnostic marking of a piece of extended writing Narrative Writing</p>
Links to Prior Learning	<p>Links to reading skills in a range of Year 7 units.</p>	<p>Building on writing skills, knowledge of genres</p>
Next steps in learning	<p>Develop the ability to analyse in a developed and perceptive way;</p> <p>To clearly evaluate; to create synthesis and to use a range of quotes to support points.</p> <p>Applying skills to increasingly complex texts</p> <p>Identifying and filling in gaps in learning for some students</p>	<p>Increasing the use of different plot structures</p> <p>Increasingly complex vocabulary and sentence structures.</p> <p>Increasing the length of extended writing</p> <p>Increasingly complex vocabulary and spelling</p> <p>Increasingly complex texts</p> <p>Identifying and filling in gaps in learning for some students</p>
Common Barriers to learning in this unit	<p>Absence (mainly covid in last few years) meaning students miss chunks of text (Teacher summary can help with this).</p> <p>Making explanatory, or analytic, comments which, although correct, do not link clearly to the quotes chosen to support</p> <p>Analysis being developed</p>	<p>Lack of security in sentence structure and writing at length independently</p> <p>Exposure to quality fiction outside school</p>

Year 8 Unit	Unit 3 Poetry from Other Cultures	Unit 4 Dystopian Writing
	<p>This unit has been designed to develop skills of communication and encourage inquiry. Students will build upon skills taught in Year 7 and are encouraged to read widely and to question what they read. The ability of students to express themselves clearly and make their writing fit for purpose is at the core of the course. To explore a range of poems from other cultures and traditions in order to build on inference, analytical and empathetic skills.</p>	<p>This writing unit will give opportunities for students to explore the dystopian genre, through extracts from dystopian novels, films and political speeches. Students will extend their repertoire of writing in different forms, for example, descriptive, a newspaper, a manifesto, and a persuasive speech. They will also build upon writing skills learned in the 'How to Win Friends' unit from year 7.</p>
<p>Lesson Sequence</p>	<p><u>Once a fortnight student will have a library lesson where there is an opportunity to read for pleasure and complete a session on an online reading programme</u></p> <p><u>Week 1 Lesson 1: Jamaica Market</u> In this lesson students will learn how to annotate a poem and explore language choices. They will then write their own poem about a market.</p> <p><u>Week 1 Lesson 2: For Forest</u> In this lesson students will explore the emotions created by the use of personification and then write a poem about a natural phenomenon which uses personification.</p> <p><u>Week 1 Lesson 3: Hurricane hits England</u></p>	<p><u>Once a fortnight student will have a library lesson where there is an opportunity to read for pleasure and complete a session on an online reading programme</u></p> <p><u>Week 1 Lesson 1 Dystopian fiction:</u> In this lesson students will be introduced to this term's vocabulary, look at conventions of dystopian fiction and adopt some of these in their own writing.</p> <p><u>Week 1 Lesson 2 1894:</u> In this lesson students will watch a summary of George Orwell's '1984' while making notes about genre. They will then read an extract from the story and then they will adopt</p>

In this lesson students will explore the structure and form of the poem and the use of imagery. They will then complete a creative task inspired by the poem.

Week 1 Lesson 4: This room

In this lesson students will identify the emotions evoked by the poem and explore themes of destruction and change through a written response to the poem.

Week 2 Lesson 1: Blessing

In this lesson students will learn how to use cloud analysis to explore how imagery is used to show the speaker's feelings about the events described in the poem.

Week 2 Lesson 2: Search for my Tongue

In this lesson students will practise using the cloud method to explore the plant imagery in the poem. They will then use WHAT HOW WHY to write formally about their ideas.

Week 2 Lesson 3 : FLAG

In this lesson students will explore the emotions and ideas in the poem and complete activities which encourage them to consider how the poet's use of structure help to convey meaning.

Week 2 Lesson 4: READING LESSON

In this lesson students will complete Bedrock and private reading.

Week 3 Lesson 1: Autobiography

In this lesson students will read an extract from Roald Dahl's autobiography "BOY" and write their own description of a family tradition.

Week 3 Lesson 2: Unrelated Incidents

In this lesson students will learn the difference between accent and vernacular language and explore ideas from the poem about how the speaker feels about received pronunciation in the media.

Week 3 Lesson 3: Half Caste

the style in their own writing by imagining they are the main character walking home from work.

Week 1 Lesson 3 Extended metaphor:

In this lesson students will be introduced to the 'Ratton Production Unit' a fictitious dystopian world they will 'live' in for the rest of term. They will then write a diary entry about their first day, using extended metaphors.

Week 1 Lesson 4 Writing hub:

In this lesson students will complete their pre-test for the writing hub and then go through activities focussed on sentence fragments.

Week 2 Lesson 1 Intro to Manifesto:

In this lesson students will talk about what a political party is and what it does after completing dual coding for termly vocabulary. They will then analyse the labour manifesto from 1997 noticing the use of persuasive devices and how they are used. They will then decide what changes they would make to the Ratton Production Unit and start to brainstorm ideas for their own political manifesto when they are campaigning for the leader's role.

Week 2 Lesson 2 Create Manifesto:

In this lesson students will further recap persuasive devices, look at how the labour manifesto is structured into 'what' and 'why' and write their own manifestos using a similar structure.

Week 2 Lesson 3 Logo & slogan:

In this lesson students will explore what makes a successful logo and slogan. They will watch a clip and

In this lesson students will reflect on the poet's message about the offensive term which is the poem's title and explore ideas about identity and language.

Week 3 Lesson 4: Scavengers

In this lesson students will explore how the poet has structured the poem in order to convey ideas about contrasting groups with society.

Week 4 Lesson 1: Island Man introduction

In this lesson students will read and explore the sounds and vocabulary used in the poem and write a creative response.

Week 4 Lesson 2: Island Man assessment prep

In this lesson students will use the four steps to plan for assessment: unpick question, track emotions, annotate for structure, annotate for powerful language. They will then use cloud analysis to plan for using WHAT HOW WHY in the assessment.

Week 4 Lesson 3: assessment on Island Man

In this lesson students will write their response to the question: How does the poet present the speaker's feelings about places?

Week 4 Lesson 4: READING LESSON

In this lesson students will complete Bedrock and private reading.

Week 5 Lesson 1: TICK TIME

In this lesson students will receive feedback on their assessments and be given a model paragraph and guidance on how to extend their ideas. They will then redraft and improve a part of their assessment.

Week 5 Lesson 2: Limbo

In this lesson students will explore the context and structure of the poem and then choose from a storyboard, writing to

answer questions based on Obama's and Trump's campaign slogans. They will then create their own slogans and a poster to display it.

Week 2 Lesson 4 Reading dystopian fiction:

In this lesson students will complete writing hub activities on verbs. Then they will look at 3 examples of dystopian fiction in groups with students taking on the roles of: Word Wizard, Amazing Analyser and Artistic flare, where they be responsible for different tasks working towards a mini presentation based on their extract.

Week 3 Lesson 1 Ethos, Pathos, Logos:

In this lesson students will learn about ethos, logos and pathos as per Aristotle's theory about persuasion after completing stem sentence set 1 for the termly vocabulary. They will identify all 3 in modelled text messages and in J.F Kennedy's speech and then write an introduction into a speech to gain their fellow students' votes.

Week 3 Lesson 2 Emotive Language:

In this lesson students will focus on emotive language and the use of adjectival phrases as a successful way of writing persuasively. They will then adopt these ideas when they write another paragraph for their speeches.

Week 3 Lesson 3 Subordinate clauses:

In this lesson students will look at the use of subordinate clauses and anaphora in Kennedy's speech. They will then discuss and list ways in which bullying is an issue in the 'production unit.'

Week 3 Lesson 4 Writing hub and reading:

explain how the extended metaphor works, or with a partner to prepare a performance of the poem.

Week 5 Lesson 3: Gratitude poems

In this lesson students will read the article “A Note from a Stranger” and then respond creatively to the theme of gratitude with a choice of written tasks.

Week 5 Lesson 4: Wha Fe Call I

In this lesson students will consider the use of slang and read an article on this topic. They will then use the 4 steps (unpick question, track emotions, structure, powerful language) to read and annotate the poem. They will discuss key ideas from the poem using focused questions.

Week 6 Lesson 1: Creative response part 1

In this lesson students will work either independently or in a small group to create a large scale illustrated annotation of a poem.

Week 6 Lesson 2: Creative response part 2

In this lesson students will work either independently or in a small group to finish their large scale illustrated annotation of a poem

Week 6 Lesson 3: Celebration task 2 – poem performance

In this lesson students will prepare a performance of a poem and perform it to the class

Week 6 Lesson 4 Celebration Task 3 - anthology

In this lesson students will create an anthology of their own poem

In this lesson students will focus on subjects and verbs in the writing hub resources then read/listen to a short story titled ‘Examination Day.’

Week 4 Lesson 1 Trump speech:

In this lesson students will complete vocabulary stem sentences set 2. They will then discuss what qualities a good leader should possess. Then, while reading a speech by Donald Trump, students will identify the use of persuasive devices including: pathos, logos and ethos making comparisons with Kennedy’s. After looking at the beginning and end of Trump’s speech and what makes it successful, students will write their own opening and closing paragraphs to their speeches.

Week 4 Lesson 2 Planning:

In this lesson students will complete writing hub exercises on run on sentences. They will spend the rest of the lesson planning their speeches, using ideas from paragraphs they have drafted in the last 3 weeks.

Week 4 Lesson 3 Assessment:

In this lesson students will complete writing hub exercises on because, but, so. They will spend the rest of the lesson writing their speeches as their assessment for this term.

Week 4 Lesson 4 Reading ‘Divergent’:

In this lesson students will read the blurb of ‘Divergent’ and make predictions and how it conforms to the dystopian genre. They will then read the first 2 chapters and answer comprehension questions at the end.

Week 5 Lesson 1 Intro to spoken language:

In this lesson students will create their own sentences using 5 of the termly words. They will then discuss how to deliver a speech effectively. After watching a clip of Amanda Gorman's poem, they will consider how it was delivered effectively. Then students will read 'The Hill We Climb' and complete a variety of activities focussing on the use of persuasive devices.

Week 5 Lesson 2 Spoken language continued:

In this lesson students will watch a clip and record in a table what makes 'good' speech making and what makes 'bad' speech making. They will use these tips to create a step by step guide on how to give a successful speech.

Week 5 Lesson 3 TICK time & writing hub:

In this lesson students will complete TICK time on their assessments after looking at a class modelled paragraph. They will then complete writing hub activities on comma splices.

Week 5 Lesson 4 Reading lesson:

In this lesson students will watch the trailer of 'Divergent' and explain the challenges the main character may have to face. They will then read/listen to chapters 3 and 4 and answer comprehension questions at the end.

Week 6 Lesson 1 & 2 Speech rehearsal:

In this lesson students will create their own sentences using the last 5 of the termly words. They will spend this lesson rehearsing and memorising their speeches once they have got into groups and decided which person's speech they will deliver to the class.

		<p><u>Week 6 Lesson 3 Election Time:</u> In this lesson students will deliver their speeches and complete a peer assessment on each group who presents. The class will then vote for the ‘winning party.’</p> <p><u>Week 6 Lesson 4 Newspaper article:</u> In this lesson students will recap use of commas and varying sentence lengths, then discuss features of a newspaper article. They will then write up an article about the election process and the winning party.</p>
<p>Key Domains and Concepts taught in this Unit</p>	<p><u>Writer’s purpose</u> C1a. Morals C1b. Ethical choices C1c. Perspectives C1d. Opinion writing</p> <p><u>Writers’ methods and their effects</u> C2b. Form C2d. Colloquial language C2e. Poetic techniques and Imagery- simile and metaphor C2g. Analysis of ideas, character, language and structure C2h. Rhetorical devices C2i. Devices Alliteration, rhetorical question, juxtaposition, pun, emotive language, powerful verbs C2k. Structural devices – enjambment, caesura, stanza, rhyming couplets, narrative perspective C2l. Semantic field C2m. Effective language C2n. Structuring opinion writing C2p. Sentence forms for effect</p>	<p><u>Writer’s purpose</u> C1a. Morals C1b. Ethical choices C1c. Perspectives C1d. Opinion writing</p> <p><u>Writers’ methods and their effects</u> C2b. Form C2h. Rhetorical devices C2i. Devices Alliteration, rhetorical question, juxtaposition, pun, emotive language, powerful verbs, pathetic fallacy etc C2j. Sentence forms for effect C2l. Semantic field C2m. Effective language C2n. Structuring opinion writing C2o. Basic literacy skills C2p. Sentence forms for effect</p> <p><u>Writing Skills</u> C4a. Imagery- simile and metaphor C4g. Semantic field C4h. Perspectives</p>

Critical and evaluative responses to texts

C3a. Academic writing
C3b. Responding to an essay style question
C3d. Evaluation
C3e. Comparison

Writing Skills

C4a. Imagery- simile and metaphor
C4c. synthesis
C4d. Academic writing
C4e. Responding to an essay style question
C4f. Write a lot about a little
C4g. Semantic field
C4h. Perspectives
C4i. Imagery – simile, metaphor and personification
C4j. Rhetorical devices
C4k. Alliteration, rhetorical question, juxtaposition, pun, emotive language, powerful verbs
C4l. Effective language
C4m. Structuring opinion writing
C4n. Basic literacy skills - SPAG
C4o. Sentence forms for effect
C4p. Structural devices – enjambment, caesura, stanza, rhyming couplets, narrative, perspective
C4r. Evaluation
C4s. Comparison
C4t. Characterisation
C4u. Genre

Context

C5a. Socialism
C5b. Hierarchy
C5e. Morals

C4j. Rhetorical devices
C4k. Alliteration, rhetorical question, juxtaposition, pun, emotive language, powerful verbs
C4l. Effective language
C4m. Structuring opinion writing
C4n. Basic literacy skills - SPAG
C4o. Sentence forms for effect

Context

C5a. Socialism
C5b. Hierarchy
C5c. Patriarchy
C5d. Class
C5e. Morals
C5f. Ethical choices

Oracy

C6a. Colloquial
C6b. Standard English
C6c. Imagery- simile and metaphor
C6g. Rhetorical devices
C6h. Effective language
C6i. Structuring opinion
C6j. Sentence forms for effect
C6k. Ethical choices

	<p>C5f. Ethical choices C5g. Setting C5h. Genre</p> <p><u>Oracy</u> C6a. Colloquial C6b. Standard English C6f. Perspectives</p>	
<p>KS4 End Points</p>	<p>Write for different purposes and audiences and in different forms through effectively adapting style, tone and register appropriately, using knowledge gained from reading extensively.</p> <p>Write accurately and purposefully, in an academic register, using a full range of sentence forms, punctuation, and structural and grammatical features, for effect.</p> <p>Read widely for pleasure and information including texts from the Literary Canon.</p> <p>Understand the power of written and spoken language to challenge, inspire and manipulate, by reflecting critically and evaluatively on a writer's intentions, identifying bias and context and using comparison when appropriate.</p>	<p>Write for different purposes and audiences and in different forms through effectively adapting style, tone and register appropriately, using knowledge gained from reading extensively.</p> <p>Be a confident and impressive orator able to communicate effectively for a specific purpose through using a sophisticated repertoire of vocabulary, structure and rhetoric in order to engage the audience.</p> <p>Read widely for pleasure and information including texts from the Literary Canon.</p> <p>Understand the power of written and spoken language to challenge, inspire and manipulate, by reflecting critically and evaluatively on a writer's intentions, identifying bias and context and using comparison when appropriate.</p>

<p>Declarative Knowledge (Students should know)</p>	<p>The names of Poetic devices and word classes</p> <p>The key characters, themes and ideas in poems</p> <p>Concepts such as colonialism, hierarchy</p> <p>How to structure an academic response to poetry</p> <p>How to identify powerful quotations to support ideas</p>	<p>Students should know the key concepts of:</p> <p>Manifesto Socialism Capitalism Dystopia Genre</p> <p>Students should be able to identify rhetorical devices including: Alliteration, rhetorical question, juxtaposition, pun, emotive language, powerful verbs, anaphora, listed subordinate clauses, parallels</p> <p>Students should understand how to structure speech writing effectively.</p> <p>Students should understand how to structure and deliver a speech effectively.</p>
<p>Procedural Knowledge (Students should be able to do)</p>	<p>Identify and use poetic techniques and linguistic devices</p> <p>Comment on effects achieved</p> <p>To write with clarity in an increasingly complex way</p>	<p><i>Pupils should be able to use: Basic literacy skills – Writing Hub</i></p> <p>Identify Sentence forms for effect and rhetorical devices , including anaphora, listed subordinate clauses, parallels Semantic field</p> <p>Comment on sentence forms for effect and rhetorical devices including anaphora, listed subordinate clauses, parallels. Semantic field</p> <p>Write in different forms, for example, descriptive, a newspaper, a manifesto, and a persuasive speech.</p>

<p>Developing T3 Literacy and Numeracy</p>	<p>Vocabulary: Explicit Tier 2 / Tier 3 Vocabulary starters</p> <ul style="list-style-type: none"> • Hierarchy • Colloquial • Perspective • Authoritative • Stereotype • Values • Diverse • Identity • Duality • Aspects <p>Reading</p> <ul style="list-style-type: none"> • Strategic Reading strategy for struggling readers • Reading a range of opinion writing and fiction • Developing reading strategies 	<p>Vocabulary: Explicit Tier 2 / Tier 3 Vocabulary starters</p> <ul style="list-style-type: none"> • Abolish • Abhorrent • Catastrophic • Callous • Despair • Inferior • Maltreatment • Oppression • Repressive • Depraved <p>Reading</p> <ul style="list-style-type: none"> • Strategic Reading strategy for struggling readers • Reading a range of opinion writing and fiction • Developing reading strategies
<p>Assessment (Summative and Formative)</p>	<p>Exploding / exploring quotations / What / How/ Why techniques Writing analysis of a poem</p>	<p>Speech writing Diagnostic and Literacy marking and tick time of class work when appropriate.</p>
<p>Links to Prior Learning</p>	<p>Importance of representation of other cultures in literature / building on skills learned in year 7 and from Novels read such as 'Bone Talk' Poetry skills of inference from year 7 Analysis of language and structure from poetry unit in year 7 and reading skills earlier this year</p>	<p>Pupils will build upon their repertoire of rhetorical devices including more complex structures for opinion writing explored in How to win friends and influence people</p>

Next steps in learning	Extending analysis further Extended Comparison of poems	Consolidate, develop and master opinion writing skills including sentence structures and accurate punctuation
Common Barriers to learning in this unit	Lack of understanding contextual factors Insecure analytical skills	SPAG – comma splicing and run on sentences Writing at length

Year 8 Units	Unit 5 Compelling Tales	Unit 6 Frankenstein
	<p>Students will study a range of short stories and extracts and build upon their understanding of story structures and types. They will develop an understanding of more difficult texts (inc pre 1900) and the techniques writers use to create effects, how texts relate to contexts and how to respond to a Literature extract (Comprehension, character analysis style questions)</p>	<p>This unit of work challenges students to explore themes of creation, discrimination and the pursuit of knowledge. Studying a playscript, will introduce students to the genre of gothic horror as well as introducing students to the skills of analysing the writer’s use of dramatic tension, suspense and atmosphere.</p>
<p>Lesson sequence</p>	<p><u>Once a fortnight student will have a library lesson where there is an opportunity to read for pleasure and complete a session on an online reading programme</u></p> <p><u>Week 1 Lesson 1: Character Archetypes</u> In this lesson students will Analyse different characters from films / other stories to identify character archetypes – see links to articles in folder for cpd Questioning - Think about examples of character archetypes</p> <p><u>Week 1 Lesson 2: The Hitchhiker</u> In this lesson students will focus on the character of the hitchhiker in relation to the archetype of the ‘trickster’.</p> <p><u>Week 1 Lesson 3: The Hitchhiker – Lit response</u> In this lesson students will respond to a statement: The hitchhiker is just a wicked and unkind criminal. The driver of the car was right not to trust him. More independently - Pupils find evidence from the story for and against each part of the statement. Teach pupils to write a balanced argument with the phrases:</p>	<p><u>Once a fortnight student will have a library lesson where there is an opportunity to read for pleasure and complete a session on an online reading programme</u></p> <p><u>Week 1 Lesson 1 Gothic genre:</u> In this lesson students will be introduced to this term’s vocabulary. They will watch a video and list conventions of a Gothic Horror. After exploring some vocabulary from an extract, students will make predictions, then read the extract, picking out genre conventions and reflecting on their predictions. Students will watch a further video about Mary Shelley and ‘Frankenstein’ while making notes about the author and the genre. The prologue of the play will then be read and features of the genre labelled.</p> <p><u>Week 1 Lesson 2 Act 1:</u> In this lesson students will recap conventions of the genre and read act 1. After reading they will complete tasks on: character, setting, plot and connections to termly vocabulary.</p> <p><u>Week 1 Lesson 3 Act 2:</u> In this lesson students will be asked to consider a statement about the monster being ‘grotesque, cruel and</p>

- Even though,
- Despite
- Although
- In spite of

Week 1 Lesson 4: Creative Writing - Trickster

In this lesson students will Pupils write a short story featuring a trickster character of their own, or one they are already familiar with from another story.

Focus on developing a clear character archetype through **physical description, action, inner thoughts, reactions, and speech**

Week 2 Lesson 1: Character Arcs

In this lesson students will become familiar with some key terms used when discussing character

Explanation of physical description, action, inner thoughts, reactions, and speech. Opportunity for **retrieval** of Term 2 Creative Writing story plots and character types

Questioning to draw on their existing knowledge (from reading and viewing) to come up with a list of ingredients for what makes a memorable character.

Develop understanding of character traits of protagonists, heroes and anti-heroes, before moving on to think about character development, flaws and narrative arcs

Week 2 Lesson 2: The Necklace

In this lesson students will **focus ON A CENTRAL PROTAGONIST in 'THE NECKLACE'**

Explanation of and Modelling of reading strategies to deal with challenging texts – use of glossary

dangerous' giving justifications for their ideas. They will make predictions about the act based on key vocabulary then read act 2. After reading they will complete tasks on: character, setting, plot and connections to act 1.

Week 1 Lesson 4 Fwriteday, A monster:

In this lesson students will draw a picture of a monster based on vocabulary provided. They will then read an extract, identify gothic horror conventions then create their own 'being.' They will then write a description detailing their creatures' appearance, movements and sounds.

Week 2 Lesson 1 Act 3:

In this lesson students will complete dual coding on this term's vocabulary. In the starter the students will explain how a series of images link to the plot of the story so far. Then they will read Act 3 and complete comprehension activities on: character, plot, setting and linking the act to the termly words.

Week 2 Lesson 2 Act 4:

In this lesson students will activate their prior learning by recapping what happened in Act 3. Then they will read Act 4 and complete plenary activities on: termly vocab, character descriptions, key moments and what the purpose of the Epilogue is.

Week 2 Lesson 3 Perspectives:

In this lesson students will consider their overall impressions of Frankenstein the character by writing a list of adjectives to describe him. They will then recap/read Act 1, pages 25-27 and select words from the emotion wheel to describe Frankenstein at this point. Pullman's big ideas are

Deliberate practice of reading strategies During reading:

The activities on 'The Necklace' focus mainly on the central protagonist, Mathilde.

After reading – Feedback This is a chance to reflect on how the story might be read by modern readers compared to its original readers. Consider Mathilde's Character arc

Week 2 Lesson 3: The Necklace Literature Response

In this lesson students will : **Explanation, modelling of and deliberate practice** of how to respond to Literature question. **Model** annotating question. Plan an extract-based response to this question **How far do you agree that that Mathilde is over-dramatic and too concerned about how others view her?**

Finding evidence to support ideas from extract and rest of story.

Modelling Writing a hypothesis

Deliberate practice of: Writing a balanced argument using connectives

- Even though,
- Despite
- Although
- In spite of

Week 2 Lesson 4: Creative Writing: Character Arc

In this lesson students will write the opening of a story about an over-dramatic character (character arc)

Challenge: Pupils return to Mathilde's character, **writing a monologue in role**, projecting five years forwards from the end of the story.

then explored with the students reflecting on his dramatic intentions and ideas on society and humanity. A hypothesis is written then 'What, How, Why?' paragraphs.

Week 2 Lesson 4 Pathetic fallacy:

In this lesson students will link emoticons to the weather in the starter. They will then watch a video about pathetic fallacy and write their own example. Students will then identify pathetic fallacy in 3 extracts then do the same with Act 1. Then using images as stimuli, students will write their own opening to a story using pathetic fallacy.

Week 3 Lesson 1 Practice assessment:

In this lesson students will start with 5 stem sentences for the termly vocabulary. After reading 3 quotations, students are asked to draw a series of pictures, labelled with adjectives to show understanding of what they tell us about Frankenstein. Reading pages 24-27, students reflect on Frankenstein's feelings and consider 'what. How, why?' After looking at a modelled paragraph, students create their own on the question: How does Pullman present Frankenstein?

Week 3 Lesson 2 Diagnostic Assessment prep & plan:

In this lesson students will pull together all they have learnt in the last week's lessons and plan for a response to: 'How does Pullman present Frankenstein?'

Week 3 Lesson 3 Assessment:

In this lesson students will complete the assessment

Week 3 Lesson 4 Alma:

Week 3 Lesson 1: Language Devices

In this lesson students will practice Language analysis of how characters are created e.g. **physical description, action, inner thoughts, reactions, and speech. Use extracts from different stories.**

Week 3 Lesson 2: Setting

In this lesson students will explore Setting through extracts: Pupils create a setting of their own.

Week 3 Lesson 3: The Gulf

In this lesson students will read **The Gulf** focus on **similes and modelling and deliberate practice** of language analysis- write paragraph on language analysis in the Gulf

Week 3 Lesson 4: Creative Writing: Genre

In this lesson students will Rewrite a well-known story but with a twist: different genre, setting or characters.

Genres:

Gothic Horror

Dystopian

Adventure

Romance

Fantasy

Realism

Week 4 Lesson 1: Diagnostic Feedback and Tick Time

In this lesson students will receive diagnostic **Feedback** on previous lesson and responses to previous Lit questions on the Diamond Necklace and Hitchhiker

Tick time on language analysis from previous lesson

In this lesson students will be asked to put the images from the starter into an order and explain why they have made the decision they have. Students will then define tension and identify tense moments from the play. Referring back to the starter images, students will create a comic strip for a short story using the images and creating a new one for what happens next. They will then pick one section and write it. Then they watch the film of the correct order and note moments of tension. They are then asked to 'steal' methods of tension from the clip to include in their writing as they continue.

Week 4 Lesson 1 Pursuit of Knowledge:

In this lesson students will be asked to make links between the images in the starter. A clip from Jurassic park will then be watched and students will make notes on: setting, characters' feelings, their feelings. Discussion point: should humans be able to re-create something that has become extinct? Then a further clip based on this discussion point will be watched and students can reconsider their original responses. An extract about Dinosaurs/Jurassic park is then read and some comprehension questions are completed. At the end of the lessons, links are made with the story of Frankenstein.

Week 4 Lesson 2 Pursuit of Knowledge:

In this lesson students will be asked to consider a set of images of 'inventions' then they have to say which invention they think is the best and why. They will then consider what the motives and consequences were of Jurassic Park. They will then do this for Frankenstein after watching a video about the themes of the text. An extract from the novel is then explored where students will identify

Week 4 Lesson 2: All Summer in a Day

In this lesson students will read 'All Summer in a Day'
Modelling and Explanation of Assessment Prep on All Summer in a Day

Week 4 Lesson 3: Assessment Prep: Whole text

In this lesson students will get **Modelling and Explanation of** Assessment Prep on All Summer in a Day

Week 4 Lesson 4: Assessment Prep: Extract

In this lesson students will do **Deliberate Practice of** Assessment Lit question on extract from All Summer in a Day

Week 5 Lesson 1: Distinctive Voices: Crongton Knights

In this lesson students will learn **How do writers create a distinctive voice?**

Read extract from novel 'Crongton Knights'. **Questioning** Complete before, during after reading tasks in booklet focusing on narrative voice

Week 5 Lesson 2: Curious Incident

In this lesson students will Read extract from 'Curious Incident of the Dog in the Night Time'

Questioning How does Haddon create a distinctive narrative voice for Christopher?

Week 5 Lesson 3: Methods in Curious Incident

In this lesson students will consider How does Haddon create a distinctive narrative voice for Christopher?

Focusing on methods/ structure?

attitudes towards Science and then they will write a paragraph explaining why/how Shelley portrays the pursuit of knowledge.

Week 4 Lesson 3 Prejudice:

In this lesson students will test themselves to see how many of the termly words they can define. They will then attribute them to a series of images. Students are then asked to think of examples of prejudice in the play. Students then work through a table saying whether they agree or disagree with a series of statements and finding evidence to support their ideas. They then consider how the story would have ended if there wasn't any prejudice.

Week 4 Lesson 4 Fwriteday (Unlikely friendship):

In this lesson students will consider unlikely pairings of animals then read the story of the lion and the mouse. After reading pages 51-54 students will list the verbs used to describe the monster and Frankenstein. They will then write their own stories with 2 unlikely friends in.

Week 5 Lesson 1 Revenge:

In this lesson students will link revenge to the play. Student read extracts from the play then the novel and examine how revenge is portrayed. Students then identify words for word level analysis; one being modelled by the teacher, then they do their own. Followed by an analysis paragraph on the effects of single words.

Week 5 Lesson 2 Revenge:

In this lesson students will select which sentences use the termly words in the appropriate way. They will then rank statements about the play in order of how much they agree

Week 5 Lesson 4: Creative Writing: Distinctive Voice

In this lesson students will learn Re-write the start of any story in the booklet in 1st or 3rd person

Or Challenge: Write a story in a distinctive voice

Week 6 Lesson 1: Structure

In this lesson students will learn about structural devices such as exposition, pathetic fallacy, symbolism, build up, climax, cliffhanger, plot twist, resolution

Apply them to stories previously read

Storyboard and label structural devices

Week 6 Lesson 2: Lamb to the Slaughter

In this lesson students will **Read the Landlady and do modelling and deliberate practice** of reading activities focused on structure. **Diagnostic feedback** on responses

Week 6 Lesson 3: Hey You Down There!

In this lesson students will **read 'Hey you down there!' and do modelling and deliberate practice** of reading activities focused on structure. **Diagnostic feedback** on responses

Week 6 Lesson 4

In this lesson students will **Plan a story with a twist in the tale (Challenge write an end to a story with a twist in the tale)**

with them. After reading an extract from the play students are asked to consider what reaction the monster is trying to get from Frankenstein. They will then adopt the persona of the monster and answer questions about having a companion. They then plan a speech on why they (the monster) should be allowed a companion, write their introductions using persuasive devices and then peer assess.

Week 5 Lesson 3 Revenge persuasive speech:

In this lesson students will recap anaphora and find examples in Martin Luther King's speech. They then finish their speeches and self-assess for writing skills and persuasive devices.

Week 5 Lesson 4 Justice:

In this lesson students will recap what murders take place in the play, who is responsible for them and what 'justice' is. They are then asked to imagine that both Frankenstein and the monster are to be tried for their crimes and if they were a lawyer, who would they choose to defend and why. They then have to consider and write down how they will defend their 'client.' Then 'court' commences with students presenting their cases.

Week 6 Lesson 1 The Red Room:

In this lesson students will examine key vocabulary from the text and make predictions. They will then watch a clip of 'The Red Room' and answer comprehension questions. After considering what changes the students would make, they write up their own version of an event from the story.

		<p><u>Week 6 Lesson 2 The Raven:</u> In this lesson students will consider what is sinister about a raven. After reading a synopsis of the poem, the students predict how it will conform to the gothic genre. The poem ‘The Raven’ is then read and students choose what activity they do to respond to the poem creatively.</p>
<p>Key Domains and Concepts taught in this Unit / Term</p>	<p><u>Writer’s purpose</u> C1a. Morals C1b. Ethical choices C1c. Perspectives</p> <p><u>Writers’ methods and their effects</u> C2a.Characterisation C2b. Form C2d.Colloquial language C2e. Imagery- simile and metaphor C2g. Analysis of ideas, character, language and structure C2h. Rhetorical devices C2i. Devices Alliteration, rhetorical question, juxtaposition, pun, emotive language, powerful verbs, pathetic fallacy etc C2j. Sentence forms for effect C2k.Structural devices – enjambment, caesura, stanza, rhyming couplets, narrative perspective C2l. Semantic field C2m. Effective language C2o. Basic literacy skills C2p. Sentence forms for effect C2q. Genre</p> <p><u>Critical and evaluative responses to texts</u> C3a. Academic writing</p>	<p><u>Writer’s purpose</u> C1a. Morals C1b. Ethical choices C1c. Perspectives C1d. Opinion writing</p> <p><u>Writers’ methods and their effects</u> C2a.Characterisation C2b. Form C2c. Dramatic irony C2d.Colloquial language C2e. Imagery- simile and metaphor C2f. Setting C2g. Analysis of ideas, character, language and structure C2h. Rhetorical devices C2i. Devices Alliteration, rhetorical question, juxtaposition, pun, emotive language, powerful verbs, pathetic fallacy etc C2j. Sentence forms for effect C2l. Semantic field C2m. Effective language C2n. Structuring opinion writing C2o. Basic literacy skills C2p. Sentence forms for effect C2q. Genre</p>

C3b. Responding to an essay style question
C3c. Write a lot about a little

Writing Skills

C4a. Imagery- simile and metaphor
C4c. synthesis
C4d. Academic writing
C4e. Responding to an essay style question
C4f. Write a lot about a little
C4g. Semantic field
C4h. Perspectives
C4i. Imagery – simile, metaphor and personification
C4j. Rhetorical devices
C4k. Alliteration, rhetorical question, juxtaposition, pun, emotive language, powerful verbs
C4l. Effective language
C4n. Basic literacy skills - SPAG
C4o. Sentence forms for effect
C4p. Structural devices –narrative, perspective
C4q. Pathetic fallacy
C4t. Characterisation
C4u. Genre

Context

C5b. Hierarchy
C5e. Morals
C5f. Ethical choices
C5h. Genre

Oracy

C6a. Colloquial
C6b. Standard English

Critical and evaluative responses to texts

C3a. Academic writing
C3b. Responding to an essay style question
C3c. Write a lot about a little
C3d. Evaluation

Writing Skills

C4a. Imagery- simile and metaphor
C4b. Setting
C4c. synthesis
C4d. Academic writing
C4e. Responding to an essay style question
C4f. Write a lot about a little
C4g. Semantic field
C4h. Perspectives
C4i. Imagery – simile, metaphor and personification
C4j. Rhetorical devices
C4k. Alliteration, rhetorical question, juxtaposition, pun, emotive language, powerful verbs
C4l. Effective language
C4m. Structuring opinion writing
C4n. Basic literacy skills - SPAG
C4o. Sentence forms for effect
C4q. Pathetic fallacy
C4r. Evaluation
C4t. Characterisation
C4u. Genre

Context

C5b. Hierarchy
C5c. Patriarchy
C5d. Class
C5e. Morals

		<p>C5f. Ethical choices C5g. Setting C5h. Genre</p> <p><u>Oracy</u> C6a. Colloquial C6b. Standard English C6d. synthesis C6f. Perspectives C6i. Structuring opinion C6k. Ethical choices</p>
<p>KS4 End Points</p>	<p>Write for different purposes and audiences and in different forms through effectively adapting style, tone and register appropriately, using knowledge gained from reading extensively.</p> <p>Write accurately and purposefully, in an academic register, using a full range of sentence forms, punctuation, and structural and grammatical features, for effect.</p> <p>Write descriptively and imaginatively through sustained crafting of figurative language and symbolism to create fictional writing in different genres.</p> <p>Read widely for pleasure and information including texts from the Literary Canon.</p> <p>Understand the power of written and spoken language to challenge, inspire and manipulate, by reflecting critically and evaluatively on a writer's intentions, identifying bias and context and using comparison when appropriate.</p>	<p>Write for different purposes and audiences and in different forms through effectively adapting style, tone and register appropriately, using knowledge gained from reading extensively.</p> <p>Write accurately and purposefully, in an academic register, using a full range of sentence forms, punctuation, and structural and grammatical features, for effect.</p> <p>Write descriptively and imaginatively through sustained crafting of figurative language and symbolism to create fictional writing in different genres.</p> <p>Be a confident and impressive orator able to communicate effectively for a specific purpose through using a sophisticated repertoire of vocabulary, structure and rhetoric in order to engage the audience.</p> <p>Read widely for pleasure and information including texts from the Literary Canon.</p>

		Understand the power of written and spoken language to challenge, inspire and manipulate, by reflecting critically and evaluatively on a writer's intentions, identifying bias and context and using comparison when appropriate.
Declarative Knowledge (Students should know)	<p>The names of Linguistic devices and word classes</p> <p>The key characters and plot of the extracts and short stories</p> <p>How short stories and characters are constructed.</p> <p>How to structure effective plots and create compelling characters.</p> <p>How to use devices in their writing</p>	<p>The plot and key characters of the play.</p> <p>The definition and characteristics of the gothic genre.</p> <p>The names of linguistic devices and word classes.</p> <p>To understand concepts such as patriarchy, hierarchy, class, morals and ethical choices</p> <p>To understand the key themes of the play – dangerous knowledge, prejudice, revenge, and justice.</p> <p>How to respond to a literature essay question</p>
Procedural Knowledge (Students should be able to do)	<p>Identify language and structural features</p> <p>To comment on effects achieved - linguistic and structural choices</p> <p>To make links between extracts and whole text</p> <p>To use a range of devices</p>	<p>Comment on the plot and key characters of the play</p> <p>Comment on and use gothic conventions</p> <p>Identify and comment on linguistic devices and their effects</p> <p>To write with clarity in response to an essay question</p> <p>To comment on the writer's dramatic intentions</p> <p>To comment on the writer's message, big ideas or social commentary.</p> <p>To comment on controversial ideas such as genetic engineering and ethical dilemmas</p>

<p>Developing T3 Literacy and Numeracy</p>	<p>Vocabulary: Explicit Tier 2 / Tier 3 Vocabulary starters</p> <ul style="list-style-type: none"> • Stereotype • Perspective • Conflicted • Discord • Protagonist • Antagonist • Genre • Motivation • Imagery • Archetype <p>Vocabulary starter activities Exposure to rich vocabulary</p> <p>Reading</p> <ul style="list-style-type: none"> • Reading a range of fiction extracts • Developing reading strategies • Strategic Reading strategy for struggling readers 	<p>Vocabulary: Explicit Tier 2 / Tier 3 Vocabulary starters</p> <ul style="list-style-type: none"> • Catalyst • Conflict • Conform • Ethical • Excluded • Inherent • Perspective • Prejudice • Radical • Subvert <p>Reading</p> <ul style="list-style-type: none"> • Immersive reading • Strategic Reading strategy for struggling readers • Reading a range of opinion writing and fiction • Developing reading strategies
<p>Assessment (Summative and Formative)</p>	<p>Diagnostic marking of week 1 task on Lit based extract Literature question based on character extract.</p>	<p>Diagnostic marking of language analysis (opportunity to Extended response to Literature Paper 1 Essay Question to build on last terms work)</p>
<p>Links to Prior Learning</p>	<p>Building on study of Literature texts earlier in the year Building on knowledge of language and structural devices and how to comment on them To comment on effects achieved</p>	<p>Building on comprehension skills and inference Building on language analysis skills Use of language to create effects</p>
<p>Next steps in learning</p>	<p>Consolidating ability to make links in texts especially when the text gets more complex Identifying and filling in gaps in learning for some students.</p>	<p>Identify and respond to gaps in learning Develop understanding of how writers use language, form and structure for effect</p>

		<p>Develop clarity and complexity of essay responses</p> <p>Develop understanding of writer's intentions – social commentary, big ideas</p>
<p>Common Barriers to learning in this unit</p>	<p>Difficulty of exploring the effects and methods writer's use</p> <p>Difficulty of finding links between extracts and the novel as whole</p> <p>Building a hypothesis</p> <p>Lack of security in sentence structure and writing at length independently</p>	<p>Students finding it difficult to write extensively and to build an argument</p> <p>Difficulty of exploring the effects and methods writer's use</p> <p>Difficulty of finding links between extracts and the novel as whole</p> <p>Building a hypothesis</p>