

Intent: To improve the reading task from Transition Day and be inspired to write imaginatively about a fictional version of themselves.

<p>Implementation:</p> <p>Lesson 1: Revisit Transition Day task on Laurie Lee extract. Identify effective vocabulary, language features, and structural features to show perspective and a range of emotions (task 1). Explore intended effects on audience. (Slides 1-4)</p> <p>Lesson 2: Purple Pen their work from Transition Day to improve. Teacher models a response. Plan, redraft and proofread an improved response in books.</p> <p>Lesson 3: Look at the images (slides 5-10) and discuss using talk partners. Explore the idea of perspectives changing depending on point of view. Watch the clip (slide 11) and complete the writing task from two different perspectives. Consolidate understanding (slide 13).</p> <p>Lesson 4: Complete tasks 2 & 3 looking at positive and negative language choices. It shows how the same scene can be described in contrasting ways (slides 14-17). Consolidate understanding (slide 18).</p> <p>Lesson 5: Teacher models reading of character descriptions from popular fiction with commentaries (slides 19-25). Discuss one or two and complete task 4 independently.</p> <p>Lesson 6: Work through tasks 5, 6 & 7 (using slides 26-31 to support) ending with the writing task. There are reminders about Grammar, Punctuation and Spelling (GPS), writer's perspective, thoughts and feelings and descriptive detail (slides 32-33).</p> <p>Lesson 7: There are some pointers in the work book on effective use of sentence structures and language features. Use the planning in their work books and write, draft, edit, proofread <u>the opening of a story in a character is revealed to be under threat</u>.</p> <p>Lesson 8: Complete written task. Offer plenty of time to draft and improve, share extracts for class comment etc. Write up final drafts neatly in books for marking.</p>
--

Prior Learning: Imaginative Writing at KS2

Cross Curricular: n/a

<p>Texts & Support Resources:</p> <p><i>Transition Booklet</i> <i>Transition Texts & Tasks Work Book</i> <i>Transition Slides</i></p> <ul style="list-style-type: none"> • Language of an Expert • 50 Ways to Express Your Opinion • Planning grid • Detailed Paragraph Planner • Writing frames / Sentence starters 	<p>Assessment (KAP in bold):</p> <p>S&L: Develop organised discussion, respectful listening and use of talk partners.</p> <p>R: How does the writer use language and structure to show the character's perspective? AO2 (15 marks)</p> <p><i>Write for a clear audience, purpose and form:</i></p> <p>W: Write the opening of a story in which a character is revealed to feel under threat. AO5/6 (40 marks)</p>	<p>Learning Outcomes (Impact):</p> <ul style="list-style-type: none"> • Set high expectations for quality of work and effort in class. • Begin to explore how language and structure shape meaning including intended effects. • Show an awareness of writers' perspectives. • Develop imaginative writing skills including descriptive detail, creating character, plot and setting. • Understand the importance of writing for purpose, audience and form. • Learn planning / drafting skills and develop confidence with writing creatively.
--	--	---

Intent: To explore the theme through a modern drama text and be inspired to write imaginatively.

<p>Implementation:</p> <p>Week 1: Study setting / place, plot or character. Explore intended effects on audience.</p> <p>Week 2: Read critically exploring how language and structure create meaning. Analyse extracts leading to Reading assessment.</p> <p>Week 3: Improvise and perform in role. S&L Diary Room monologue.</p> <p>Week 4: Explore staging and performance. Annotated sets with accompanying notes for performance.</p> <p>Week 5: Write and draft a script for a missing scene. Re-draft to improve.</p>	<p>Possible Approaches:</p> <p>Role play Image analysis Writing in character Audience appreciation Talk Partners Hot seating Analytical writing Imaginative writing Peer Assessment</p>
---	---

Prior Learning: Drama texts and performance at KS2

Cross Curricular: Drama Skills in Year 7

<p>Texts & Support Resources:</p> <p><i>Demon Headmaster / The Cursed Child / The Machine Gunners</i></p> <ul style="list-style-type: none"> Literature Analysis tool Language of an Expert 50 Ways to Express Your Opinion Planning grid Detailed Paragraph Planner Writing frames / Sentence starters Peer Assessment Tool Student Guide to Extended Writing 	<p>Assessment (KAP in bold):</p> <p>S&L: Sustained role S&L - Diary Room</p> <p>R: How does the writer use language and structure to show relationships / build tension / describe character? AO2 15 marks</p> <p><i>Write for a clear audience, purpose and form:</i></p> <p>W: Write a script for a missing scene –eg an alternative ending. AO5/6 40 marks</p>	<p>Learning Outcomes (Impact):</p> <ul style="list-style-type: none"> Identify and explore language and structural devices eg how scenes are linked. Awareness of how characters are created and how audiences may respond. Understand conventions of script and how drama differs to the written word. How can staging and performance enhance the script? Writing for purpose, audience and form. Begin to understand the conventions of a script. Plan and write creatively for a missing scene.
--	--	---

Intent: To explore the Romantic poets and their relationship with nature. To compile an anthology of Romantic poetry and be inspired to write by visiting Dove Cottage.

<p>Implementation:</p> <p>Week 1: Critical reading of a range of Romantic poetry exploring language, structure, imagery, theme and mood.</p> <p>Week 2: Recognise poetic conventions (including sound, vocabulary, rhythm and structure) and analyse the effects produced.</p> <p>Week 3: Research and compile an anthology of Romantic poetry and annotate for meaning. Consider sequencing.</p> <p>Week 4: Write poetry inspired by Dove Cottage drawing on knowledge of literary devices and context. Draft and review. Include research of local area as inspiration – importance of context.</p> <p>Week 5: Rehearse and perform Dove Cottage poems including peer and self-assessment.</p> <p>Week 6: Comparison of a key theme in two poems including at least one Literary Heritage poem.</p> <p>Week 7: Complete their anthology including their own poems, a preface and front cover.</p>	<p>Possible Approaches:</p> <p>Performance of poetry Research local area Image analysis Analysis / Critical Reading Intended effects Talk Partners How to annotate effectively Early drafts of poetry Imaginative writing Peer Assessment The skill of comparison</p>
---	--

Prior Learning: KS2 Poetry Unit

Cross Curricular: Geography & Landscapes of the Lakes

<p>Texts & Support Resources:</p> <p><i>Romantic Poetry & Contemporary poetry exploring Nature</i> <i>Poetry in the Making – Ted Hughes</i> <i>Opening Doors to Quality Writing-Bob Cox</i></p> <ul style="list-style-type: none"> Poetry Analysis Tool Style Models Language of an Expert 50 Ways to Express Your Opinion Comparative Connectives Poetry drafts Images of Nature Peer Assessment Tool Student Guide to Extended Writing 	<p>Assessment (KAP in bold):</p> <p>S&L: Performance of an original Poem (could be in a group) and evaluation of choices to enhance it.</p> <p>R/W: Compare how the key theme of Nature is presented in two Romantic poems AO2/AO3 20 marks</p> <p>W: Dove Cottage poem AO5/6 Poem should build on the draft created at Dove Cottage.</p>	<p>Learning Outcomes (Impact):</p> <ul style="list-style-type: none"> Analysis of thoughts and feelings in Romantic Poetry. Recognise the conventions of poetry and express ideas with clarity. Awareness of how Nature influenced the Romantic Poets. Understand the importance of place and the role of The Lake District as contextual support for understanding meaning. Writing for purpose, audience and form. Begin to understand the conventions of Romantic Poetry. Plan and write imaginatively being inspired by real places. Learn the skill of comparison and how to compare effectively. Develop student conversations to voice opinions, listen to and appreciate the work of others and support learning. Rehearse and perform to gain confidence.
---	---	---

Intent: To analyse a range of instructional texts; these will inform a piece of transactional writing for a specific purpose, audience and form.

<p>Implementation:</p> <p>Week 1: Critical reading of a range of non-fiction instructional texts exploring language, structure, layout and audience.</p> <p>Week 2: Explore forms and identify a range of conventions specific to instructional texts. Annotate and analyse the effects. Experiment with a range of forms eg blog, anecdote, narrative, speech, monologue, report, description, dialogue etc.</p> <p>Week 3: Experiment, research and write for a wide range of purposes and audiences, applying knowledge of grammar and text structure and selecting the appropriate form. Introduce rhetorical devices.</p> <p>Week 4: Draft to improve. Consider the role of sequencing and apply knowledge from analysis of style models. Peer assessment and self-review opportunity.</p> <p>Week 5: Rehearse and perform presentations including peer and self-assessment.</p>	<p>Possible Approaches:</p> <p>Use of media clips to model eg TV chefs</p> <p>Reading comprehension</p> <p>Analysis / Critical Reading</p> <p>Structure & Layout Focus</p> <p>Concentric Circles</p> <p>How to annotate effectively</p> <p>Transactional writing</p> <p>Peer Assessment</p> <p>Writing a Rant!</p> <p>Comedy in Writing: Exaggeration, Sarcasm, Deadpan.</p>
---	--

Prior Learning: KS2 Non-Fiction Writing and Writing to Persuade

Cross Curricular: Food Tech

<p>Texts & Support Resources:</p> <p><i>A range of instructional texts (recipes, survival guides, DIY, giving directions) focusing on instructions and audience.</i></p> <ul style="list-style-type: none"> • Non-Fiction Analysis Tool • Planning Grid • Detailed Paragraph Planner • 50 Ways to Express Your Opinion • Sequencing Connectives • Written drafts • Style Models • Peer Assessment Tool • Student Guide to Extended Writing • Language of an Expert 	<p>Assessment (KAP in bold):</p> <p>S&L: 'How to' demonstration – Ice a cake, play a guitar, French braid hair, draw a cartoon, make a card, felting, shear a sheep (could use powerpoint of images or demonstrate actual skill)</p> <p>R: How does the writer use language and structure to interest and engage the reader? AO2 15 marks</p> <p><i>Write for a clear audience, purpose and form:</i></p> <p>W: Write 'a recipe for...' eg a great night out, disaster, the best birthday ever, friendship, winning the match OR</p> <p>W: Write a humorous Survival Guide eg a trip to the Supermarket, a family wedding or Christmas, Sports Day AO5/6 40 marks</p>	<p>Learning Outcomes (Impact):</p> <ul style="list-style-type: none"> • Analysis of Language to instruct. • Recognise the features of instructional texts including imperative verbs, structural features and layout • Express verbal and written ideas with increasing clarity. • Continue to develop awareness of writing for purpose, audience and form. • Plan and write imaginatively, experimenting with humour and other approaches (eg direct address) to engage the reader • Learn the skill of comparison and how to compare effectively. • Develop student conversations to voice opinions, listen to and appreciate the work of others and support learning. • Appreciate the importance of drafting to improve.
--	--	---

Intent: To identify, discuss and express the different ways that love is presented in Romeo & Juliet.

<p>Implementation:</p> <p>Week 1: Read the prologue and gain an overview of the play through plot summary.</p> <p>Week 2: Critical reading of key scenes exploring language, structure and form. Consider the effects on the audience.</p> <p>Week 3: Understand challenging texts using context to support. Study plot, characterisation, setting and the effects of these. Consider sequencing in creating a structure.</p> <p>Week 4: Understand how the work of dramatists is communicated through staging and how alternative staging allows for different interpretations.</p> <p>Week 5: Discuss setting, staging and performance with increasing confidence using a range of S&L forums.</p> <p>Week 6: Write accurately, fluently, effectively and at length on a key scene. Use feedback to improve.</p> <p>Week 7: Plan, write, draft and proof read a formal Literature essay using confident expression.</p>	<p>Possible Approaches:</p> <p>Watch performances of key scenes Sequencing / Drama / Cloze exercises Set design / staging Analyse character, language, imagery (Act 3 Scene 1) Image analysis Analysis / Critical Reading Writer’s intentions Character motivation - debate Talk Partners How to annotate effectively Research duelling Research dramatic technique (eg foreshadowing, dramatic irony)</p>
---	---

Prior Learning: Year 7 Units 2 & 3 and KS2 Background knowledge of Shakespeare and context.

Cross Curricular: Drama & History

<p>Texts & Support Resources:</p> <p><i>Romeo & Juliet text and film excerpts</i></p> <ul style="list-style-type: none"> Literature Analysis Tool Style Models Language of an Expert 50 Ways to Express Your Opinion Sequential discourse markers Film Stills of key moments Student Guide to Extended Writing 	<p>Assessment (KAP in bold):</p> <p>S&L: Discussion in groups – Watch Act 3 Scene 1 in Luhrmann and Zeffirelli – How does the setting, staging and performance change the way Mercutio’s death is presented?</p> <p>R/W: Part (a) ONLY Explore how Shakespeare presents the theme of love in this extract AO2 20 marks</p> <p>Differentiate extracts for ability if appropriate</p>	<p>Learning Outcomes (Impact):</p> <ul style="list-style-type: none"> Analysis of thoughts and feelings in the key scene. Close, critical reading of language, structure and form. Recognise the intentions of Shakespeare and express ideas with clarity. Awareness of context and how it shapes meaning. Begin to understand the significance of Shakespeare’s works. Plan and write analytically being inspired by different interpretations. Develop student conversations to voice opinions, listen to and appreciate the ideas of others and support collaborative learning. Gain confidence with dramatic technique and performance.
---	---	---

Intent: To explore themes of Courage & Heroism through critical reading of Shadow of the Minotaur plus extracts. Write imaginatively for purpose, audience and form.

<p>Implementation:</p> <p>Week 1: Critical reading – How does the writer establish character, create atmosphere / mood and create tension for the reader?</p> <p>Week 2: Recognise a range of literary techniques to engage the reader through language, structure and plot.</p> <p>Week 3: Research a Greek Hero and create a presentation for peer assessment.</p> <p>Week 4: Plan, draft, review and edit an original Hero story. Use critical reading skills to enhance the impact of their writing.</p> <p>Week 5: Make critical comparisons across texts from different periods – explore the relevance of context.</p> <p>Week 6: Prepare final drafts of original writing using feedback. Peer and self-assessment opportunity. Type up for class anthology. Present formally to the class.</p>	<p>Possible Approaches:</p> <p>Research Skills Reading comprehension Analysis / Critical Reading Image analysis Intended effects Talk Partners How to annotate effectively Early drafts of Hero Stories Imaginative / Descriptive writing Peer Assessment The skill of comparison Develop confidence in presentation Todorov’s narrative theory Propp’s character types</p>
---	---

Prior Learning: Unit 1 Characterisation, Unit 2 Comparative Writing, Unit 4 Presentational Skills and Unit 5 Writing Skills

Cross Curricular: History & PHSE

<p>Texts & Support Resources:</p> <p>Class reader plus select extracts from a range of sources. Core text: <i>“Shadow of the Minotaur”</i> Extracts: <i>Eg Percy Jackson / Greek Myths / Duffy’s ‘Medusa’ / Any other suggestions?</i> <i>Opening Doors to Quality Writing-Bob Cox</i></p> <ul style="list-style-type: none"> Literature Analysis Tool Style Models Language of an Expert 50 Ways to Express Your Opinion Comparative Connectives Planning Grid Images of Heroism Peer Assessment Tool 	<p>Assessment (KAP in bold):</p> <p>S&L: Research into a Greek Hero. Presentation to class.</p> <p>R: Compare how the writers of text 1 and text 2 present ideas about heroes (link to core text) AO3 14 marks</p> <p><i>Write for a clear audience, purpose and form:</i> W: Write a Hero story inspired by the Greek Myths for a teenage fansite. AO5/6 40 marks</p>	<p>Learning Outcomes (Impact):</p> <ul style="list-style-type: none"> Analysis of language and structure in Literature. Recognise the literary conventions of Hero Stories and express original ideas with clarity. Grow awareness of story structure and character archetypes. Understand the importance of place and the role of context to support understanding of meaning. Writing for purpose, audience and form. Begin to understand the conventions of Romantic Poetry. Plan, draft, write, review and edit imaginatively being inspired by core text and extracts. Develop the skill of comparison and how to compare effectively – link with structure and discourse markers. Develop student conversations to voice opinions, listen to and appreciate the work of others and support learning. Refine presentational skills to engage an audience.
---	--	---

Intent: To analyse a range of travel guides; these will inform a piece of transactional writing for a specific purpose, audience and form.

<p>Implementation:</p> <p>Week 1: Read and explore a range of extracts from Guide Books / Travel Blogs to explore persuasive features as well as structure and layout. Annotate for Language and structural features.</p> <p>Week 2: Research a city / region from your chosen country to prepare for S&L task. Watch Rough Guides and identify style / tone and how to adopt for written task.</p> <p>Week 3: Plan, write and draft a travel blog using appropriate conventions including style and tone. Consolidate understanding of rhetorical devices and structural features. Draft to improve using feedback.</p> <p>Week 4 & 5: Work independently or in groups on S&L tasks either scripting / recording / filming or compiling presentations. These can be recorded as a radio feature, presented to the class as presentations with a slideshow or even recorded on film as a television feature on cultural strands.</p> <p>Week 6: Complete reading and writing tasks and type up using appropriate layout and structural features.</p>	<p>Possible Approaches:</p> <p>Group work on various destinations eg Australia, Asia, Africa etc. Use of media clips to model eg Rough Guides Reading comprehension Analysis / Critical Reading Structure & Layout Focus Concentric Circles How to annotate effectively Peer Assessment Research other cultures</p>
---	---

Prior Learning: KS2 Non-Fiction Writing and Writing to Persuade

Cross Curricular: Geography

<p>Texts & Support Resources:</p> <p><i>A range of extracts from Guide Books / Travel Writing</i> <i>Use these style models to inform the written task.</i></p> <ul style="list-style-type: none"> • Non-Fiction Analysis Tool • Planning Grid • Detailed Paragraph Planner • 50 Ways to Express Your Opinion • Sequencing Connectives • Written drafts • Style Models • Peer Assessment Tool • Student Guide to Extended Writing • Language of an Expert 	<p>Assessment (KAP in bold):</p> <p>S&L: Presentation: In pairs, groups or individually, create a rough guide to your specific region or area highlighting the 10 best things to do / see / take part in. Pass, Merit, Distinction</p> <p>R: How does the writer use language and structure to interest and engage the reader? AO2 15 marks</p> <p><i>Write for a clear audience, purpose and form:</i> W: Write an extract from a travel blog on the area / region you chose. AO5/6 40 marks</p>	<p>Learning Outcomes (Impact):</p> <ul style="list-style-type: none"> • Awareness of other cultures and how they differ from our own. • Analysis of Language to persuade. • Recognise the features of persuasive texts including rhetorical devices, structural features and layout. • Express verbal and written ideas with increasing clarity. • Continue to develop awareness of writing for specific purpose, audience and form. • Plan and write imaginatively, experimenting with tone / style and other approaches (eg informal, conversational) to engage the reader • Learn the skill of summarising and how to write succinctly. • Develop student conversations to voice opinions, listen to and appreciate the work of others and support learning. • Appreciate the importance of drafting to improve.
---	--	---