

Intent: To explore alienated characters through a whole prose text and be inspired to write imaginatively.

<p>Implementation:</p> <p>Week 1: Recognise the relationship between setting and introduction of character. Explore intended effects on audience.</p> <p>Week 2: Revise sound effects from Year 7 and apply to character development. Identify how meaning is shaped through figurative language, vocabulary, grammar, text structure and organisational features.</p> <p>Week 3: Read critically exploring how language and structure create meaning. Analyse extracts leading to Reading assessment.</p> <p>Week 4: Explore the monologue form through poetry / 19th century ELH extracts eg Dickens, Hardy. Revise comparative writing. Use extracts to kick start the 'Classic Reads' project which can be continued in library lessons.</p> <p>Week 5: Plan, write, draft, edit and proofread a monologue revealing the views and perspectives of an alienated character.</p> <p>Week 6: Writing Review – Explore writers intentions and the intended effects (peer / self-assessment opportunity).</p> <p>Week 7: Improvise and perform the monologue in character. Film and review as peer assessment opportunity.</p>	<p>Possible Approaches:</p> <p>Alienated characters in film Role play Image analysis Writing in character Audience response Talk Partners Hot seating Analytical writing Imaginative writing Peer / Self- Assessment Effective annotation Writing emotions Talking to Writing Evaluative Writing Style models Propp's character types</p>
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Prior Learning: Year 7 Poetry, Year 7 Modern Drama, Year 7 Courage & Heroism

Cross Curricular: Strong characters in Drama & History

<p>Texts & Support Resources:</p> <p><i>Whispers in the Graveyard, Skellig, Of Mice and Men, Holes</i></p> <p><i>Film clips</i></p> <p><i>Opening Doors to Quality Writing-Bob Cox</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>R: How does the writer use language and structure to describe character? AO2</p> <p>15 marks</p> <p><i>Write for a clear audience, purpose and form:</i></p> <p>W: Write a monologue revealing character's views and perspectives. AO5/6</p> <p>40 marks</p> <p>S&L: Perform the monologue in character (Film and review as peer assessment).</p>	<p>Learning Outcomes (Impact):</p> <ul style="list-style-type: none"> Identify and explore links between language and structural devices in creating character. Show awareness of how characters embody themes, are created through mood and atmosphere and affect audiences. Explore the emotive aspect surrounding alienated characters and empathise accordingly. Learn how to evaluate successfully using perceptive and accurate written expression in formulating validated opinions. Begin to understand the importance of drafting and crafting to create strong emotive content. Further development of the planning process in writing creatively for a specific purpose, audience and form. Explore inference and language features using meta-language.
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Intent: To build on the relationship between poetry and nature. To understand how the animal kingdom continues to inspire unforgettable poetry.

<p>Implementation:</p> <p>Week 1: Critical reading of a range of Animal 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 Animal poetry and annotate for meaning. Consider sequencing.</p> <p>Week 4: Write poetry inspired by Animals drawing on knowledge of literary devices and context. Draft and review. Include research of habitat, diet, hunting methods – importance of context.</p> <p>Week 5: Organise debating teams with independent research time to compile a structured argument.</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 Documentary footage to inspire Dynamic reading of wild animal images Analysis / Critical Reading Intended effects of language Talk Partners How to annotate effectively Early drafts of poetry Imaginative writing Peer Assessment The skill of comparison Revise Rhetorical devices Identify debating / listening skills</p>
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Prior Learning: Year 7 Nature & Romanticism, Year 7 & 8 Original Writing

Cross Curricular:

<p>Texts & Support Resources:</p> <p><i>Ted Hughes, John Clare, D.H. Lawrence, Dickinson, Blake, Hardy, Larkin etc</i></p> <p><i>Poetry in the Making – Ted Hughes</i></p> <p><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>R: Evaluate how successfully the writer conveys a specific meaning or theme.</p> <p>AO4</p> <p>W: Writing a narrative from the perspective of a wild animal AO5/6</p> <p>R/W: Compare how any theme is presented in the two poems (One <u>must</u> be Literary Heritage) AO2/AO3</p> <p>20 marks</p> <p>S&L: Debating – identify an issue relating to the topic of wild animals eg captivity, fur trade, cosmetic testing.</p>	<p>Learning Outcomes (Impact):</p> <ul style="list-style-type: none"> • Explore links between vocabulary and imagery in Poetry. • Develop appreciation of the conventions of poetry and express ideas with clarity. • Awareness of how the savagery of Nature continues to influence Poetry. • Continue to mine the importance of time, place and setting as contextual support for understanding meaning. • Writing for a specific purpose, audience and form. • Develop understanding of figurative language in Poetry to express deeper ideas (explicit / implicit meanings). • Plan and write imaginatively being inspired by sensory detail. • 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. • To build confidence through supported interpretations.
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Intent: To analyse a range of non-fiction articles; 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 news articles exploring language, structure, layout and audience. Identify conventions of the form, intended effects, language of the news and bias.</p> <p>Week 2: Further develop the skill of evaluative writing using annotated articles. Explore approaches to structuring an evaluation and expressing ideas with clarity.</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. Identify news script conventions and focus on content.</p> <p>Week 4: Plan, write, draft, edit and proofread to improve the script of an eye witness account. Consider the role of sequencing information; writing for purpose, audience and form; and applying knowledge from analysis of style models. Peer assessment and self-review opportunity.</p> <p>Week 5: Rehearse and perform the interviews including peer and self-assessment.</p>	<p>Possible Approaches:</p> <p>Use of news clips to model eg TV reports on disasters Reading comprehension Analysis / Critical Reading Structure & Layout Focus Concentric Circles How to annotate effectively Writing to recount Peer Assessment Writing Styles: Tabloid sensationalism / Factual reporting Evaluative writing Style models Paired work on eye witness account</p>
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Prior Learning: Year 7 Survival in the Modern World, Year 7 Cultural Voices, Year 8 Alienated Characters

Cross Curricular: History – Factual accounts

<p>Texts & Support Resources:</p> <p><i>Use a range of articles and clips across platforms – Print / Media / Broadcast</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>R: In this extract there is an attempt to sensationalise the disaster. Evaluate how successfully this is achieved</p> <p>AO4</p> <p>15 marks</p> <p><i>Write for a clear audience, purpose and form:</i></p> <p>W: Write a script where an eye witness to a disaster is interviewed by a journalist. AO5/6</p> <p>40 marks</p> <p>S&L: In pairs, perform the interviews and film it for peer assessment and review. Think about use of camera between interviewer and interviewee.</p>	<p>Learning Outcomes (Impact):</p> <ul style="list-style-type: none"> • Analysis of Language for evaluative writing – stepping outside the text to identify writers’ intentions. • Offer supported opinions and express ideas with clarity. • Recognise the features of non-fiction texts including sensationalist language, structural features and layout. • Continue to develop awareness of writing for purpose, audience and form especially writing to recount. • Plan and write imaginatively, experimenting with perspective and convention of the form to engage the reader • Work collaboratively to enhance and support the achievement of others. • Develop student conversations to voice opinions, listen to and appreciate the work of others and support learning. • Appreciate the importance of drafting to improve. • Develop multi-media skills and paralinguistic features.
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Intent: To promote creative and critical thinking and a wider appreciation of visual texts. To develop the creative mindset (curiosity, resilience, bravery & collaboration).

<p>Implementation:</p> <p>Week 1: Contexts & Media (Storylines, locations, brand and identifying the message).</p> <p>Week 2: Advertising as a process including purpose, audience, brand image, marketing strategies and media placement. <i>Students have a choice to study the Nike or John Lewis campaign.</i></p> <p>Week 3: Developing visual literacy including an understanding of shot sequencing and timing. Students will also explore the significance of sound, photography and lighting and linking this to genre.</p> <p>Week 4: Comparison of adverts allows students to build upon comparative writing skills. This can be planned, developed, marked for improvement and drafted as an example of extended writing.</p> <p>Week 5: Studying the market – Develop an understanding of product, brand and image. Start creating an advertising campaign – this is a creative and collaborative piece of work which will satisfy a brief and spread across all three media platforms.</p> <p>Week 6: Studying the market – Market share. Complete the creation of an advertising campaign – from target audience to pitching the idea to what to include.</p> <p>Week 7: Students present their work to the class. Peer assessment opportunity during presentation.</p>	<p>Possible Approaches:</p> <p>Use of a range of television adverts Dynamic Reading skills Analysis / Critical Reading Structure & Layout Focus Critical debate & discussion Media terminology Writing to recount Peer Assessment Writing Styles: Criticality & Creativity / Opinionated Satisfying a brief Evaluative writing Style models Paired work on eye witness account</p>
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Prior Learning: Year 7 Survival in the Modern World, Year 7 Cultural Voices

Cross Curricular: D&T Satisfying a design brief

<p>Texts & Support Resources:</p> <p><i>Use a range of adverts across platforms – Print / Media / Broadcast</i></p> <ul style="list-style-type: none"> • Resources from Ideas Foundation • NATE Resources • Media Text 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 • GCSE Media Text books 	<p>Assessment (KAP in bold):</p> <p>R: Comparison of two existing moving image adverts. How is media language used to appeal to the audience?</p> <p>W: Creating a campaign – Students work collaboratively to create and satisfy an advertising brief for either Nike or John Lewis (or a rival brand).</p> <p>S&L: Groups present their work to the class.</p>	<p>Learning Outcomes (Impact):</p> <ul style="list-style-type: none"> • Recognise how Advertising exists across the three platforms of broadcast, print and e-media. • Analysis of Media Language in Advertising. • Understand how media texts are constructed (TILL / CESSM) to appeal to different audiences. • Offer supported opinions and express ideas with clarity. • Introduction to the Media frameworks of Representation, Audience, Industries & Language (RAIL) as well as Ideology, Narrative and Genre. • Consolidate knowledge of writing for purpose, audience and form especially writing to persuade. • Plan and write imaginatively, experimenting with the relationship between image and copy to engage the reader. • Work collaboratively to move from concept to completion. • Further development of multi-media skills.
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Intent: To explore different perspectives of childhood across time and cultural divides with a focus on how prejudice may link to or affect the writer's perspective.

<p>Implementation:</p> <p>Week 1: Critical reading and annotation of a range of non-fiction news articles / autobiographies with a focus on prejudice. Practice paragraphs unpicking language and structure to convey perspectives. Explore intended effects and work on expression.</p> <p>Week 2: Re-cap comparative writing (appropriate connectives, structural features) and introduce a second text. Further develop the skill of successful comparison using style models. Reading Assessment delivered cold.</p> <p>Week 3: Diamond 9 – in pairs, put 9 comments about Prejudice in order of importance and explain choices. Use discussion to identify personal views and a topic for written speech. Annotate great examples of persuasive speeches with a focus on language and structure.</p> <p>Week 4: Plan, write, draft, edit and proofread the persuasive speech. Experiment with the role of sequencing information for impact; writing for purpose, audience and form; using rhetoric for impact and applying knowledge from analysis of style models. Peer assessment and self-review opportunity.</p> <p>Week 5: Rehearse and perform the speech including peer and self-assessment. Work on delivery for impact and boosting confidence when speaking to an audience.</p>	<p>Possible Approaches:</p> <p>Prejudice discussion News clips / TV interviews to identify perspectives Annotation of newspaper articles / autobiographies to model Perspectives on childhood – own and that of others Reading comprehension Analysis / Critical Reading Identify different types of prejudice Concentric Circles / Talk Partners Comparative Writing Peer Assessment Writing for Speech – the art of rhetoric Transactional Writing Style models</p>
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Prior Learning: Year 7 Good Vs. Evil, Year 7 Cultural Voices, Year 8 Alienated Characters, Year 7 & 8 Poetry Units for Comparative Writing Cross Curricular: History /PHSE

<p>Texts & Support Resources:</p> <p><i>Use a range of extracts from contemporary non-fiction texts eg Malala/Obama autobiographies or newspaper articles</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>R: Compare how the writers of text 1 and text 2 present ideas about prejudice and childhood. AO3 14 marks</p> <p><i>Write for a clear audience, purpose and form:</i> W: Write a speech which shows how your perspective on prejudice has changed over time. AO5/6 40 marks</p> <p>S&L: Deliver the speech, film and peer / self-review (Pass, Merit, Distinction)</p>	<p>Learning Outcomes (Impact):</p> <ul style="list-style-type: none"> • Understand differences between fiction/ non-fiction texts. • Analysis of Language to link prejudice and perspectives – stepping outside the text to identify writers' intentions. • Offer supported opinions and express ideas with clarity. • Continue to develop awareness of writing for purpose, audience and form especially writing to persuade. • Plan and write convincingly, experimenting with structure of the form to engage the audience. • Work collaboratively to enhance and support the achievement of others. • Develop student conversations to voice opinions, listen to and appreciate the work of others and support learning. • Appreciate the importance of drafting to improve. • Develop confidence with spoken language delivery.
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Intent: To compare genre conventions in fiction; articulate supported opinions in a formal presentation and be inspired to write imaginatively in a chosen genre style.

<p>Implementation:</p> <p>Week 1: Identify genres in film, music and Literature. Recognise genre conventions and begin to annotate extracts to show awareness of Literary style. Revisit evaluative / Comparative writing. Practice paragraphs on one text expressing ideas with clarity.</p> <p>Week 2: Read critically to identify how a Literary style is shaped through language, vocabulary, grammar, text structure and organisational features. Introduce a second text and compare how successfully the writers obey or challenge genre conventions. Research and select an extract independently. Reading assessment delivered cold.</p> <p>Week 3: Prepare presentations using their Reading assessments to inform views and critical opinions. Prepare cue cards and rehearse.</p> <p>Week 4: Perform individual presentations to the class. Peer assessment opportunity (Pass, Distinction, Merit).</p> <p>Week 5: Plan, write, draft, edit and proofread an additional chapter, alternate ending, different opening, introduction of new character etc. Use annotated extracts to plan. Act independently on feedback to improve.</p> <p>Week 6: Complete written task. Writing Review – Explore how successful they have been using agreed success criteria (peer / self-assessment opportunity).</p>	<p>Possible Approaches:</p> <p>Film posters: What is genre? Annotated texts to model Focus on vocabulary, sentence structures, figurative language, imagery, mood and tone. Identify Literary styles and features (language, structure, thematic) – Writing DNA / Literary fingerprint – dialogue, descriptive detail, setting, action, character, internal / external thoughts. Intended effects on reader Talk Partners / Concentric circles Analytical writing Imaginative / emulative writing Peer / Self- Assessment</p>
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Prior Learning: Year 7 & 8 Poetry Units for Comparative Writing, Year 7 Courage & Heroism, Year 8 Alienated Characters

Cross Curricular:

<p>Texts & Support Resources:</p> <p><i>Students should read / watch a range of fiction extracts with a strong generic style.</i></p> <p><i>Opening Doors to Quality Writing-Bob Cox</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>R: Compare how successfully the two writers obey or challenge genre conventions AO2/AO3 20 marks</p> <p><i>Write for a clear audience, purpose and form:</i></p> <p>W: Write convincingly in the style of your chosen genre AO5/6 40 marks</p> <p>S&L: Individual Presentations: ‘There are no genres – only good and bad writing: To what extent do you agree?’ Pass, Merit, Distinction</p>	<p>Learning Outcomes (Impact):</p> <ul style="list-style-type: none"> Identify genre conventions in fictional extracts and compare them effectively using evidence to support. Write critically and with clarity to express ideas and evaluate. Use perceptive and accurate written expression in formulating validated opinions. Show awareness of how writers create a literary style. Learn how to emulate styles successfully. Further development of the planning process in writing creatively for a specific purpose, audience and form. Develop the drafting / editing / proofreading process to create and craft strong generic content. Explore language and structural features using meta-language.
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