

## Class -7N Navigator Curriculum - English/Lessons weekly

Year	2024 – 2025 Autumn 1	2024 – 2025 Autumn 2	2024 – 2025 Spring 1	2024 – 2025 Spring 2	2024 – 2025 Summer 1	2024 – 2025 Summer 2
	<p><b>Topic:</b> 1. Texts all around us</p> <p><b>Key questions, Key skills and knowledge</b></p> <p><b>1.1 When is a text a text?</b> Source texts: Captain Scott letter ‘How not to care what other people think of you’ blog by Tavi Gevinson.</p> <p><b>LO:</b></p> <ul style="list-style-type: none"> <li>• Learn to recognise different sorts of text</li> <li>• Understand how to identify the purpose, audience and form of a text</li> <li>• Write about a text, commenting on its key features</li> </ul> <p><b>What I’m learning: I know that ...</b></p> <ul style="list-style-type: none"> <li>• Text type is linked to purpose and</li> </ul>	<p><b>Topic:</b> 1. Texts all around us</p> <p><b>Key questions, Key skills and knowledge</b></p> <p><b>1.5 What is a classic text?</b> Source text: The Lion, the Witch and the Wardrobe by C. S. Lewis</p> <p><b>LO:</b></p> <ul style="list-style-type: none"> <li>• Learn what qualities make a text a classic</li> <li>• Explore how language and structural features are used to help to build character</li> <li>• Write about a classic text, showing your understanding of its appeal</li> </ul> <p><b>What I’m learning: I know that ...</b></p>	<p><b>Topic:</b> 2. Crime and consequences</p> <p><b>Key questions, Key skills and knowledge</b></p> <p><b>2.1 Why do we love crime fiction?</b> Source texts: ‘Four Reasons We Love Binging Crime Shows’ article Crime fiction blurbs</p> <p><b>LO:</b></p> <ul style="list-style-type: none"> <li>• Learn about the genre of crime fiction</li> <li>• Identify genre conventions and explore how they impact on the reader</li> <li>• Write a plan for your own crime story</li> </ul> <p><b>What I’m learning: I know that ...</b></p> <ul style="list-style-type: none"> <li>• Genre is a way of categorising texts in terms of ways of</li> </ul>	<p><b>Topic:</b> 2. Crime and consequences</p> <p><b>Key questions, Key skills and knowledge</b></p> <p><b>2.5 What’s the news?</b> Source text: Model railway destroyed news article</p> <p><b>LO:</b></p> <ul style="list-style-type: none"> <li>• Learn about the structure and features of a news report</li> <li>• Identify the writer’s perspective and how it is presented</li> <li>• Write your own crime report</li> </ul> <p><b>What I’m learning: I know that ...</b></p> <ul style="list-style-type: none"> <li>• Writers and speakers change the way they structure texts and the language they use to</li> </ul>	<p><b>Topic:</b> 3. Journeys and discoveries</p> <p><b>Key questions, Key skills and knowledge</b></p> <p><b>3.1 How do journeys create jeopardy?</b> Source text: The Body by Stephen King</p> <p><b>LO:</b></p> <ul style="list-style-type: none"> <li>• Learn how writers make deliberate word choices to create a sense of danger</li> <li>• Explore the features of a coming-of-age story</li> <li>• Analyse how a writer creates a sense of jeopardy in a text</li> </ul> <p><b>What I’m learning: I know that ...</b></p>	<p><b>Topic:</b> 3. Journeys and discoveries</p> <p><b>Key questions, Key skills and knowledge</b></p> <p><b>3.5 What is travel writing?</b> Source text: Blog post by Alastair Humphreys</p> <p><b>LO:</b></p> <ul style="list-style-type: none"> <li>• Learn about the key conventions of travel writing</li> <li>• Identify the effects of grammatical features in travel writing</li> <li>• Write about a journey around your neighbourhood</li> </ul> <p><b>What I’m learning: I know that ...</b></p> <ul style="list-style-type: none"> <li>• Texts can take narrative forms and there are key conventions associated with these forms</li> </ul>

**Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.**

<p>audience and texts are constructed to meet the needs of a specific purpose and audience</p> <ul style="list-style-type: none"> <li>• Texts can take narrative or non-narrative forms</li> <li>• Texts can be categorised into fiction and non-fiction</li> </ul> <p><b><u>How I’ll demonstrate I’ve learnt it: I will ...</u></b></p> <ul style="list-style-type: none"> <li>• Recognise different text types and show understanding of their purpose and audience</li> <li>• Comment on the impact of purpose and audience on a text</li> <li>• Recognise narrative and non-narrative and fiction and non-fiction texts</li> </ul> <p><b>1.2 What is a poem?</b> Source texts: ‘I Want a Poem’ by Shukria Rezaei ‘The Factory’ by Letitia Elizabeth Landon.</p> <p><b><u>LO:</u></b></p> <ul style="list-style-type: none"> <li>• Learn about some of the key features of poetry</li> <li>• Discover patterns of language and imagery in poems</li> </ul>	<ul style="list-style-type: none"> <li>• Writers and speakers change the way they structure texts and the language they use to suit their audience</li> <li>• Writers use structural devices to achieve particular effects and for specific reasons</li> <li>• Writers make deliberate word choices and use literary devices to create character, mood and setting</li> <li>• Identify key qualities that make a text a classic</li> </ul> <p><b><u>How I’ll demonstrate I’ve learnt it: I will ...</u></b></p> <ul style="list-style-type: none"> <li>• Write a response to a classic text to show my understanding of its appeal to readers</li> <li>• Develop my own point of view about a spoken or written text and use quotations to support this</li> </ul> <p><b>1.6 How is your voice heard?</b> Source text: ‘The Danger of a Single Story’ by Chimamanda Ngozi Adichie</p> <p><b><u>LO:</u></b></p>	<p>writing (form), content or purpose</p> <ul style="list-style-type: none"> <li>• A genre has key conventions that define it</li> <li>• Crime fiction is a genre with key conventions</li> </ul> <p><b><u>How I’ll demonstrate I’ve learnt it: I will ...</u></b></p> <ul style="list-style-type: none"> <li>• Identify the impact of the crime fiction genre on the audience</li> <li>• Identify genre conventions in the blurbs of crime fiction</li> <li>• Write a plan for a crime story using the conventions of the genre</li> </ul> <p><b>2.2 What makes a character?</b> Source text: ‘The Murders in the Rue Morgue’ by Edgar Allan Poe</p> <p><b><u>LO:</u></b></p> <ul style="list-style-type: none"> <li>• Learn about the techniques writers use to present characters</li> <li>• Explore explicit and implicit information</li> <li>• Analyse how a character is presented</li> </ul>	<p>suit the purpose they are writing for</p> <ul style="list-style-type: none"> <li>• Writers use structural devices within a text for particular effects and purposes</li> <li>• Writers make decisions about tone in relation to their purpose, audience, form and context</li> </ul> <p><b><u>How I’ll demonstrate I’ve learnt it: I will ...</u></b></p> <ul style="list-style-type: none"> <li>• Analyse the structure of a news report</li> <li>• Explore the effect of different language choices</li> <li>• Write a crime report, checking and editing a first draft before producing a final version</li> </ul> <p><b>2.6 What is figurative language?</b> Source texts: ‘Stealing’ by Carol Ann Duffy ‘Guilty Conscience’ by Sagar Garg</p> <p><b><u>LO:</u></b></p> <ul style="list-style-type: none"> <li>• Learn to identify and consider the effects of figurative language</li> <li>• Explore how figurative language</li> </ul>	<ul style="list-style-type: none"> <li>• Writers make deliberate word choices and use literary devices to create setting, character, atmosphere and mood</li> <li>• Textual reference and quotations can be used to support a point of view</li> <li>• Words can have implicit and explicit meanings</li> </ul> <p><b><u>How I’ll demonstrate I’ve learnt it: I will ...</u></b></p> <ul style="list-style-type: none"> <li>• Make inferences about texts</li> <li>• Comment on a writer’s choice of vocabulary and its effects</li> <li>• Use textual references to support my point of view</li> </ul> <p><b>3.2 What is a quest?</b> Source text: Medusa by Jessie Burton</p> <p><b><u>LO:</u></b></p> <ul style="list-style-type: none"> <li>• Learn to identify the main features of a quest and some other story types</li> <li>• Explore first-person narrative and inference</li> <li>• Write a scene for your own quest story,</li> </ul>	<ul style="list-style-type: none"> <li>• Writers and speakers change the way they structure texts and the language they use to suit their purpose</li> <li>• Writers and speakers make grammatical choices to shape meaning and impact the reader or listener</li> </ul> <p><b><u>How I’ll demonstrate I’ve learnt it: I will ...</u></b></p> <ul style="list-style-type: none"> <li>• Identify the features of narrative texts and comment on their impact on the reader</li> <li>• Write a non-fiction, narrative account of a journey</li> <li>• Use paragraphs, structural devices and grammatical features to organise my writing</li> </ul> <p><b>3.6 Why travel sustainably?</b> Source text: Sustainable holidays article</p> <p><b><u>LO:</u></b></p> <ul style="list-style-type: none"> <li>• Learn about features of persuasive texts</li> <li>• Explore the effects of persuasive techniques on the reader</li> <li>• Write and present a speech confidently in front of an audience</li> </ul> <p><b><u>What I’m learning: I know that ...</u></b></p>
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<p>• Write a poem, building on a modelled structure</p> <p><b><u>What I’m learning: I know that ...</u></b></p> <ul style="list-style-type: none"> <li>• Words can be ordered within a text to create effects</li> <li>• Writers make deliberate choices about vocabulary, literary devices and poetic devices to achieve specific effects</li> </ul> <p><b><u>How I’ll demonstrate I’ve learnt it: I will ...</u></b></p> <ul style="list-style-type: none"> <li>• Comment on the effects of word choice and literary devices, making inferences and interpretations</li> <li>• Comment on the way a writer has structured their poem, including the effects of sound patterns and word order</li> <li>• Write poetry in the style of another writer, drawing on my own background, selecting vocabulary, and using imagery</li> </ul> <p><b>1.3 What’s the story?</b> Source texts: ‘Nine and seven-year-old</p>	<p>• Learn how to share your views effectively</p> <ul style="list-style-type: none"> <li>• Explore the context, style and features of a powerful speech</li> <li>• Write and present a short speech to express your point of view</li> </ul> <p><b><u>What I’m learning: I know that ...</u></b></p> <ul style="list-style-type: none"> <li>• Writers and speakers make decisions about style when writing a text and delivering a speech in order to control the reactions of the reader</li> <li>• Tone is the attitude expressed in a text through language choices, grammar or structure</li> <li>• Writers and speakers use tone to convey attitudes</li> <li>• Synthesis is the combination of separate ideas or texts into a new, single text</li> </ul> <p><b><u>How I’ll demonstrate I’ve learnt it: I will ...</u></b></p> <ul style="list-style-type: none"> <li>• Identify and use a range of words to describe the tone of a text</li> <li>• Comment on how writers and speakers</li> </ul>	<p><b><u>What I’m learning: I know that ...</u></b></p> <ul style="list-style-type: none"> <li>• Writers make deliberate word choices and use literary devices to create character</li> <li>• Characterisation is the way in which a writer creates and uses characters</li> <li>• Words can have both implicit and explicit meanings</li> <li>• Inference is a conclusion or opinion that is formed based on evidence, usually involving implicit information</li> </ul> <p><b><u>How I’ll demonstrate I’ve learnt it: I will ...</u></b></p> <ul style="list-style-type: none"> <li>• Write an analysis of a character</li> <li>• Make inferences and interpretations, identifying implicit and explicit meaning in a text</li> <li>• Use textual reference to support my point of view</li> </ul> <p><b>2.3 Who’s telling the story?</b> Source text: Smart by Kim Slater</p> <p><b><u>LO:</u></b></p>	<p>can be used to express a perspective</p> <ul style="list-style-type: none"> <li>• Evaluate the effects of figurative language in a poem</li> </ul> <p><b><u>What I’m learning: I know that ...</u></b></p> <ul style="list-style-type: none"> <li>• Writers make deliberate word choices and use literary devices to communicate attitude and viewpoint</li> <li>• Writers make deliberate choices about vocabulary, literary devices and poetic devices to achieve specific effects</li> <li>• Words can have implicit and explicit meanings</li> </ul> <p><b><u>How I’ll demonstrate I’ve learnt it: I will ...</u></b></p> <ul style="list-style-type: none"> <li>• Analyse the figurative language used in a poem and its effects</li> <li>• Comment on literary devices that shape the reader’s attitude towards the narrator</li> <li>• Respond to a statement about the impact of literary techniques used in a poem</li> </ul>	<p>using key conventions</p> <p><b><u>What I’m learning: I know that ...</u></b></p> <ul style="list-style-type: none"> <li>• Writers use key plot conventions for particular reasons within a text</li> <li>• Narrative perspective is the point of view from which a story is told</li> <li>• Writers make deliberate word choices and use literary devices to create setting, character, atmosphere and mood</li> <li>• Inference is a conclusion or opinion that is formed based on evidence, usually involving implicit information</li> </ul> <p><b><u>How I’ll demonstrate I’ve learnt it: I will ...</u></b></p> <ul style="list-style-type: none"> <li>• Identify key plot conventions</li> <li>• Write a first-person quest narrative using key plot conventions</li> <li>• Make deliberate word choices for effect in my own written texts when creating character, setting, atmosphere and mood</li> </ul>	<ul style="list-style-type: none"> <li>• Writers and speakers make structural and language choices when creating texts for different purposes</li> <li>• Writers and speakers use facts and opinions selectively to fulfil specific purposes and engage specific audiences</li> </ul> <p><b><u>How I’ll demonstrate I’ve learnt it: I will ...</u></b></p> <ul style="list-style-type: none"> <li>• Identify the structural and language choices writers use and why they use them</li> <li>• Use facts to support an argument</li> <li>• Write and deliver a persuasive speech using appropriate literary and structural devices</li> </ul> <p><b>3.7 Why take a risk?</b> Source text: ‘Bungee at Victoria Falls: The Day the Void Came for Me’ by Deborah O’Donoghue</p> <p><b><u>LO:</u></b></p> <ul style="list-style-type: none"> <li>• Learn to recognise the effect of a writer’s choice of techniques in a piece of travel writing</li> <li>• Explore how the structure of a piece of travel writing creates excitement</li> </ul>
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<p>brothers are discovered alive after going missing in the Amazon rainforest’ news article Pigeon English by Stephen Kelman</p> <p><b>LO:</b></p> <ul style="list-style-type: none"> <li>• Learn to recognise prose and understand its different forms</li> <li>• Explore some of the language and features used in prose</li> <li>• Compare different types of stories written in prose</li> </ul> <p><b><u>What I’m learning: I know that ...</u></b></p> <ul style="list-style-type: none"> <li>• Texts can take narrative forms and there are key conventions associated with these forms</li> <li>• Writers make deliberate word choices and use literary devices to create character and setting</li> <li>• Inference is a conclusion or opinion that is formed based on evidence, usually involving implicit information</li> </ul>	<p>use vocabulary, structural devices and tone to create their own style</p> <ul style="list-style-type: none"> <li>• Plan and write a speech with a clear structure and present it effectively</li> </ul> <p><b>1.7 Which English do you speak?</b></p> <p>Source texts: ‘Running’ by Benjamin Zephaniah Article by Benjamin Zephaniah</p> <p><b>LO:</b></p> <ul style="list-style-type: none"> <li>• Learn how texts are influenced by a writer’s background and the language they use</li> <li>• Explore differences between Standard and non-standard English</li> <li>• Write a drama script, including characters who are code-switching</li> </ul> <p><b><u>What I’m learning: I know that ...</u></b></p> <ul style="list-style-type: none"> <li>• Context is the setting or circumstances in which something is produced or received and the way in which it is written</li> <li>• Texts can be written in Standard and non-</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to identify and analyse narrative voices</li> <li>• Explore the effect of different narrative voices on the reader</li> <li>• Create your own narrative voice</li> </ul> <p><b><u>What I’m learning: I know that ...</u></b></p> <ul style="list-style-type: none"> <li>• Narrative perspective is the point of view from which a story is told</li> <li>• Writers make deliberate word choices and use language devices when creating character</li> <li>• Writers and speakers make decisions about register to suit their purpose, audience, form and context</li> <li>• Writers and speakers make decisions about tone in relation to their purpose and audience</li> </ul> <p><b><u>How I’ll demonstrate I’ve learnt it: I will ...</u></b></p> <ul style="list-style-type: none"> <li>• Identify how a writer uses narrative voice to reveal information about a character</li> <li>• Comment on how changing the</li> </ul>	<p><b>2.7 What’s the difference?</b></p> <p>Source texts: A Day in the Life of a Prisoner by Michael Romero My Fifteen Lost Years by Florence Maybrick</p> <p><b>LO:</b></p> <ul style="list-style-type: none"> <li>• Learn to compare texts</li> <li>• Summarise and synthesise the main points of two texts</li> <li>• Compare how writers present their perspectives</li> </ul> <p><b><u>What I’m learning: I know that ...</u></b></p> <ul style="list-style-type: none"> <li>• Writers make deliberate word choices and use literary devices to communicate attitude and viewpoint</li> <li>• Texts can be compared and connected in different ways</li> <li>• Synthesis is the combination of separate ideas or texts into a new, single text</li> <li>• Summary is a brief statement of the main facts or points of something</li> </ul>	<p><b>3.3 Why start with a journey?</b></p> <p>Source text: Jamaica Inn by Daphne du Maurier</p> <p><b>LO:</b></p> <ul style="list-style-type: none"> <li>• Learn to recognise key plot conventions</li> <li>• Identify word choices and literary devices and comment on their effects</li> <li>• Analyse the presentation of a journey, using close textual reference</li> </ul> <p><b><u>What I’m learning: I know that ...</u></b></p> <ul style="list-style-type: none"> <li>• Writers and speakers make choices about how to structure a text</li> <li>• Writers use key plot conventions for particular reasons within a text</li> <li>• Writers make deliberate word choices including the use of literary devices when creating atmosphere and mood</li> <li>• Textual reference and quotations can be used to support a point of view</li> </ul>	<ul style="list-style-type: none"> <li>• Write an article about a travel adventure</li> </ul> <p><b><u>What I’m learning: I know that ...</u></b></p> <ul style="list-style-type: none"> <li>• Writers change the way they structure texts and the language they use to suit their audience</li> <li>• Words can be ordered within a text to create effects</li> <li>• Writers and speakers make choices about how to structure a text</li> </ul> <p><b><u>How I’ll demonstrate I’ve learnt it: I will ...</u></b></p> <ul style="list-style-type: none"> <li>• Comment on how a writer has chosen to structure a text, and words within a text, and the effect that this has on the reader</li> <li>• Write an article describing a travel adventure</li> <li>• Use structural and language devices in my own writing</li> </ul> <p><b>3.8 Can journeys tell stories?</b></p> <p>Source text: Brown Girl Dreaming by Jacqueline Woodson</p> <p><b>LO:</b></p> <ul style="list-style-type: none"> <li>• Learn about the conventions of autobiographical writing</li> </ul>
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<p><b><u>How I’ll demonstrate I’ve learnt it: I will ...</u></b></p> <ul style="list-style-type: none"> <li>• Comparisons can be made between texts</li> <li>• Recognise and understand the conventions of different forms</li> <li>• Comment on the effects of word choice and literary devices</li> <li>• Make connections and comparisons between two texts, using appropriate techniques</li> </ul> <p><b>1.4 Why all the drama?</b> Source texts: Romeo and Juliet by William Shakespeare ‘Here Be Dragons’ by Jordan Cobb</p> <p><b><u>LO:</u></b></p> <ul style="list-style-type: none"> <li>• Learn to identify the key features of drama texts</li> <li>• Explore and compare two forms of drama</li> <li>• Create, perform and record your own piece of drama</li> </ul> <p><b><u>What I’m learning: I know that ...</u></b></p> <ul style="list-style-type: none"> <li>• Texts can take narrative forms and there are key</li> </ul>	<p>standard English depending on their audience, purpose, form and context</p> <ul style="list-style-type: none"> <li>• Writers and speakers adapt and change register for different forms, purposes, audiences and contexts (code-switching)</li> <li>• Texts can be compared and connected in different ways</li> </ul> <p><b><u>How I’ll demonstrate I’ve learnt it: I will ...</u></b></p> <ul style="list-style-type: none"> <li>• Identify the differences between Standard English and non-standard English and explain why writers and speakers might choose to use Standard English or non-standard English</li> <li>• Make connections and comparisons between texts</li> <li>• Use Standard English and non-standard English to write a short script for a drama</li> </ul> <p><b>1.8 What’s the right tone?</b> Source texts: Malala Yousafzai’s speech to the UN, 2013 Extract from Air</p>	<p>narrative perspective of a text can change the impact on the reader</p> <ul style="list-style-type: none"> <li>• Write a paragraph of a detective story thinking about narrative perspective, voice, tone and register</li> </ul> <p><b>2.4 Why all the tension?</b> Source text: Murder in Midwinter by Fleur Hitchcock</p> <p><b><u>LO:</u></b></p> <ul style="list-style-type: none"> <li>• Learn about the techniques used to create tension and suspense</li> <li>• Explore structural and narrative devices and their effect on the reader</li> <li>• Comment on how a writer creates tension and suspense</li> </ul> <p><b><u>What I’m learning: I know that ...</u></b></p> <ul style="list-style-type: none"> <li>• Writers and speakers use structural devices to achieve particular effects and for specific reasons</li> <li>• Writers use narrative devices in order to create specific effects</li> </ul>	<p><b><u>How I’ll demonstrate I’ve learnt it: I will ...</u></b></p> <ul style="list-style-type: none"> <li>• Summarise and synthesise two texts on a similar theme</li> <li>• Use appropriate adverbials and conjunctions in comparison of text</li> <li>• Compare how writers present their perspectives</li> </ul> <p><b>2.8 Can a text change your mind?</b> Source text: ‘Who should get credit for declining youth crime?’ by Ally Fog</p> <p><b><u>LO:</u></b></p> <ul style="list-style-type: none"> <li>• Learn to identify methods used to communicate attitudes and perspectives</li> <li>• Explore techniques to make your perspective persuasive</li> <li>• Write and present a contribution to a debate</li> </ul> <p><b><u>What I’m learning: I know that ...</u></b></p> <ul style="list-style-type: none"> <li>• Writers make structural and language choices when creating texts for different purposes</li> <li>• In speech, tone can</li> </ul>	<p><b><u>How I’ll demonstrate I’ve learnt it: I will ...</u></b></p> <ul style="list-style-type: none"> <li>• Comment on how and why a writer has used an inciting incident, vocabulary and literary devices to create atmosphere and mood</li> <li>• Use cohesive and structural devices to organise my writing</li> <li>• Make inferences and use textual references to support my point of view</li> </ul> <p><b>3.4 How can poetry explore journeys?</b> Source text: ‘Things We Carry on the Sea’ by Wang Ping</p> <p><b><u>LO:</u></b></p> <ul style="list-style-type: none"> <li>• Learn how texts are influenced by the contexts in which they are written</li> <li>• Rehearse and perform a poetry reading</li> <li>• Recognise poetic features and comment on their effect</li> </ul> <p><b><u>What I’m learning: I know that ...</u></b></p> <ul style="list-style-type: none"> <li>• Texts are influenced by context of production and reception</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to structure an analytical response</li> <li>• Write about a literary text using a formal, analytical style</li> </ul> <p><b><u>What I’m learning: I know that ...</u></b></p> <ul style="list-style-type: none"> <li>• Texts can take narrative forms and there are key conventions associated with these forms</li> <li>• Writers make structural and language choices when creating texts for different audiences</li> <li>• Textual reference and quotations can be used to support a point of view</li> </ul> <p><b><u>How I’ll demonstrate I’ve learnt it: I will ...</u></b></p> <ul style="list-style-type: none"> <li>• Comment on the structural choices a writer has made in a piece of autobiographical writing</li> <li>• Write an analysis of a text using a formal register and including textual references and correct literary terminology</li> </ul> <p><b><u>Assessment</u></b> Chapter 3 Checkpoint 2 speaking and listening assessment;</p>
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	<p>conventions associated with these forms</p> <ul style="list-style-type: none"> <li>• Writers use key plot conventions for particular reasons within a text</li> <li>• Writers use literary devices to create character and setting</li> </ul> <p><b><u>How I’ll demonstrate I’ve learnt it: I will ...</u></b></p> <ul style="list-style-type: none"> <li>• Recognise key plot conventions and comment on their effects</li> <li>• Comment on word choice and literary devices and their effects</li> <li>• Write a script or screenplay for a drama thinking about word choice</li> </ul> <p><b><u>Assessment</u></b> Chapter 1 Checkpoint 1 reading assessment; Chapter 1 Checkpoint 1 writing assessment</p>	<p>Ambulance charity website</p> <p><b><u>LO:</u></b></p> <ul style="list-style-type: none"> <li>• Learn how writers craft texts to persuade others to their viewpoint</li> <li>• Explore how writers use language and tone to influence their audience</li> <li>• Comment on the effect of language choices and tone in a speech</li> </ul> <p><b><u>What I’m learning: I know that ...</u></b></p> <ul style="list-style-type: none"> <li>• Tone is the attitude expressed in a text through language choices, grammar or structure</li> <li>• Writers use tone to communicate attitudes</li> <li>• Writers and speakers make decisions about tone in relation to their purpose and audience</li> </ul> <p><b><u>How I’ll demonstrate I’ve learnt it: I will ...</u></b></p> <ul style="list-style-type: none"> <li>• Identify the purpose, audience and tone of a text</li> <li>• Use a range of words to describe the tone of a text</li> </ul>	<ul style="list-style-type: none"> <li>• Writers use key plot conventions for particular reasons within a text</li> </ul> <p><b><u>How I’ll demonstrate I’ve learnt it: I will ...</u></b></p> <ul style="list-style-type: none"> <li>• Identify structure and plot devices that a writer has used</li> <li>• Analyse the structural and plot choices a writer has made in a text to create tension and suspense and comment on the effects of these</li> <li>• Use textual references to support my point of view</li> </ul> <p><b><u>Assessment</u></b> Chapter 2 Checkpoint 1 reading assessment; Chapter 2 Checkpoint 1 writing assessment</p>	<p>be conveyed through the pace, rhythm, intonation and volume of a person’s voice</p> <p><b><u>How I’ll demonstrate I’ve learnt it: I will ...</u></b></p> <ul style="list-style-type: none"> <li>• Identify persuasive language techniques and explain their impact</li> <li>• Rank presentation skills in order of importance</li> <li>• Write and contribute to a debate. Listen and respond to others, then review own performance</li> </ul> <p><b><u>Assessment</u></b> Chapter 2 Checkpoint 2 writing assessment; Chapter 2 Checkpoint 2 reading assessment</p>	<ul style="list-style-type: none"> <li>• Texts are influenced by the reader’s background</li> <li>• Poetic structure is how a poem is ordered and shaped</li> <li>• Writers make deliberate choices about vocabulary, literary devices and poetic devices to achieve specific effects</li> </ul> <p><b><u>How I’ll demonstrate I’ve learnt it: I will ...</u></b></p> <ul style="list-style-type: none"> <li>• Reflect on the context of the poem and use my own background knowledge to help infer meaning</li> <li>• Experiment with different ways of reading a poem aloud to convey meaning</li> <li>• Comment on the choices that the poet has made: structural, vocabulary, literary and poetic devices</li> </ul> <p><b><u>Assessment</u></b> Chapter 3 Checkpoint 1 reading assessment; Chapter 3 Checkpoint 1 writing assessment</p>	<p>Chapter 3 Checkpoint 2 writing assessment</p>
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		<ul style="list-style-type: none"> <li>• Comment on the tone of a text, referring to its purpose and audience</li> </ul> <p><b>Assessment</b> Chapter 1 Checkpoint 2 speaking and listening assessment; Chapter 1 Checkpoint 2 reading assessment</p>				
Links to Gatsby Benchmarks:	<b>Writing / summarizing skills in most careers</b>	<b>Being able to read with information for most careers.</b>	<b>Working in creative industries</b>	<b>Working in creative industries.</b>	<b>- What is journalism?</b>	<b>- Marketing</b>