

## Class -8N Navigator Curriculum - English/Lessons weekly

Kerboodle Quest book 2

Year	2025 – 2026 Autumn 1	2025 – 2026 Autumn 2	2025 – 2026 Spring 1	2025 – 2026 Spring 2	2025 – 2026 Summer 1	2025 – 2026 Summer 2
	<p><b><u>Topic:</u> 1. Power and influence</b></p> <p><b><u>Key questions, Key skills and knowledge</u></b></p> <p><b>1.1 How do speakers use language to influence?</b> Source text: Extract from President Obama’s victory speech, 4 November 2008</p> <p><b><u>LO:</u></b></p> <ul style="list-style-type: none"> <li>• Learn what is meant by rhetoric • Explore some key rhetorical devices</li> <li>• Use these devices to write and deliver a persuasive speech</li> </ul> <p><b><u>What I’m learning: I know that ...</u></b></p> <ul style="list-style-type: none"> <li>• Rhetoric is a persuasive type of language used in</li> </ul>	<p><b><u>Topic:</u> 1. Power and influence</b></p> <p><b><u>Key questions, Key skills and knowledge</u></b></p> <p><b>1.5 How is humour used in poetry?</b> Source text: ‘Make Poetry Not War’ by Brian Bilston</p> <p><b><u>LO:</u></b></p> <ul style="list-style-type: none"> <li>• Learn how humour can influence readers’ responses</li> <li>• Explore how sound patterns and structures convey the message of a poem</li> <li>• Write your own poem using a modelled structure</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</li> </ul>	<p><b><u>Topic:</u> : 2. Terror and wonder</b></p> <p><b><u>Key questions, Key skills and knowledge</u></b></p> <p><b>2.1 What is gothic fiction?</b> Source texts: ‘The Red Room’ by H. G. Wells Dracula by Bram Stoker</p> <p><b><u>LO:</u></b></p> <ul style="list-style-type: none"> <li>• Learn about the genre of gothic fiction</li> <li>• Explore how writers use the conventions of gothic fiction</li> <li>• Comment on the use of gothic conventions in a text</li> </ul> <p><b><u>What I’m learning: I know that ...</u></b></p> <ul style="list-style-type: none"> <li>• A genre, such as gothic fiction, has key conventions that define it</li> </ul>	<p><b><u>Topic:</u> 2. Terror and wonder</b></p> <p><b><u>Key questions, Key skills and knowledge</u></b></p> <p><b>2.5 How do writers guide their readers?</b> Source text: ‘An astronomer’s guide to stargazing with the naked eye’ by Mary McIntyre</p> <p><b><u>LO:</u></b></p> <ul style="list-style-type: none"> <li>• Learn how a guide can combine instructions and advice</li> <li>• Explore how the structure and language features of a guide help to fulfil its purpose</li> <li>• Write a guide of your own, including instructions and advice</li> </ul>	<p><b><u>Topic:</u> 3. Wild places and urban landscapes</b></p> <p><b><u>Key questions, Key skills and knowledge</u></b></p> <p><b>3.1 How are attitudes towards place conveyed?</b> Source texts: Letter from Charles Lamb to William Wordsworth, 1801 A Book of Silence by Sara Maitland</p> <p><b><u>LO:</u></b></p> <ul style="list-style-type: none"> <li>• Learn how writers reveal attitudes towards place</li> <li>• Explore what is meant by a writer’s tone</li> <li>• Compare how two writers convey attitudes towards place</li> </ul>	<p><b><u>Topic:</u> 3. Wild places and urban landscapes</b></p> <p><b><u>Key questions, Key skills and knowledge</u></b></p> <p><b>3.5 How do writers make ordinary places interesting?</b> Source text: The Unofficial Countryside by Richard Mabey</p> <p><b><u>LO:</u></b></p> <ul style="list-style-type: none"> <li>• Learn how writers actively influence the reader’s attitude towards place</li> <li>• Explore how juxtaposition, descriptive detail and language choices build up a sense of place</li> <li>• Comment on how a writer influences your attitude towards a place</li> </ul>

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	<p>argument and to influence others to support a particular perspective</p> <ul style="list-style-type: none"> <li>• Rhetorical devices are features of speaking or writing that are used to persuade people to feel or to do something</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 a range of rhetorical devices and their impact</li> <li>• Write and deliver a persuasive speech using rhetorical devices and thinking carefully about the audience</li> </ul> <p><b>1.2 How do speakers use structure to influence?</b></p> <p>Source text: Extract from Greta Thunberg's speech to the UK Parliament, 23 April 2019</p> <p><b><u>LO:</u></b></p> <ul style="list-style-type: none"> <li>• Learn how to provoke your audience into action</li> <li>• Explore structural techniques in a persuasive speech</li> </ul>	<p>communicate attitude and perspective</p> <ul style="list-style-type: none"> <li>• Writers make deliberate choices about structure, vocabulary, literary devices and poetic devices to achieve specific effects</li> <li>• Words can be ordered within a text to create 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 structure of a poem and the effect that this has</li> <li>• Comment on the effects of word choice and literary devices and their impact on the reader</li> <li>• Write a quatrain, using humour to influence the reader and thinking carefully about wordplay and vocabulary choices</li> </ul> <p><b>1.6 What is the power of the press?</b></p> <p>Source texts: 'Video games can improve mental health. Let's stop seeing them as a guilty pleasure' by Keza MacDonald 'The Dartmoor wild camping ban further limits our right to</p>	<ul style="list-style-type: none"> <li>• Characterisation is the way in which a writer creates and uses characters. There are key character types and devices that writers use for characterization</li> <li>• Literary movements are not just defined by chronology but can be defined by literary characteristics, typical attitudes, content and subject matter</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 has used the key conventions of gothic fiction and explain the effects of these</li> <li>• Explain how a writer has used characterisation in a piece of gothic fiction</li> <li>• Comment on how a writer has used the key conventions of gothic fiction, including characterisation, to create a sense of mystery and fear in a piece of writing</li> </ul> <p><b>2.2 How can a setting create fear?</b></p>	<p><b><u>What I'm learning: I know that ...</u></b></p> <ul style="list-style-type: none"> <li>• Different text types use key conventions depending on their purpose and audience</li> <li>• Texts can draw on the conventions of more than one text type</li> <li>• Writers make structural and language choices when creating texts for different purposes</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 ways in which a text uses conventions from more than one text type to meet specific purposes or audiences</li> <li>• Identify the structural and language choices writers use and make when writing to advise or to instruct</li> <li>• Write my own guide, making careful structural and language choices in order to advise and instruct</li> </ul> <p><b>2.6 How do writers provide explanation?</b> Source</p>	<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 convey attitudes</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 and use a range of words to describe the tone of a text</li> <li>• Write a comparison of two texts, exploring the similarities and differences in tone that the writers have used</li> <li>• Use comparative vocabulary to link ideas and highlight similarities and differences between texts</li> </ul> <p><b>3.2 How are new places presented in literature?</b> Source text: The Lonely Londoners by Sam Selvon</p> <p><b><u>LO:</u></b></p>	<p><b><u>What I'm learning: I know that ...</u></b></p> <ul style="list-style-type: none"> <li>• Connotation is an idea or feeling suggested by a word or phrase</li> <li>• Inference is a conclusion or opinion that is formed based on evidence, usually involving implicit information</li> <li>• Juxtaposition is when contrasting words, images or ideas are placed close together to highlight the contrast or relationship between them</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>• Writers make language choices to communicate attitude</li> <li>• Make inferences and interpretations, identifying implicit and explicit meaning in a text</li> <li>• Make connotations about a writer's choice of words</li> <li>• Write an analysis of a piece of non-fiction commenting on how the writer has used structure and language to communicate attitude and influence the reader</li> </ul>
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<p>• Analyse the impact of a persuasive speech</p> <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 tone in relation to their purpose and audience</li> <li>• Writers and speakers use structural devices within a text for particular effects and purposes</li> <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> </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 tone of a text, giving reasons for my decision</li> <li>• Identify the structural features of a speech and the impact that it has</li> <li>• Write a paragraph analysing the impact of a persuasive speech, commenting particularly on the use of vocabulary,</li> </ul>	<p>room. It must be fought.' By Sophie Pavelle</p> <p><b><u>LO:</u></b></p> <ul style="list-style-type: none"> <li>• Learn about the form and purpose of editorials</li> <li>• Explore techniques writers use to engage and persuade the reader</li> <li>• Comment on the effectiveness of a newspaper editorial</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 carefully select the text type and form that will best suit the purpose they are writing for</li> <li>• Writers make language and structural choices when creating texts for different purposes</li> <li>• Writers and speakers use facts and opinions 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>• Understand the different ways in which a text can be</li> </ul>	<p>Source texts: Fog Island by Mariette Lindstein</p> <p><b><u>LO:</u></b></p> <ul style="list-style-type: none"> <li>• Learn how writers create sinister settings</li> <li>• Explore the use of language and structural techniques to build fear and tension</li> <li>• Write the opening of a story describing a sinister setting</li> </ul> <p><b><u>What I'm learning: I know that ...</u></b></p> <ul style="list-style-type: none"> <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 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>• Identify the ways in which writers use literary and structural devices to create fear and tension</li> <li>• Write the opening to a story, using literary and structural devices and carefully choosing vocabulary</li> </ul>	<p>text: 'The Environmental Benefits of Driverless Cars' by Ashleigh Rose-Harman</p> <p><b><u>LO:</u></b></p> <ul style="list-style-type: none"> <li>• Learn about explanation texts and their conventions</li> <li>• Explore the effects of structure and language features in an explanation text</li> <li>• Comment on how a writer uses the features of an explanation text in an article</li> </ul> <p><b><u>What I'm learning: I know that ...</u></b></p> <ul style="list-style-type: none"> <li>• Different text types use key conventions depending on their purpose and audience</li> <li>• Writers make structural and language choices when creating texts for different purposes</li> <li>• Writers and speakers make decisions about register and tone to suit 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>• Learn how writers create a use narrative voice to describe unfamiliar places</li> <li>• Consider how language choices and narrative voice create character and place</li> <li>• Write a short description of an unfamiliar place using a distinctive 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 voice is the perspective or point of view from which a story is told</li> <li>• Texts can be written in Standard or non-standard English depending on their audience, purpose, form and context</li> <li>• Writers make deliberate word choices and use language devices when creating character and setting</li> <li>• Writers make structural and grammatical choices within texts to shape meaning and impact the reader</li> </ul> <p><b><u>How I'll demonstrate I've learnt it: I will ...</u></b></p>	<p><b>3.6 How are shifting landscapes presented?</b></p> <p>Source text: The Easternmost House by Juliet Blaxland</p> <p><b><u>LO:</u></b></p> <ul style="list-style-type: none"> <li>• Learn how a writer uses shifting landscapes to create contrasting moods</li> <li>• Explore how writers borrow styles from other genres</li> <li>• Write about a place, creating contrasting moods</li> </ul> <p><b><u>What I'm learning: I know that ...</u></b></p> <ul style="list-style-type: none"> <li>• Genre is a way of categorising texts in terms of ways of writing (form), content or purpose. A genre has key conventions that define it</li> <li>• Genres can be crossed over to combine effects for the reader</li> <li>• Writers make deliberate word choices, including the use of literary devices, when creating atmosphere and mood</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 key conventions of genres,</li> </ul>
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<p>grammar, tone and structure</p> <p><b>1.3 What is a debate?</b> No source text</p> <p><b>LO:</b></p> <ul style="list-style-type: none"> <li>• Learn how to take part in a formal debate effectively</li> <li>• Practise the writing, speaking and listening skills needed for a debate</li> <li>• Speeches in a debate need to be constructed to meet a specific purpose and audience</li> </ul> <p><b><u>What I'm learning: I know that ...</u></b></p> <ul style="list-style-type: none"> <li>• During a debate I need to be able to express a point of view and respond to others' points of view</li> <li>• Express my own point of view and respond to others' points of view</li> <li>• Speak confidently and present ideas that are informed by knowledge and understanding</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>• Use key conventions of oral</li> </ul>	<p>categorised by its purpose</p> <ul style="list-style-type: none"> <li>• Identify the structural and language choices writers make when writing for purpose and their effects</li> <li>• Comment on an editorial, showing an understanding of how a writer has used facts and opinions, rhetorical devices and language to influence the reader</li> </ul> <p><b>1.7 How do adverts persuade people?</b> Source texts: Campaign posters: - NHS campaign poster - Merseyside Police information poster - WWF poster</p> <p><b>LO:</b></p> <ul style="list-style-type: none"> <li>• Learn how visual advertisements attract attention and influence people</li> <li>• Explore how symbols, slogans and rhetorical devices can convey powerful messages simply</li> <li>• Write an advertisement to influence people's behavior</li> </ul> <p><b><u>What I'm learning: I know that ...</u></b></p>	<p>to create a sinister setting</p> <ul style="list-style-type: none"> <li>• Plan and draft a story opening to ensure it creates specific effects for the readers</li> </ul> <p><b>2.3 How do writers subvert a genre?</b> Source texts: Twilight by Stephanie Meyer A Monster Calls by Patrick Ness</p> <p><b>LO:</b></p> <ul style="list-style-type: none"> <li>• Learn how writers subvert and adapt genres over time</li> <li>• Explore the use of gothic conventions in contemporary stories</li> <li>• Comment on how a writer subverts gothic conventions to create fear and tension</li> </ul> <p><b><u>What I'm learning: I know that ...</u></b></p> <ul style="list-style-type: none"> <li>• Genre is a way of categorising texts in terms of ways of writing (form), content or purpose. A genre, such as gothic fiction, has key conventions that define it</li> <li>• Writers make deliberate word choices, including the use of literary devices when creating</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how explanation texts use structural devices and language features to suit their purpose and audience</li> <li>• Comment on the effects of structural and language features in an explanation text</li> <li>• Write an analysis of how a writer has used structural and language features in an explanation text, thinking about the purpose and audience for the text</li> </ul> <p><b>2.7 How do we compare texts?</b> Source texts: 'Meet the one-eyed robot – it's fantastic' by Nicholas Lloyd 'Helping companies deploy AI models more responsibly' by Zach Winn</p> <p><b>LO:</b></p> <ul style="list-style-type: none"> <li>• Learn how to structure a comparison of two texts</li> <li>• Explore how a writers' choice of language and register is shaped by purpose, audience and context</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why writers choose to use Standard English or non-standard English and the effect that this has on the reader</li> <li>• Comment on the grammatical, structural and language choices that a writer has made in a piece of fiction</li> <li>• Write a piece of descriptive writing with a clear narrative voice and choosing my language carefully to achieve different effects</li> </ul> <p><b>3.3 How do poets present the power of nature?</b> Source text: 'Written near a port on a dark evening' by Charlotte Smith</p> <p><b>LO:</b></p> <ul style="list-style-type: none"> <li>• Learn how a poet conveys the power of a natural landscape</li> <li>• Explore how poetic structure and imagery are used to create mood</li> <li>• Analyse a poem for what it reveals about the poet's attitude to nature</li> </ul>	<p>the ways in which writers use conventions from different genres in their writing, and the effect this has on the reader</p> <ul style="list-style-type: none"> <li>• Know that writers make deliberate word choices, including the use of literary devices when creating atmosphere and mood</li> <li>• Comment on a writer's choice of words to create mood, using quotations to support interpretations</li> <li>• Write my own piece of descriptive writing that uses conventions from different genres to create contrasting moods</li> </ul> <p><b>3.7 How can we write about environmental issues?</b> Source texts: Taking our future into our own hands' by Dr Mya-Rose Craig</p> <p><b>LO:</b></p> <ul style="list-style-type: none"> <li>• Learn more about rhetorical skills</li> <li>• Explore how to structure and present an argument</li> <li>• Write and present your point of view about an environmental issue</li> </ul>
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<p>communication in my own debate speech</p> <ul style="list-style-type: none"> <li>• Participate in a formal debate in the classroom</li> <li>• There are key conventions associated with oral communication</li> </ul> <p><b>1.4 How do dramatists convey power?</b> Source text: Noughts &amp; Crosses by Malorie Blackman, dramatised by Dominic Cooke</p> <p><b>LO:</b></p> <ul style="list-style-type: none"> <li>• Learn how dramatists present power through dialogue</li> <li>• Explore how vocabulary and sentence structure can reveal power and status</li> <li>• Write a dramatic scene, showing shifts of power between characters</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> </ul>	<ul style="list-style-type: none"> <li>• Connotation is an idea or feeling suggested by a word or phrase</li> <li>• Texts can use a combination of visual images and symbols as well as words and rhetorical devices to present meaning</li> <li>• Words can be ordered within a text to create 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>• Make connotations based on a text</li> <li>• Identify some of the ways in which images, words and rhetorical devices are used to present meaning and persuade the reader</li> <li>• Recognise the choices that writers make when ordering words and their effect</li> <li>• Create an advert that includes a slogan, making careful vocabulary choices and using rhetorical devices</li> </ul> <p><b>1.8 How does informal language influence others?</b> Source text: 'Teen Influencers Showing Us How It's Done'</p>	<p>atmosphere and mood</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 how a writer has used the key conventions of gothic fiction and explain the effects of these</li> <li>• Identify how a writer has subverted and adapted the key conventions of gothic fiction and think about the effect of this</li> <li>• Write a paragraph commenting on a writer's use and adaptation of gothic conventions</li> </ul> <p><b>2.4 How is figurative language used to create fear?</b> Source text: Hamlet by William Shakespeare</p> <p><b>LO:</b></p> <ul style="list-style-type: none"> <li>• Learn how dramatists make language choices to control the reaction of their audience</li> <li>• Explore how figurative language, including imagery, can create fear and tension</li> </ul>	<ul style="list-style-type: none"> <li>• Compare two texts written on a similar topic</li> </ul> <p><b><u>What I'm learning: I know that ...</u></b></p> <ul style="list-style-type: none"> <li>• Texts can be compared and connected in different ways, such as topic, context, purpose, audience and language</li> <li>• Context is the setting or circumstances in which something is produced or received and the way in which it is written</li> <li>• Writers make decisions about register in relation to their purpose, audience and 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>• Make comments about the topic, context, purpose, audience, language and register of two texts</li> <li>• Write a comparison of two texts considering topic, purpose, audience, language and context</li> <li>• Use comparative vocabulary to link</li> </ul>	<p><b><u>What I'm learning: I know that ...</u></b></p> <ul style="list-style-type: none"> <li>• Literary movements can be used to help classify texts; Romanticism is a literary movement</li> <li>• Writers make deliberate word choices and use language devices when creating mood and atmosphere</li> <li>• Poetic structure is how a piece of poetry works internally: how the choices of language, punctuation and form affect the message being conveyed, and how contrasting images or chronological events are presented</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>• Understand how writers have influenced and been influenced by literary movements</li> <li>• Identify and comment on the way a poet has chosen to structure a poem, and the words and literary devices they have used</li> <li>• Write an analysis of a poem in response</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 structural choices when putting forward an argument</li> <li>• Writers and speakers make decisions about style when writing a text and delivering a speech to control the reactions of the reader</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 an argument has been structured using evidence from the text</li> <li>• Plan and write a speech with a clear structure that puts forward an argument and present it effectively</li> <li>• Express my own point of view and respond to others' perspectives</li> </ul> <p><b>3.8 How do writers describe future spaces?</b> Source text: Exodus by Julie Bertagna</p> <p><b>LO:</b></p> <ul style="list-style-type: none"> <li>• Learn about the sub-genre of climate fiction</li> <li>• Understand what is meant by exposition in a narrative</li> </ul>
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<p>• Dialogue in a play is speech between two or more characters; dramatists use dialogue for particular effects</p> <p>• Dramatists make language and structural choices when creating texts for different audiences and purposes</p> <p><b><u>How I'll demonstrate I've learnt it: I will ...</u></b></p> <p>• Understand how dramatists use dialogue in a play to create character and to convey meaning</p> <p>• Identify the structural and language choices dramatists make to achieve particular purposes</p> <p>• Write my own dramatic scene using the key conventions of drama and making appropriate structural and language choices</p> <p><b><u>Assessment</u></b></p> <p>Chapter 1 Checkpoint 1 reading assessment; Chapter 1 Checkpoint 1 speaking and listening assessment</p>	<p>webpage by Nicole P Dunford</p> <p><b><u>LO:</u></b></p> <p>• Learn how informal language can influence some audiences</p> <p>• Explore the use of non-standard English, including abbreviations and colloquial expressions</p> <p>• Comment on the language used in an article about teenage influencers</p> <p><b><u>What I'm learning: I know that ...</u></b></p> <p>• Texts can be written in Standard and non-standard English depending on their audience, purpose, form and context</p> <p>• A writer's style encompasses their choice of vocabulary, use of grammar, tone and structure of the text</p> <p><b><u>How I'll demonstrate I've learnt it: I will ...</u></b></p> <p>• Identify the differences between Standard English and non-standard English and explain why writers and speakers</p>	<p>• Write and present a dramatic speech for a ghostly character</p> <p><b><u>What I'm learning: I know that ...</u></b></p> <p>• Writers make deliberate word choices including the use of literary devices when creating tension</p> <p>• Writers make deliberate word choices including the use of literary devices when creating character</p> <p>• Rhetorical devices are features of speaking or writing that are used to persuade people to feel or to do something</p> <p><b><u>How I'll demonstrate I've learnt it: I will ...</u></b></p> <p>• Identify ways in which Shakespeare chooses words carefully and uses literary devices and rhetorical devices and the effects of these</p> <p>• Take part in a discussion about how a speech might be delivered, thinking about how to create impact</p>	<p>ideas and highlight similarities and differences between texts</p> <p><b>2.8 How do writers present themselves?</b> Source text: My Remarkable Journey: A Memoir by Katherine Johnson</p> <p><b><u>LO:</u></b></p> <p>• Learn how an autobiography can inform and entertain a reader</p> <p>• Explore the conventions of autobiographies, such as the use of chronological order, the past tense, facts, opinions and description</p> <p>• Write an extract from your own autobiography about something you have done</p> <p><b><u>What I'm learning: I know that ...</u></b></p> <p>• Different text types use key conventions depending on their purpose and audience</p> <p>• Writers and speakers use facts and opinions selectively to fulfil specific purposes and</p>	<p>to a given statement, commenting on the poet's use of structure and language</p> <p><b>3.4 How is setting used to create tension?</b> Source text: An Emotion of Great Delight by Tahereh Mafi</p> <p><b><u>LO:</u></b></p> <p>• Learn how writers use setting to create narrative tension</p> <p>• Explore how narrative perspective, foreshadowing and sensory description help to build tension</p> <p>• Write the opening of a story, using descriptions of the setting to build tension</p> <p><b><u>What I'm learning: I know that ...</u></b></p> <p>• Texts are influenced by context of production and reception</p> <p>• Writers make deliberate word choices and use language devices when creating tension</p> <p>• Foreshadowing is when a writer hints at</p>	<p>• Consider the ways in which a writer presents future worlds</p> <p><b><u>What I'm learning: I know that ...</u></b></p> <p>• Sub-genre is a particular type of text within a genre: climate fiction is a sub-genre of science fiction</p> <p>• Exposition is used in a narrative to provide important background information</p> <p>• Inference is a conclusion or opinion that is formed based on evidence, usually involving implicit information</p> <p><b><u>How I'll demonstrate I've learnt it: I will ...</u></b></p> <p>• Identify how a writer has used the conventions of climate fiction</p> <p>• Comment on how writers use exposition and the impact of this on the reader</p> <p>• Draw conclusions and make inferences from what a writer includes in a piece of exposition</p> <p>• Make comments on how successful a writer has been at creating a convincing future world, thinking about the use of the</p>
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		<p>might choose to use one or the other</p> <ul style="list-style-type: none"> <li>• Identify how and why writers create their own style</li> <li>• Comment on how a writer has used Standard and non-standard English in an article, considering the purpose of the article and the impact the language choices might have on the audience</li> </ul> <p><b><u>Assessment</u></b> Chapter 1 Checkpoint 2 reading assessment; Chapter 1 Checkpoint 2 writing assessment</p>	<ul style="list-style-type: none"> <li>• Write and present my own speech, using literary devices and rhetorical devices to create a sense of fear and horror in my audience</li> </ul> <p><b><u>Assessment</u></b> Chapter 2 Checkpoint 1 reading assessment; Chapter 2 Checkpoint 1 writing assessment</p>	<p>engage specific audiences</p> <ul style="list-style-type: none"> <li>• Writers make structural and language choices when creating texts for different purposes</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 conventions of an autobiographical text and think about the effects that these have on the reader</li> <li>• Write my own autobiographical text using the key conventions of the text, including use of chronology, first-person narrative, past tense and figurative language texts for different purposes</li> </ul> <p><b><u>Assessment</u></b> Chapter 2 Checkpoint 2 reading assessment; Chapter 2 Checkpoint 2 writing assessment</p>	<p>what might happen later in a narrative</p> <ul style="list-style-type: none"> <li>• Narrative perspective is the point of view from which a story is told. In a first-person narrative, the narrator is a character from the story and uses the personal pronouns 'I' and 'We'</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 a piece of fiction and infer meaning based on this understanding</li> <li>• Identify ways in which a writer has made deliberate structural and language choices to create tension in a piece of fiction</li> <li>• Write the opening to a story, making decisions about narrative perspective, structure and language in order to build tension</li> </ul> <p><b><u>Assessment</u></b> Chapter 3 Checkpoint 1 reading assessment; Chapter 3 Checkpoint 1 writing assessment</p>	<p>conventions of climate fiction and exposition</p> <p><b><u>Assessment</u></b> Chapter 3 Checkpoint 2 writing assessment; Chapter 3 Checkpoint 2 speaking and listening assessment</p>
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Links to Gatsby Benchmarks:	<b>4- Writing / summarizing skills in most careers -</b>	<b>4- Being able to read with information for most careers.</b>	<b>4-Working in creative industries</b>	<b>4-Working in creative industries.</b>	<b>4- What is journalism?</b>	<b>4- Marketing</b>