

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

Class – 8V Venture Curriculum - *English/Lessons weekly*

Kerboodle – Catapult 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><u>Topic:</u> 1 Plot and pace</p> <p><u>Key questions,</u> <u>Key skills and</u> <u>knowledge</u></p> <p>1 First person viewpoint</p> <ul style="list-style-type: none"> • Explore the use of the present tense and first-person viewpoint to build tension. • Investigate how a writer’s use of paragraphs contributes to narrative pace. • Learn, understand and practise using new vocabulary. 	<p><u>Topic:</u> 2 Genres and themes</p> <p><u>Key questions,</u> <u>Key skills and</u> <u>knowledge</u></p> <p>1 Fantasy</p> <ul style="list-style-type: none"> • Explore how a writer selects specific details to both create characters and suggest themes. • Create your own character and suggest a theme using Terry Pratchett’s work as a model. • Learn, understand and practise using new vocabulary. 	<p><u>Topic:</u> 3 People and voices</p> <p><u>Key questions,</u> <u>Key skills and</u> <u>knowledge</u></p> <p>1 Different voices</p> <ul style="list-style-type: none"> • Examine how poetic voice is used to convey ideas. • Identify rhyme, rhythm and their effect. • Learn, understand and practise using new vocabulary. <p>Focus: Writing skills</p> <p>Source text: ‘Give’ by Simon Armitage</p>	<p><u>Topic:</u> 4 Autobiography and reflection</p> <p><u>Key questions,</u> <u>Key skills and</u> <u>knowledge</u></p> <p>1 Unusual choices</p> <ul style="list-style-type: none"> • Identify and understand features of informal language, including colloquial language. • Develop inferences based on evidence from across a text. • Learn, understand and practise using new vocabulary. <p>Focus: Reading skills</p>	<p><u>Topic:</u> 5 Witnesses and reports</p> <p><u>Key questions,</u> <u>Key skills and</u> <u>knowledge</u></p> <p>1 A terrifying experience</p> <ul style="list-style-type: none"> • Learn how adverbials help to structure and sequence a text. • Explore how thoughts and feelings can be combined with action to create effective description. • Learn, understand and practise using new vocabulary. 	<p><u>Topic:</u> 6 Viewpoints and issues</p> <p><u>Key questions,</u> <u>Key skills and</u> <u>knowledge</u></p> <p>1 Speaking my mind (1)</p> <ul style="list-style-type: none"> • Explore how sentence structure and language choices add to the effectiveness of an argument. • Explore how a writer presents evidence to support their argument. • Learn, understand and practise using new vocabulary. <p>Focus: Reading skills</p>

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	<p>Focus: Reading skills</p> <p>Source text: <i>Once</i> by Morris Gleitzman</p> <p>Activities:</p> <ul style="list-style-type: none"> • Discuss the specific effects of vocabulary choices and their effect on the reader. • Identify commonly misspelt words and develop personal support strategies for spelling. (TB) • Analyse how the writer develops the character's impression of his experience. • Explore the effect of the present tense in bringing the reader closer to the experience. • Write an analysis of how the writer builds tension in the text. 	<p>Focus: Writing skills</p> <p>Source text: <i>A Hat Full of Sky</i> by Terry Pratchett</p> <p>Activities:</p> <ul style="list-style-type: none"> • Discuss the range of characters in literature and film who have magical powers. (TB) • Analyse the writer's use of vocabulary and explore using this in personal writing. • Analyse the way that the writer has presented the character in the text. • Create a character with magical powers, using the character in the text as a model. • Write an account of the character attempting to use their power for the first time. 	<p>Activities:</p> <ul style="list-style-type: none"> • Project different images of people in the street to focus on homelessness. (TB) • Collect suitable vocabulary linked with the physical and emotional challenges of homelessness. (TB) • Explore poetic voice and tone in the poem. • Complete additional lines for the poem in the same style. • Write a different version of the final two lines to contrast the homeless with the more fortunate. <p>2 Serious comedy</p> <ul style="list-style-type: none"> • Understand and compare how humour is used to 	<p>Source text: <i>Akenfield</i> by Ronald Blythe</p> <p>Activities:</p> <ul style="list-style-type: none"> • Discuss the concept of a 'village'. Share ideas, and how older and younger people may perceive this in different ways. (TB) • Analyse what students have learned about William Russ from his recollections and the way he describes them. (TB) • Explore the language choices of the speaker and use the words in different ways to show an understanding of their meaning in context. 	<p>Focus: Writing skills</p> <p>Source text: 'Tsunami on Koh Phi Phi' by Laura Wales Holliday</p> <p>Activities:</p> <ul style="list-style-type: none"> • Discuss students' understanding of natural disasters and explore any experiences of dealing with floods, snow, wind, etc. (TB) • Analyse the writer's use of language through the text and the way that it reflects the urgency of the situation. • Use adverbial clauses to develop sentences that continue the narrative. • Write an account of being involved in a natural disaster using adverbial 	<p>Source text: 'Off With Stress' by Sgt Ellie Bloggs</p> <p>Activities:</p> <ul style="list-style-type: none"> • Discuss students' perception of the police and gather vocabulary that expresses both negative and positive perspectives. (TB) • Use a selection of images to generate ideas from students about the different roles that an individual police officer has to play. Add to their vocabulary bank. (TB) • Explore the structure of the argument of the serving police officer. • Analyse the writer's use of language to depict the difficulties of the role in a specific paragraph. • Write an explanation of how another paragraph is
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	<p>2 Narrative pace and action</p> <ul style="list-style-type: none"> • Explore how verb choices can help to intensify the action of a scene. • Compare how writers use single-clause sentences and multi-clause sentences and paragraphs to control narrative pace. • Learn, understand and practise using new vocabulary. <p>Focus: Writing skills</p> <p>Source text: <i>Stormbreaker</i> by Anthony Horowitz</p> <p>Activities:</p> <ul style="list-style-type: none"> • Focus on the power of particular words in depicting action scenes. 	<p>2 Set in the past</p> <ul style="list-style-type: none"> • Understand how a writer's choice of language can help to evoke a historical period. • Explore how a writer chooses effective language to describe action and setting. • Learn, understand and practise using new vocabulary. <p>Focus: Reading skills</p> <p>Source text: <i>Smith</i> by Leon Garfield</p> <p>Activities:</p> <ul style="list-style-type: none"> • Discuss the child poverty and crime that led to many children being recruited as pickpockets in the Victorian era. (TB) 	<p>convey a writer's concerns.</p> <ul style="list-style-type: none"> • Analyse the effects of repetition in poetry. • Learn, understand and practise using new vocabulary. <p>Focus: Reading skills</p> <p>Source text: 'Crybaby Prime Minister' by John Agard</p> <p>Activities:</p> <ul style="list-style-type: none"> • Compile lists of five key qualities needed to be a 'good' politician and five main public criticisms and/or public perceptions of politicians. (TB) • Identify the use of childlike language used in the poem 	<ul style="list-style-type: none"> • Analyse the use of some specific language features demonstrated in the gravedigger's account. • Write an account of how William Russ has witnessed changes in people's attitude to death during his working life. <p>2 Early goal</p> <ul style="list-style-type: none"> • Understand how a writer organises a text using paragraphs. • Understand how information in a text can be presented in chronological order using adverbs and adverbials of time. • Learn, understand and practise using new vocabulary. <p>Focus: Writing skills</p>	<p>linking between paragraphs.</p> <p>2 Discovery!</p> <ul style="list-style-type: none"> • Explain how a writer's use of sentence structure and release of information controls narrative pace and builds suspense. • Explore how verbs, adjectives and figurative language are used to convey a discovery. • Learn, understand and practise using new vocabulary. <p>Focus: Reading skills</p> <p>Source text: <i>The Discovery of the Tomb of Tutankhamen</i> by Howard Carter and A. C. Mace</p> <p>Activities:</p>	<p>designed to draw the reader's sympathy.</p> <p>2 Speaking my mind (2)</p> <ul style="list-style-type: none"> • Retrieve information from a letter written in the 19th century. • Compare the viewpoints of a 19th-century writer with those of a modern writer. • Learn, understand and practise using new vocabulary. <p>Focus: Reading skills</p> <p>Source text: A letter published in the <i>Western Mail</i> (A servant's grievance)</p> <p>Activities:</p> <ul style="list-style-type: none"> • Introduce the concept of a servant and discuss connotations of the word. (TB) • Explore the reason the complaint was
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<ul style="list-style-type: none"> • Create a storyboard to summarise the key events with text extracts in support. • Analyse grammatical features of the text to understand the effects of the writer's craft. • Compare the way narrative pace is controlled in the <i>Stormbreaker</i> and <i>Once</i> extracts. • Write a dramatic scene of an action-packed moment in a narrative. <p>3 A sense of place</p> <ul style="list-style-type: none"> • Identify how a writer uses adverbs of time and place to help establish setting. • Explore how language and imagery contribute to mood and atmosphere. 	<ul style="list-style-type: none"> • Write a short description of an unfamiliar city. • Explore the use of archaic words and phrases. • Explain the effect of metaphorically describing the town as a forest. • Write an analysis of how the writer has used language to create a threatening atmosphere. <p>3 Invasion!</p> <ul style="list-style-type: none"> • Explore how description can help readers to visualise the unfamiliar. • Analyse how verbs and noun phrases can create action and excitement. • Learn, understand and practise using new vocabulary. <p>Focus: Writing skills</p>	<p>and explain its purpose and effect.</p> <ul style="list-style-type: none"> • Explore the meaning of the message of the poem's refrain. • Write an explanation of how language and structure are used to convey the poet's views about political leaders. <p>3 Changing identity</p> <ul style="list-style-type: none"> • Understand how contrast can be used to convey personal experience. • Explore the effect of personification in poetic and descriptive writing. • Learn, understand and practise using new vocabulary. <p>Focus: Writing skills</p>	<p>Source text: <i>Lord Sugar</i> by Charlie Burden</p> <p>Activities:</p> <ul style="list-style-type: none"> • Discuss what drives people to become successful – innate character or circumstances. (TB) • Discuss famous innovators and gather vocabulary to describe their actions and character. (TB) • Explore the structure of the text in terms of paragraphing and the use of time connectives. • Write an account of a time that someone found something difficult or challenging (using the stylistic features and some vocabulary explored in the unit). 	<ul style="list-style-type: none"> • Explore possible reactions to the discovery of ancient treasure, gathering relevant vocabulary. (TB) • Analyse the writer's use of language in the text and develop students' understanding of the use of the same vocabulary in other contexts. • Ensure that students have a full understanding of the details described in the text. • Practise writing about the structure of the text by looking at how suspense is used in specific paragraphs. <p>3 Reporting the World</p> <ul style="list-style-type: none"> • Learn how direct quotation and reported speech can be used effectively. 	<p>made to a newspaper in 1892. (TB)</p> <ul style="list-style-type: none"> • Practise using some of the language in the letter in another appropriate context to build vocabulary. • Compare the way the letter from Unit 2 and the blog from Unit 1 are very similar in their aims. • Write a paragraph comparing the two texts and the way the writers' complaints are very similar, using text reference in support of ideas. <p>3 A call to action</p> <ul style="list-style-type: none"> • Understand and practise how to structure an expository essay. • Use counter-argument to strengthen your argument. • Learn, understand and practise using new vocabulary.
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	<ul style="list-style-type: none"> • Learn, understand and practise using new vocabulary. <p>Focus: Reading skills</p> <p>Source text: <i>The Island at the End of Everything</i> by Kiran Millwood Hargrave</p> <p>Activities:</p> <ul style="list-style-type: none"> • Discuss some background history of how societies have dealt with illness in the past. (TB) • Explore the impressions of the island presented in the text. • Explore the use of adverbials of place and time. • Identify and explain some specific examples of 	<p>Source text: <i>The War of the Worlds</i> by H. G. Wells</p> <p>Activities:</p> <ul style="list-style-type: none"> • Write a short descriptive scene involving a policeman chasing a suspect through a crowded marketplace. • Create a visual image and present it using text references to support its appearance. • Understand how the writer has used nouns and verb phrases to emphasise visual impact. • Write a description of an alien craft using powerful verbs and appropriate noun phrases. • Develop writing skills further by describing an 	<p>Source text: ‘Old Tongue’ by Jackie Kay</p> <p>Activities:</p> <ul style="list-style-type: none"> • Discuss any words students understand as local dialect. (TB) • Develop the discussion into thinking about standard and non-standard English (spoken and written), and when choices are made. • Understand how the writer has used language to express the key ideas of the poem. • Identify the use of personification in the poem. • Write a poem or description about a situation before and after a change. <p>4 Persuasive voices</p>	<p>3 Overcoming problems</p> <ul style="list-style-type: none"> • Explore the effects of using a variety of sentence structures. • Analyse the effects of word choices to convey character. • Learn, understand and practise using new vocabulary. <p>Focus: Reading skills</p> <p>Source text: Darcey Bussell CBE from <i>Creative Successful Dyslexic</i> by Margaret Rooke</p> <p>Activities:</p> <ul style="list-style-type: none"> • Discuss people students know who have had to overcome great challenges in life. Collect vocabulary 	<ul style="list-style-type: none"> • Explore how language and structure can be used to create emotion in a report. • Learn, understand and practise using new vocabulary. <p>Focus: Writing skills</p> <p>Source text: ‘A Remote Paradise Island is Now a Plastic Junkyard’</p> <p>Activities:</p> <ul style="list-style-type: none"> • Discuss students’ understanding of and attitude towards recycling. (TB) • Discuss influential media programmes about the problem of plastic pollution. (TB) • Explore the writer’s use of language in 	<p>Focus: Writing skills</p> <p>Source text: ‘As parents we need to ask ourselves whether children really need their own smartphones’ by Joanna Cates</p> <p>Activities:</p> <ul style="list-style-type: none"> • Discuss the positive and negative aspects of smartphones in particular and mobile phones in general. (TB) • Analyse the writer’s use of language in the expository essay. • Create a short dramatic scene to portray the meaning of ‘cave in’ during an argument between a parent and child. • Identify the subject and purpose of the paragraphs in sequence from a mixed-up list.
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<p>imagery in the whole text.</p> <ul style="list-style-type: none"> • Write an analysis of the use of imagery in the final part of the text. <p>4 Building tension</p> <ul style="list-style-type: none"> • Understand how expanded noun phrases can add detail. • Explore how language and imagery are used to build tension. • Learn, understand and practise using new vocabulary. <p>Focus: Writing skills</p> <p>Source text: <i>The Legend of Sleepy Hollow</i> by Washington Irving</p> <p>Activities:</p> <ul style="list-style-type: none"> • Discuss students' experiences of being scared by the 	<p>encounter with aliens while driving along a motorway.</p> <p>4 A touch of horror</p> <ul style="list-style-type: none"> • Understand how a writer creates a feeling of unease through describing a setting. • Explore how a writer creates tension through choosing effective verbs and nouns. • Learn, understand and practise using new vocabulary. <p>Focus: Reading skills</p> <p>Source text: <i>The Sacrifice Box</i> by Martin Stewart</p> <p>Activities:</p> <ul style="list-style-type: none"> • Discuss the role of the supernatural in stories and consider why many readers enjoy the thrill of 	<ul style="list-style-type: none"> • Identify figurative language and consider its effects. • Consider Shakespeare's use of language and what it conveys about character and relationships. • Learn, understand and practise using new vocabulary. <p>Focus: Reading skills</p> <p>Source text: <i>Macbeth</i>, Act 1 Scene 7 by William Shakespeare</p> <p>Activities:</p> <ul style="list-style-type: none"> • Discuss personal experiences of having been persuaded to do something by other people, despite reservations, and the consequences. (TB) 	<p>as the stories are told. (TB)</p> <ul style="list-style-type: none"> • Analyse the effects of the language in the extract and practise using some of the words in new contexts. • Write an account of how a personal challenge was faced and overcome. • Show an understanding of the different uses of single- and multi-clause sentences in the text. • Write an explanation of how the text conveys the character of Darcey Bussell. <p>4 Earning and spending</p> <ul style="list-style-type: none"> • Analyse how a writer uses nouns, noun phrases and prepositions to establish details of a setting. 	<p>the text, focusing on direct speech.</p> <ul style="list-style-type: none"> • Write a description of a beautiful natural scene spoiled by plastic pollution. • Write a personal view of how plastic pollution can be dealt with. <p>4 Writing from the heart</p> <ul style="list-style-type: none"> • Explore the purpose and audience of a diary. • Explore how a writer uses the diary form to convey powerful ideas and emotions in a simple way. • Learn, understand and practise using new vocabulary. <p>Focus: Reading skills</p> <p>Source text: <i>To Fight Alongside Friends: The First</i></p>	<ul style="list-style-type: none"> • Plan and begin an expository essay about handwriting. <p>4 A direct appeal</p> <ul style="list-style-type: none"> • Explore how a writer's tone can engage a reader's sympathy. • Learn how to use expanded noun phrases to construct an effective appeal. • Learn, understand and practise using new vocabulary. <p>Focus: Writing skills</p> <p>Source text: 'Don't assume the only homeless people are those on the streets' by Polly Neate</p> <p>Activities:</p> <ul style="list-style-type: none"> • Explore the subject of homelessness with students. What does it mean to them? (TB) • Look at the language used in the article and
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	<p>unknown through their own imagination. (TB)</p> <ul style="list-style-type: none"> • Collect vocabulary linked to fear for use in a later narrative. (TB) • Explore the use of noun phrases to add descriptive detail. • Identify and explain the use of language and imagery in the text. • Write a scene that builds tension and creates a sense of fear. <p>5 Narrative shifts</p> <ul style="list-style-type: none"> • Understand how events in a narrative can be presented in a non-chronological order. • Explore the effectiveness of narrative shifts. 	<p>being frightened. (TB)</p> <ul style="list-style-type: none"> • Discuss the creation of tension in the extract by deliberate use of particular words and phrases. • Write a commentary about the way the writer has implied the consequences of the group’s actions rather than described them explicitly. • Analyse the use of nouns and verbs in heightening the tension in a short section of the text. • Write a commentary on the way tension is created by using threatening atmosphere. <p>5 A suspicious death</p> <ul style="list-style-type: none"> • Understand how to use dialogue and description to establish character. 	<ul style="list-style-type: none"> • Discuss and record/display ideas associated with the name ‘Macbeth’. (TB) • Explore some of the detail of the text and how Lady Macbeth is so persuasive. • Explore some of the figurative language used in the text. • Consider the language of the characters at the end of the text. <p>Assessment</p> <p>Focus: Reading skills</p> <p>Source text: ‘A Child’s Sleep’ by Carol Ann Duffy</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Match statements about the relationships in the 	<ul style="list-style-type: none"> • Establish a setting in your own writing using specific details. • Learn, understand and practise using new vocabulary. <p>Focus: Writing skills</p> <p>Source text: <i>Autobiographical writing</i> by Charles Dickens</p> <p>Activities:</p> <ul style="list-style-type: none"> • Discuss life for children working in Victorian times before the law changes that protected them from exploitation. (TB) • Analyse some of the language choices made by the writer and discuss their effects on the reader. 	<p><i>World War Diaries of Charlie May</i>, edited by Gerry Harrison</p> <p>Activities:</p> <ul style="list-style-type: none"> • Explore students’ awareness and understanding of the First World War and the effect it had on individual soldiers and communities. (TB) • Use the poem ‘For the Fallen’ by Laurence Binyon to set the scene for the reading of the source text (the poem may be familiar from its use on Remembrance Sunday). (TB) • Analyse the writer’s use of personal feelings and descriptive detail of war in the extract. • Write a short paragraph to show 	<p>the way it supports the argument.</p> <ul style="list-style-type: none"> • Develop students’ understanding of how vocabulary can be used in different ways. • Explore some of the strategies used to persuade the reader to think again and write some personal examples. • Write an additional paragraph using persuasive techniques that could contribute to the article and influence readers’ thinking about the subject. <p>Assessment</p> <p>Focus: Writing skills</p> <p>Task: Select one of three writing tasks in which students express their own viewpoint. All the options build upon the writing skills</p>
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	<ul style="list-style-type: none"> • Learn, understand and practise using new vocabulary. <p>Focus: Reading skills</p> <p>Source text: <i>The Secret History</i> by Donna Tartt</p> <p>Activities:</p> <ul style="list-style-type: none"> • Discuss personal experiences that had unforeseen long-term consequences. (TB) • Focus on understanding of vocabulary and word structure, and their use in personal writing. • Comprehend details in the text. • Explore the use of narrative shifts in the text. • Analyse the effectiveness of the 	<ul style="list-style-type: none"> • Practise how to tell a story incorporating a range of verb tenses. • Learn, understand and practise using new vocabulary. <p>Focus: Writing Skills</p> <p>Source text: <i>The Christmas Card List</i> by Kate Ellis</p> <p>Activities:</p> <ul style="list-style-type: none"> • Create a list of criteria for what makes an effective detective story/film. (TB) • Identify the reference chain throughout the text that focuses the reader on the murder. • Write the opening scene of a detective story using all the skills learned through the Student Book and the unit. 	<p>poem to selected quotations.</p> <ul style="list-style-type: none"> • Explain the way that extended metaphors in stanzas 2 and 3 suggest particular issues/points. • Explain how the end of the poem links to the beginning, using quotations in support of ideas. <p>Use evidence to support whether or not students agree that the poet has created 'a peaceful and thoughtful mood' in the poem.</p>	<ul style="list-style-type: none"> • Explore some of the details used by the writer to create visual images for the reader. • Use precise prepositions and directions to describe the location of a local place. • Write a description of a place that is an uncomfortable environment. <p>Assessment</p> <p>Focus: Writing skills</p> <p>Task: Select one of two writing tasks to describe personal experience. Both options build upon the writing skills covered in the preceding units.</p> <ul style="list-style-type: none"> • A piece of autobiography or biography about a time when you, or 	<p>understanding of specific vocabulary in context.</p> <ul style="list-style-type: none"> • Write an analysis of the way Charlie May's reaction to the death of fellow soldiers is expressed in a given paragraph. <p>Assessment</p> <p>Focus: Reading skills</p> <p>Source text: <i>The Fire Outside My Window</i> by Sandra Millers Younger</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Identify key uses of language in the text. • Use textual evidence to support an analysis of how the writer conveys her discovery of a fire. • Explain how a description of his 	<p>developed in preceding units.</p> <ul style="list-style-type: none"> • A letter or blog post complaining about the way students are treated in schools. • An expository essay about the importance of handwriting. <p>A persuasive leaflet based on the subject of homelessness.</p>
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	<p>text as an opening to a novel.</p> <p><u>Assessment</u></p> <p>Focus: Reading skills</p> <p>Source text: <i>Life After Life</i> by Kate Atkinson</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Identify key uses of language in the text. • Use textual evidence to support an analysis of how the writer builds tension in the first three paragraphs. <p>Explain how the writer has used narrative shifts within the text.</p>	<p><u>Assessment</u></p> <p>Focus: Writing skills</p> <p>Task: Select one of three writing tasks based on a particular genre. All the options build upon the writing skills developed in preceding units.</p> <ul style="list-style-type: none"> • A fantasy narrative developing the character created earlier by students. • A horror narrative based on continuing the extract featured in Unit 4. <p>A crime narrative continuing an earlier description of a crime scene in Unit 5.</p>		<p>someone you know, did something well.</p> <ul style="list-style-type: none"> • A description of a place associated with delicious food. 	<p>voice reflects the emotion felt by her husband.</p> <ul style="list-style-type: none"> • Analyse the way the writer controls pace and releases information in the text. <p>Analyse how the change in the thoughts and feelings of the writer and her husband are expressed as they realise the fire is closing in on their house.</p>	
Links to Gatsby Benchmarks:	4- Writing / summarizing skills in most careers -	4- Being able to read with information for most careers.	4-Working in creative industries.	4-Working in creative industries.	4- What is journalism?	4- Marketing