

## Class 9N - Navigator Curriculum – English Language/Lessons weekly

Kerboodle Quest book 3

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></b> Truth and reality</p> <p><b><u>Key Questions, Key Skills and Knowledge:</u></b></p> <p><b>1.1 Do we trust the news?</b> Source texts: Online article: 'Children's lack of sleep is hidden health crisis', 2018 <b><u>LO:-</u></b> * Learn how writers present facts and opinions in news articles * Explore how writers include objective and subjective information * Comment on the use of fact and opinion in a news article</p> <p><b><u>What I'm learning: I know that ...</u></b> *Writers use facts and opinions selectively to fulfil</p>	<p><b><u>Topic:</u></b> Truth and reality</p> <p><b><u>Key Questions, Key Skills and Knowledge:</u></b></p> <p><b>1.5 Who do we believe?</b> Source texts: Extract from Border Counties local news article, 1939 Extract from Far from the East End by Iris Jones Simantel <b><u>LO:-</u></b> • Learn how non-fiction texts can offer different perspectives on the same event • Explore the conventions and structure of a news article and a memoir • Write an account of the same event using two different forms</p> <p><b><u>What I'm learning: I know that ...</u></b></p>	<p><b><u>Topic:</u></b> Dystopias and other worlds</p> <p><b><u>Key Questions, Key Skills and Knowledge:</u></b></p> <p><b>2.1 What is dystopian and utopian fiction?</b> Source texts: Extract from Utopia by Thomas More, 1516 Extract from Parable of the Sower by Octavia Butler, 1993 <b><u>LO:-</u></b> • Learn about the conventions of utopian and dystopian genres • Explore how writers present ideas in utopian and dystopian texts • Discuss the conventions of utopian and dystopian fiction in two texts</p>	<p><b><u>Topic:</u></b> Dystopias and other worlds</p> <p><b><u>Key Questions, Key Skills and Knowledge:</u></b></p> <p><b>2.5 Why is setting important?</b> Source text: Extracts from Breathe by Sarah Crossan <b><u>LO:-</u></b> Learn why setting is important in dystopian fiction • Explore how setting and narrative structure can reflect key themes and ideas • Write a description of a dystopian city</p> <p><b><u>What I'm learning: I know that ...</u></b> • Writers make deliberate word choices and use language devices to</p>	<p><b><u>Topic:</u></b> Youth and experience</p> <p><b><u>Key Questions, Key Skills and Knowledge:</u></b></p> <p><b>3.1 How do poets use imagery?</b> Source text: 'The Art of Teaching II' by Hannah Lowe <b><u>LO:-</u></b> • Learn more about how imagery is used in poetry • Explore metaphorical language: tenor, vehicle, ground • Write an analytical response</p> <p><b><u>What I'm learning: I know that ...</u></b> • Figurative language is words or expressions with a meaning that is</p>	<p><b><u>Topic:</u></b> Writing your quest</p> <p><b><u>Key Questions, Key Skills and Knowledge:</u></b></p> <p><b>4.1 How will I start my story?</b> Source texts: 1984 by George Orwell I am Thunder by Muhammad Khan On the Antler by E. Annie Proulx <b><u>LO:-</u></b> • Learn how writers create effective story openings • Explore different ways of grabbing a reader's attention • Write the opening to your quest story</p> <p><b><u>What I'm learning: I know that ...</u></b> • Writers use a range of techniques to tell stories and to make them interesting</p>

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

<p>specific purposes and engage specific audiences</p> <ul style="list-style-type: none"> <li>* Writers make deliberate word choices and use literary devices to communicate attitude and express viewpoint.</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>* Explain how a writer has used fact and opinion in a news article and the language choices they have made.</li> <li>* Write a guide to using social media, using fact and opinion.</li> </ul> <p><b>1.2 What's your truth?</b></p> <p>Source texts: Extract from Advice to Single Women by Haydn Brown, 1899 Newspaper article: 'Raising a theybie: the parent who wants their child to grow up gender-free', 2020</p> <p><b><u>LO:-</u></b></p> <ul style="list-style-type: none"> <li>*Learn how writers convey their own perspective on the truth</li> </ul>	<ul style="list-style-type: none"> <li>• Text type is linked to purpose and audience and texts are constructed to meet the needs of a specific purpose and audience</li> <li>• Writers and speakers change the way they structure texts and the language they use to suit the purpose they are writing for</li> <li>• Writers use structural devices within a text for particular effects and 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>• Analyse the structure of a new report</li> <li>• Explore the effect of language and structural choices in two texts</li> <li>• Write two different accounts based on the same event (a news article and a personal narrative account)</li> </ul> <p><b>1.5 Who do we believe?</b></p> <p>Source texts: Extract from Border Counties local news article, 1939 Extract from Far from the East End by Iris Jones Simantel</p>	<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>• Utopian and dystopian fiction are genres 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>• Select relevant quotations from a text to support comments about it</li> <li>• Contribute to a discussion about how ideas are presented in two texts, one utopian and one dystopian</li> </ul> <p><b>2.2 How do writers create conflict?</b></p> <p>Source texts: Extract from Internment by Samira Ahmed, 2019 Extract from Parable of the Sower by Octavia Butler, 1993</p> <p><b><u>LO:-</u></b></p> <ul style="list-style-type: none"> <li>Learn about conflict in dystopian fiction</li> <li>• Explore themes and tension in dystopian fiction</li> </ul>	<p>create setting and convey theme</p> <ul style="list-style-type: none"> <li>• Narrative structure is how a narrative 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>• Explore how a writer uses ideas about light and dark to create different settings</li> <li>• Plan and write a description of a dystopian city thinking carefully about the narrative structure and how the setting reflects the ideas and theme you want to present</li> </ul> <p><b>2.6 What's the narrative focus?</b></p> <p>Source text: Extract from The Memory Police by Yoko Ogawa</p> <p><b><u>LO:-</u></b></p> <ul style="list-style-type: none"> <li>• Learn how writers control narrative structure for effect</li> </ul>	<p>different from the literal meaning</p> <ul style="list-style-type: none"> <li>• Poets make deliberate choices about vocabulary, literary devices, and poetic devices to convey emotions and ideas</li> <li>• Read critically and develop 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>• Identify ways in which a poet has used figurative language and the impact this has on the reader</li> <li>• Analyse the use of a metaphor, showing understanding of how it is constructed</li> <li>• Write a personal response to a poem, using an academic style and planning and structuring your response</li> </ul> <p><b>3.2 Why do poets use dialect?</b></p> <p>Source text: 'My Mother's Wedding Shoes' by Liz Berry</p> <p><b><u>LO:-</u></b></p> <ul style="list-style-type: none"> <li>• Learn about accent, dialect, and idiolect</li> </ul>	<p>including dialogue, action, reflection and description</p> <ul style="list-style-type: none"> <li>• Writers make choices about sentence lengths and word order within a sentence to achieve particular effects.</li> <li>• Writers make deliberate word choices and use language devices to create believable characters.</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 the opening sentence of a quest story that shocks or surprises the reader</li> <li>• Write the opening sentence of a quest story that introduces a character</li> <li>• Plan and write the opening to your own quest narrative</li> <li>• Edit and redraft your work to make it grab the reader's attention</li> </ul> <p><b>4.2 Who will tell my story?</b></p> <p>Source texts: The Hunger Games by Suzanne Collins Brick Lane by Monica Ali Thirteen Chairs by Dave Shelton</p> <p><b><u>LO:-</u></b></p>
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<p>* Consider how context, tone and structure affects the presentation of a text</p> <p>* Compare how two writers convey their views about the same topic</p> <p><b><u>What I'm learning: I know that ...</u></b></p> <p>*Tone is the attitude expressed in a text; writers use tone to convey attitudes</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 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 tone of two texts</li> <li>• Use connectives to effectively compare texts</li> <li>• Compare how two texts represent different views on gender</li> </ul> <p><b>1.3 Can I persuade you?</b></p>	<p><b><u>LO:-</u></b></p> <ul style="list-style-type: none"> <li>• Learn how non-fiction texts can offer different perspectives on the same event</li> <li>• Explore the conventions and structure of a news article and a memoir</li> <li>• Write an account of the same event using two different forms</li> </ul> <p><b><u>What I'm learning: I know that ...</u></b></p> <p>Text type is linked to purpose and audience and texts are constructed to meet the needs of a specific purpose and audience</p> <ul style="list-style-type: none"> <li>• Writers and speakers change the way they structure texts and the language they use to suit the purpose they are writing for</li> <li>• Writers use structural devices within a text for particular effects and 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>• Analyse the structure of a new report</li> </ul>	<ul style="list-style-type: none"> <li>• Write your own scene showing conflict in a dystopian story</li> </ul> <p><b><u>What I'm learning: I know that ...</u></b></p> <ul style="list-style-type: none"> <li>• Dystopian fiction is a genre with key conventions</li> <li>• A theme is a subject or idea that recurs frequently in a text/across a series of texts</li> <li>• Writers make deliberate word choices and use language devices to convey a theme</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 conflict and tension are presented in a text</li> <li>• Plan and write a scene from a dystopian story, creating tension between the characters</li> </ul> <p><b>2.3 How do writers tell their stories?</b></p> <p>Source texts: Extract from Brave New World by Aldous Huxley, 1932</p> <p><b><u>LO:-</u></b></p>	<ul style="list-style-type: none"> <li>• Explore how figurative language reinforce a sense of drama</li> <li>• Write the opening of a dystopian story using narrative shifts and figurative language</li> </ul> <p><b><u>What I'm learning: I know that ...</u></b></p> <ul style="list-style-type: none"> <li>• Narrative structure is how a narrative 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> <li>• Writers make deliberate word choices and use literary devices to create setting and convey theme</li> <li>• Writers create and craft the people and places they represent in their texts in order to fulfil particular 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 narrative focus and shift in key sections from a story</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how a message is presented in a poem</li> <li>• Write a poem that includes a piece of advice to the reader</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 written in standard and non-Standard English depending on their audience, purpose, form, and context</li> <li>• Language can be identified with speech communities including dialect and idiolect</li> <li>• Poets make deliberate word, language, and structural choices to convey a theme or message</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 why the poet has used Standard English and dialect in the poem, and how this choice links to the theme of her poem</li> <li>• Write a poem in your own idiolect and using poetic structure and devices to impact the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how writers establish perspective and narrative voice</li> <li>• Explore the impact of different perspectives and narrative voices</li> <li>• Experiment in creating your own narrative voice for your quest story</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 (first-person or third-person narrative).</li> <li>• Writer might choose to use an omniscient narrator or a restricted narrators to suit their narrative</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>• Experiment with writing in the first- and third person, and with omniscient and restricted narrators, to create different narrative perspectives</li> <li>• Comment on the techniques that a writer uses to create different narrative voices</li> <li>• Decide on the narrative viewpoint for your quest story and redraft the opening to create a distinctive narrative voice</li> </ul>
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	<p>Source text: Extract from The River Cottage Family Cookbook by Hugh FearnleyWhittingstall</p> <p><b>LO:-</b></p> <ul style="list-style-type: none"> <li>• Learn how writers persuade others using language and structural features</li> <li>• Explore how emotive language and other rhetorical devices are combined for impact</li> <li>• Write your own persuasive text to convey your perspective on a topic</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 tone in relation to their purpose and audience</li> <li>• Writers make deliberate word choices and use language devices to communicate attitude and express viewpoint</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>• Explore the effect of language and structural choices in two texts</li> <li>• Write two different accounts based on the same event (a news article and a personal narrative account)</li> </ul> <p><b>1.6 Can fiction feel real?</b></p> <p>Source text: Extract from The Other Side of Truth by Beverley Naidoo</p> <p><b>LO:-</b></p> <ul style="list-style-type: none"> <li>• Learn how real-life events can be turned into fiction</li> <li>• Explore the presentation of character through figurative language and shifts in narrative structure</li> <li>• Analyse how a writer creates a sense of reality in a fiction text</li> </ul> <p><b><u>What I'm learning: I know that ...</u></b></p> <p>Writers make deliberate word choices and use language devices to create character and setting</p>	<ul style="list-style-type: none"> <li>• Learn about narrative voice and perspective</li> <li>• Explore the language used in a narrative voice in a classic dystopian text</li> <li>• Comment on how the writer creates and unsettling tone and atmosphere for the reader</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>• Tone is the attitude expressed in a text through language choices, grammar, or structure</li> <li>• Writers create and craft the people and places they represent in their texts in order to fulfil particular 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>• Make inferences and interpretations about a dystopian text</li> <li>• Write an analysis of a piece of dystopian fiction thinking about how the author's</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse and comment on how a writer uses figurative language</li> <li>• Plan and write a short story using figurative language to enhance your descriptions and thinking carefully about the narrative structure</li> </ul> <p><b>2.7 What makes a dystopian protagonist?</b></p> <p><b>Source text:</b></p> <p>Extract from 'The Pedestrian' by Ray Bradbury, 1951</p> <p><b>LO:-</b></p> <ul style="list-style-type: none"> <li>• Learn about protagonist in dystopian fiction</li> <li>• Explore how writers reveal character through implicit and explicit information</li> <li>• Write and speak in role, showing empathy with a character</li> </ul> <p><b><u>What I'm learning: I know that ...</u></b></p> <ul style="list-style-type: none"> <li>• Characterisation is the way in which a writer creates and uses characters.</li> <li>• A protagonist is the main character in a story</li> </ul>	<p><b>3.3 Why do poets use free verse?</b></p> <p>Source text: 'Suitcases and Muddy Parks' by Lemn Sissay</p> <p><b>LO:-</b></p> <ul style="list-style-type: none"> <li>• Learn about free verse</li> <li>• Explore how free verse can be used to express different perspectives</li> <li>• Write your own poem in free verse</li> </ul> <p><b><u>What I'm learning: I know that ...</u></b></p> <ul style="list-style-type: none"> <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> <li>• Poets make deliberate word, language and structural choices to convey a theme or message</li> <li>• Free verse has no structure or no regular rhythm or rhyme</li> </ul>	<p><b>4.3 How will I structure my story?</b></p> <p><b>LO:-</b></p> <ul style="list-style-type: none"> <li>• Learn how stories are structured</li> <li>• Explore the impact of different narrative structures</li> <li>• Plan a non-linear narrative for your quest story</li> </ul> <p><b><u>What I'm learning: I know that ...</u></b></p> <ul style="list-style-type: none"> <li>• Writers make decisions about how to structure their text (e.g. linear/chronological, non-linear, or circular narratives)</li> <li>• Writers use specific structural features to create suspense, tension, drama or for emphasis (flashback, foreshadowing, shifts in focus and withholding 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>• Plan linear and circular narratives for your story</li> <li>• Create a detailed plan for a non-linear narrative, either a circular or voyage and return narrative.</li> <li>• Plan in the structural features that you want</li> </ul>
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	<p>• Rewrite a text, adapting it for a different audience • Write a persuasive article using emotive language and rhetorical devices, and thinking carefully about the structure</p> <p><b>1.4 Is there truth in propaganda?</b> Source texts: Selection of propaganda posters Transcript from Second World War film: Churchill's Island</p> <p><b>LO:-</b></p> <ul style="list-style-type: none"> <li>• Learn how propaganda uses rhetorical devices and figurative language to influence others</li> <li>• Explore the principles and power of propaganda in visual, spoken, and written texts</li> <li>• Write and present a propaganda video</li> </ul> <p><b><u>What I'm learning: I know that ...</u></b> Writers and speakers use facts and opinions selectively to fulfil specific purposes and engage specific audiences</p>	<p>• Writers use structural devices within a text for particular effects and purposes</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> <ul style="list-style-type: none"> <li>• Make inferences about a character based on analysis of figurative language</li> <li>• Identify the impact of structural features on the reader</li> <li>• Write an analysis of a fictional extract commenting on a writer's use of language and structure devices to create a sense of reality</li> </ul> <p><b>1.7 How real is reality TV?</b> Source text: Five short texts with different views of reality TV</p> <p><b>LO:-</b></p> <ul style="list-style-type: none"> <li>• Learn how 'reality' is portrayed by different media and from different perspectives</li> </ul>	<p>ideas are conveyed through the text</p> <p><b>2.4 Can you read an image?</b> Source text: Graphic novel version of 1984 by George Orwell</p> <p><b>LO:-</b> Learn how writers present themes through text and images</p> <ul style="list-style-type: none"> <li>• Explore the role of inference and connotation in graphic novels</li> <li>• Comment on the presentation of the themes of surveillance and confinement in an extract</li> </ul> <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, phrase, image, or symbol, while denotation is the primary meaning of a word or phrase, image, or symbol</li> <li>• Inference is a conclusion or opinion that is formed based on evidence, usually involving implicit information</li> </ul>	<p>• Characterisation may be conveyed directly, using explicit information, or indirectly, using implicit information</p> <p>• In speech, tone can 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>• Build up a picture of a character using implicit and explicit ideas from a text</li> <li>• Take on the role of a fictional character and write and deliver a monologue in character, thinking carefully about the tone of the delivery</li> </ul> <p><b>2.8 What makes a dystopian antagonist?</b> Source text: The Handmaid's Tale by Margaret Atwood, 1985</p> <p><b>LO:-</b></p> <ul style="list-style-type: none"> <li>• Learn how antagonists are presented in dystopian 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>• Comment on how a poet has structured a poem, thinking about how the structure enables him to show different perspectives</li> <li>• Write your own free verse poem with contrasting viewpoints, using imagery, planning, drafting and editing your work</li> </ul> <p><b>3.4 How do poets use contrast?</b> Source texts: 'Nurse's Song' from Songs of Innocence and Songs of Experience by William Blake</p> <p><b>LO:-</b></p> <ul style="list-style-type: none"> <li>• Learn how poets use contrast to present different ideas</li> <li>• Explore structure, perspective, imagery and tone</li> <li>• Write an essay comparing two poems by William Blake</li> </ul> <p><b><u>What I'm learning: I know that ...</u></b></p>	<p>to include in your story to impact the reader</p> <p><b>4.4 How can I build description?</b> Source texts: The Turn of the Screw Henry James The Wind in the Willows by Kenneth Grahame</p> <p><b>LO:-</b></p> <ul style="list-style-type: none"> <li>• Plan an extended piece of fiction</li> <li>• Write the first draft</li> <li>• Edit and proofread your work to produce a second draft</li> </ul> <p><b><u>What I'm learning: I know that ...</u></b></p> <ul style="list-style-type: none"> <li>• Writers plan, draft, review and edit their work so that it meets specific purposes and 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>• Plan, write and edit your own quest story using the skills and knowledge you have practised in this chapter</li> </ul> <p><b>4.5 Developing your quest</b></p> <ul style="list-style-type: none"> <li>• Plan an extended piece of fiction</li> <li>• Write the first draft</li> <li>• Edit and proofread your work to produce a second draft.</li> </ul>
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**Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.**

	<p>• Writers use emotive language, rhetorical devices, figurative language to express a point of view</p> <p><b><u>How I'll demonstrate I've learnt it. I will ,,,,</u></b></p> <p>• Identify how a script writer uses language to create a piece of propaganda • Write a script for a video that uses rhetorical devices, emotive language, and figurative language to persuade the audience</p> <p><b><u>Assessment</u></b> Chapter 1 Checkpoint 1 Reading assessment; Chapter 1 Checkpoint 1 Writing assessment</p>	<p>• Consider how the formality of a text is affected by purpose and audience • Present a contribution to a panel about reality TV in school</p> <p><b><u>What I'm learning: I know that ...</u></b></p> <p>Register can be formal or informal</p> <p>• Writers and speakers make decisions about register to suit their purpose, audience, form, and context</p> <p>• Writers and speakers change the way they structure texts and the language they use to suit the purpose they are writing for.</p> <p><b><u>How I'll demonstrate I've learnt it. I will ,,,,</u></b></p> <p>• Plan and write a contribution to a class discussion on reality TV</p> <p>• Deliver your contribution thinking about register, language, audience, purpose, body language and facial expression</p>	<p>• Writers make deliberate word choices and use language devices to convey a theme</p> <p><b><u>How I'll demonstrate I've learnt it. I will ,,,,</u></b></p> <p>• Make inferences and interpretations, denoting, and connoting information from a graphic novel</p> <p>• Analyse a frame from a graphic novel commenting on what both the images and words can reveal about key themes</p> <p><b><u>Assessment</u></b> Chapter 2 Checkpoint 1 Reading assessment; Chapter 2 Checkpoint 1 Speaking and listening assessment</p>	<p>• Explore how language can hide the truth • Comment on how a writer presents and antagonist</p> <p><b><u>What I'm learning: I know that ...</u></b></p> <p>• Characterisation is the way in which a writer creates and uses characters.</p> <p>• An antagonist is the main adversary of the protagonist in a story</p> <p>• Writers make deliberate word choices and use language devices to create believable characters</p> <p>• Read critically and develop a point of view</p> <p><b><u>How I'll demonstrate I've learnt it. I will ,,,,</u></b></p> <p>• Build up a picture of a character using implicit and explicit ideas from a text</p> <p>• Write in an academic style to express a point of view about a text</p> <p><b><u>Assessment</u></b> Chapter 2 Checkpoint 2 Reading assessment; Chapter</p>	<p>• Poets make structural choices when writing a poem; some poems are arranged in groups of lines called stanzas with a regular rhyme scheme</p> <p>• Poets make deliberate word, language and structural choices to convey a theme or message</p> <p>• Tone is the attitude expressed in a text through language choices, grammar or structure</p> <p>• Poems can be compared and contrasted</p> <p><b><u>How I'll demonstrate I've learnt it. I will ,,,,</u></b></p> <p>• Identify the rhyme scheme of a poem and explain the impact this has on the reader</p> <p>• Write a comparison of two poems by the same poet, commenting on the structure, use of figurative language and tone</p> <p>• Use appropriate phrases and words to structure your analysis and to introduce the</p>	<p><b><u>What I'm learning: I know that ...</u></b></p> <p>• Writers plan, draft, review and edit their work so that it meets specific purposes and audiences</p> <p><b><u>How I'll demonstrate I've learnt it. I will ,,,,</u></b></p> <p>• Plan, write and edit your own quest story using the skills and knowledge you have practised in this chapter</p> <p><b><u>Assessment</u></b> Chapter 4 Checkpoint 1 Writing assessment</p>
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**Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.**

		<p><b>1.8 Do we tell the truth about ourselves?</b> Source text: Extract from Rise by Siya Kolisi</p> <p><b><u>LO:-</u></b></p> <ul style="list-style-type: none"> <li>• Learn about the conventions of autobiography • Explore how and why writers select certain stories to tell • Ghostwrite a piece of autobiography</li> </ul> <p><b><u>What I’m learning: I know that ...</u></b></p> <ul style="list-style-type: none"> <li>• Autobiography is a non-fiction account of a person’s life, written by the person themselves</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> <li>• A writer’s style encompasses their choice of vocabulary, use of grammar, tone, and structure of the text</li> </ul> <p><b><u>How I’ll demonstrate I’ve learnt it. I will ...</u></b></p>		<p>2 Checkpoint 2 Writing assessment</p>	<p>comparisons and contrasts</p> <p><b><u>Assessment</u></b> Chapter 3 Checkpoint 1 Reading assessment; Chapter 3 Checkpoint 1 Writing assessment</p>	
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**Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.**

		<ul style="list-style-type: none"> <li>• Identify the features of autobiographical writing and explain their impact on the reader</li> <li>• Write an autobiographical account of something that has happened to you or is important to you thinking about the genre conventions</li> </ul> <p><b><u>Assessment</u></b>  Checkpoint  Assessment: Chapter 1 Checkpoint 2  Reading assessment;  Chapter 1 Checkpoint 2 Writing assessment</p>				
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>