



YEAR 7

Narrative and Descriptive: Strong Characters and Transactional Writing: Charity

This term your child will be developing and building on their KS2 abilities to write creatively in a wide range of forms. This includes the first module “Strong Characters” in which they will look at and investigate how authors create heroes and villains effectively and create their own characters during the term. Then they will focus on Transactional Writing styles used in the Media such as leaflets, speeches and letters to build an exciting charity campaign with their peers – utilising key teamwork and communication skills.

Over the course of the term your child will learn how to:

- Identify what makes a ‘strong character’ and explore the qualities of heroes/villains/anti heroes (in fiction and non-fiction).
- Identify ‘RASMOPS’ and use this in their own writing to create interesting and unique characters
- Identify the structure of ‘Freytag’s Pyramid’ and use this to structure their own narrative writing creatively.
- Be able to list the persuasive techniques (DAFOREST).
- Understand and create a range of different formats for non-fiction writing (article; letter; images; letter; speech).
- Create and perform an effective campaign to their class of peers on their created charity

Also, during this term Year 7 students will sit a Key Stage 3 Exam for English – checking and testing the skills learnt across the year. The focus of the exam will be comprehension and analysis and will centre around The Thief. Revision lessons will be used in the run up to the exam to prepare them for the sort of questions asked and how to structure their responses effectively.



YEAR 8

Narrative and Descriptive Writing: Culture and Identity

During this module your child will be introduced to a wider range of texts. They will learn to analyse and create simplistic and complex styles of poetry across cultures including *The British*, *Checking out Me History*, before watching clips from *Slumdog Millionaire* and finally studying Greek Mythology. Students will continue to build on skills from Year 7 in understanding and identifying whole text structure and connections, as well as explaining word choices (analysis in PETAL). They will develop their ability to write creatively about different cultures completing a description assessment by the end of the module.

Over the course of the term your child will learn how to:

- Identify the perspective explored in a given poem.
- Structure and write responses to a poetry comparison response, considering both similarities and differences across the whole of both poems using PETALETAL.
- Retrieve supporting information in the form of quotations.
- Zoom in and out on key details to describe them in detail using RASMOPS techniques to enhance the image in the reader's mind.
- Identify and explain the effect of methods, both their denotations (literal meaning) and connotations (non-literal meanings).
- Understand and analyse the significance of contextual influence especially in Greek Mythology.

Transactional Writing: Travel Writing

The students will then move onto the Travel Writing – transferring their culture knowledge and expanding their understanding of the wider world. From the very first travel writer 'Marco Polo' in the 14th Century all the way up to modern bloggers, students will be exposed to a range of travel writing that aims to entertain and persuade their readers regarding their fantastic destinations.

Over the course of the term your child will learn how to:

- Identify conventions of travel writing.
- Identify the purpose, audience and form for different pieces of travel writing.
- Read, compare and evaluate work from a range of travel writers.
- Create their own piece of travel writing, including a range of DAFOREST and RASMOPS techniques.
- Identify and evaluate the moral questions surrounding travel, including consideration of sustainable tourism (links to Travel and Tourism and Geography).

During this term Year 8 students will sit a Key Stage 3 Exam for English – checking and testing the skills learnt across the year. The focus of the exam will be comprehension and analysis and will centre around Coram Boy. Revision lessons will be used in the run up to the exam to prepare them for the sort of questions asked and how to structure their responses effectively.



YEAR 9

The Tempest – Drama Text (Shakespeare)

This term your child will be delving back into the world of William Shakespeare and dramatic performance! They will study the play with a dramatic view to interpret – and perform – key scenes from the play, all the time considering the stage choices and acting decisions they make.

Over the course of the unit your child will learn how to:

- Understand/explore Elizabethan/ Jacobean context and link this to The Tempest.
- Access/ decode difficult language when reading the text of The Tempest.
- Use and identify descriptive devices such as RASMOPS.
- Analyse language/ structure using PETAL.
- Understand dramatic devices and stagecraft.
- Perform in groups – key scenes from the play.
- Revision tips for the KS3 Exam.

Spoken Endorsement – Delivering a speech/ oral skills

During this unit your child will be developing their oracy and organisation skills by choosing their own topic to write and deliver a powerful and persuasive speech to their class of peers. They will have to learn resilience and how to project their voice effectively for their audience. This endorsement will be used as part of their GCSE grade so it must be taken seriously and all students must participate in this.

Over the course of the unit your child will learn how to:

- Have clear knowledge of a topic they are interested in and be able to justify their reasons.
- Access/use difficult and ambitious language to engage an audience of their views.
- Use DAFOREST and RASMOPS techniques effectively to persuade an audience.
- Use the Oracy Octopus to plan/ structure and present their speech.