



Golden Threads

- Increasing reading confidence in engaging with a diverse range of texts from different periods, genres and viewpoints.
- Developing analysis of how writers craft texts for meaning in poetry, prose, drama and non-fiction texts; making more developed and explicit comparisons between texts.
- Introducing how social, historical and cultural contexts affect the production and reception of texts.
- Using style models from the literary canon to craft genre writing.
- Developing further literacy skills, learning how to apply them more deliberately for effect.

Enrichment

- Students are invited to attend newspaper club.
- A timetabled monthly library lesson to encourage independent reading.
- Visit from a published poet or author.

Review and Evaluation

End of school year 2024

	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 1	<p>Equality and Diversity (Reading Skills)</p> <p><i>Class reader teacher discretion from a list including 'Noughts and Crosses', 'Curious Incident...'; 'Things a Bright Girl Can Do', 'Bone Talk', etc.</i></p> <p><i>Diverse voices poetry</i></p> <p>Students explore themes of racism, oppression, and importance of tolerance both in a variety of poetry from an array of perspectives, as well as in a longer prose text.</p>	<p>Students consider the structure of texts, layout, characterisation, context and how these are used by writers to present diversity. Students should then be equipped to discuss these texts in a way that considers them as constructs of meaning and developing personal responses.</p>	<p>Reading/Literature: Paragraph analysing tension in a scene/ chapter</p>	<ul style="list-style-type: none"> • Accuracy of terminology (e.g. difference between similes and metaphors) • POC Excellence: addressing misconception that POC narratives begin with oppression and prejudice. 	<p>Tier 2</p> <ul style="list-style-type: none"> • Analyse, connotations • Sympathy/empathy, mature, innocent, naïve • Oppression, imperialism, segregation, prejudice, colonialism <p>Tier 3</p> <ul style="list-style-type: none"> • Form, free verse, metaphor, simile, dramatic monologue • Tension, exposition, rising action, falling action, denouement • Conflict, resolution, character development • Accent, dialect, slang, formality, colloquial 	<p>Class Reader</p> <p>Links to Memorable Characters and AMSND in Y7: developing understanding of the structure of a narrative text, developing language analysis, developing personal response, inference and comprehension, tracking characterisation, analysing an extract,</p>
			<p>Reading/Literature: An essay about how a key character has developed across the text.</p>			<p>Poetry</p> <p>Links to Y7 Survival of the Fittest: Developing ability to analyse poetry</p>
Term 2						



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Term 3	<p>The Gothic (Writing Skills)</p> <p><i>Through extracts students explore the conventions of the Gothic genre and how writers create suspense.</i></p> <p>Sentence structures and accurate use of punctuation to create certain effects.</p> <p>Broaden use of vocabulary.</p> <p>Understanding and application of genre conventions, including different character archetypes of Gothic genre and language/ structural techniques.</p> <p>Accurate spelling.</p>	<p>Students develop independent reading skills and close reading of the effects of how writers use punctuation. Students develop their writing skills focusing on creating suspense and setting.</p>	<p>Writing: Students write the opening to a Gothic story based on an image</p>	<ul style="list-style-type: none"> • Difference between Horror, Gothic horror and terror • Comma splicing • Inaccurate sentence structures e.g. missing tense or subject 	<p>Tier 2</p> <ul style="list-style-type: none"> • Corrupting, evil, menacing, sinister, monstrous, terrifying, despair, vengeful (see Y8 Gothic Word Wheel) • Omens, portents, , tyrannical, melancholy, connotations, illicit, transgression, gnarled, perilous, dismal <p>Tier 3</p> <ul style="list-style-type: none"> • Pathetic fallacy, personification, the obscure, unreliable narrators, character tropes such as femme fatale and damsel in distress 	<p>Building on Y7 New Beginnings: how setting can be created</p> <p>Building on Y7 Survival of the Fittest: sentence types and clauses</p> <p>Building on reading SOLs from Y7 and E&D: inference, decoding, comprehension, analysing language</p>
Term 4	<p>Childhood: Poetry (Reading Skills)</p> <p><i>An exploration of ideas about childhood and growing up through poetry.</i></p> <p>Students explore a variety of poetry based on the theme of childhood. Understanding poetic devices and conventions of poetry and the ability to compare poet's ideas and methods such as tone.</p>	<p>Students develop their own writing skills. In the other part of the unit, students consider different perspectives of childhood through studying poem</p>	<p>Reading/Literature: Students compare two poems (Vernon Scannell's 'Nettles' and Sylvia Plath's 'You're')</p>	<ul style="list-style-type: none"> • Poems have to rhyme • Poetry is boring • Accuracy of terminology • That there is one correct way to interpret texts 	<p>Tier 2</p> <ul style="list-style-type: none"> • Compare, analyse, connotation, in contrast, similarly, alternatively etc • reflection, nostalgia, inevitable <p>Tier 3</p> <ul style="list-style-type: none"> • Enjambment, caesura, stanza, semantic field, simile, metaphor, multi-syllabic, poly-syllabic, dramatic monologue, hyperbole, juxtaposition, sibilance, tone 	<p>Building on Y8 E&D: Developing knowledge of how to write a personal response, how poets create a voice, how poets use form structure and language to convey meaning</p> <p>Building on poetry Y7 Survival of the Fittest: developing knowledge of how to compare and write developed analytical, comparative paragraphs</p>



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Term 5	<p>Childhood: Non-Fiction (Reading Skills)</p> <p><i>Using non-fiction texts and comparing writers’ perspectives of childhood. Develop students’ repertoire of reading, comparison and analysis skills.</i></p> <p>Understanding persuasive and transactional writing techniques.</p> <p>Understanding how rhetorical modes such as logos, pathos and ethos are used to illustrate non-fictional perspectives on childhood</p>	<p>Analysing and exploring how persuasive and transactional writing techniques help us to understand writers’ perspectives.</p> <p>Using context to inform analysis of writers’ perspectives.</p>	<p>Reading: Compare two non-fiction extracts (How do the writers use language to present their views about education in The Guardian school uniform article and Michelle Obama’s open letter?)</p>	<ul style="list-style-type: none"> Understand the difference fiction and non-fiction Difference between objective and subjective 	<p>Tier 2</p> <ul style="list-style-type: none"> Mudlarks, analyse, compare, examine <p>Tier 3</p> <ul style="list-style-type: none"> Logos, ethos, pathos, bias, objective, subjective, modal verb, contrast, anecdote, triplets, rhetorical question, repetition 	<p>Building on Y7 Survival of the Fittest: how writers use language to persuade</p> <p>Building on Y8 E&D: inference and comprehension, knowledge of how to summarise extracts Building on Y8 Childhood poetry: knowledge of how to compare, how to write a personal response</p> <p>New knowledge: wider persuasive devices, such as logos, ethos, pathos.</p>
Term 6	<p>Childhood: Dickens (Writing Skills)</p> <p><i>Through reading a variety of extracts from Dickens’ novels, students how Dickens represented growing up in Victorian</i></p> <p>Understanding and exploring Dickens’ use of language and structure in terms of what it can illustrate about Victorian childhood and characters</p>	<p>Utilising Dickens’ writing skills to create characters by using sentence structures, ambitious punctuation and a broadened application of vocabulary</p>	<p>Writing: Creating a character and introducing them to readers.</p>	<ul style="list-style-type: none"> Dickens is inaccessible and irrelevant to modern society Effectively linking between paragraphs 	<p>Tier 2</p> <ul style="list-style-type: none"> Piercing, wrenching, whisper, trudging, rugged, slight, scrawny, dingy, pristine, dishevelled, <p>Tier 3</p> <ul style="list-style-type: none"> Synonym, antonym Victorian, contrast, dialogue, lists 	<p>Links to Y8 Gothic: knowledge of 20th century texts decoding vocabulary and building vocabulary</p> <p>Y7 Revision: Punctuating speech, sentence functions</p>