

KESTEVEN AND SLEAFORD HIGH SCHOOL

English Scheme of Learning

Year 8 – Term 3 Media and Non-fiction persuasive writing

Intent – Rationale

The media is a powerful force within society today and as such young people need to learn how it can affect people in the world they live in both positively and negatively. They need to be empowered to recognise the use of rhetoric in action so that they are equipped to evaluate the validity of what they read.

Study Focus – Students will learn how language is used in the media to present the views and opinions of different groups within society. They will learn that language can be used to powerfully influence the ideas and perspectives of readers. They will learn to identify the features of rhetoric within editorial and opinion articles in the media today and to explain how such devices are deliberately used to sway the views of the reader. They will use rhetorical devices themselves to present their own opinions on a topic of their choice.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>Year 7 – Non-fiction persuasive speeches Term 2</p> <p>Year 7 – Knowledge of figurative techniques used in poetry, prose and non-fiction texts</p>	<p>Year 9 – Language paper 2 style analysis of 19th century non-fiction texts</p> <p>Year 10 – Language Paper 2 term 5 and 6</p> <p>Year 11 language paper 2 Revision</p> <p>KS5 – Units in English A level language– Language and Power</p>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • SMSC – <ul style="list-style-type: none"> ○ SP 1-4 ○ M 3 ○ C 1 • Careers – (a) – communication of ideas and perspectives with clarity and cohesion.
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> • Extended reading • Private reading regularly in class using the ROOTED IN READING passport to extend and develop their appreciation of the written word and comprehension skills • Students will develop the ability to determine the purposes of non-fiction texts and to engage with their content in a critical manner 	<p>Students may use data and statistics as evidence to support their perspectives in persuasive writing tasks. They will evaluate data and statistics in the writing of others as evidence to validate their views.</p>

English Scheme of Learning

Year 8 – Term 3 Poetry

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Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

Know

Term 3

How to define and identify – figurative techniques: metaphor/ simile/ personification/ alliteration/onomatopoeia/irony/ satire
 To learn about rhetorical techniques within the media – with a focus on editorial and opinion articles e.g. blogs
 To learn how to organise their ideas to present their own views in a powerfully and compelling manner.
 To know how to vary their use of sentence types to foreground their views e.g. using short sentences or fronted subordinate clauses to influence the reader
 To know the 4 sentence moods/functions and how they can be used to influence in persuasive writing
 To know the broad purposes of communication – to inform, to describe, to explain, to persuade, to argue to advise and to instruct
 To recall how to paragraph effectively and explore the effects of single sentence/short paragraphs

Apply

Identify figurative techniques within the texts studied
 Identify persuasive rhetorical techniques in the texts studied
 To consider how sentence type might convey meaning
 Determine the effects of the techniques identified and explain their intended effects on the reader
 To create an opinion article of their own to convey their own perspectives on an issue of importance to them
 To organise and structure their won writing to create cohesion

Extend

Determine the more subtle purposes of the texts and the perspectives of the writers on the topic they explore
 Identify the implied opinions of the writers

What subject specific language will be used and developed in this topic?

- figurative techniques: metaphor/ simile/ personification/ alliteration/onomatopoeia/ assonance
- Imagery
- Synonyms for demonstration of authorial perspective -Present/ reveal/ show/ illustrate/ demonstrate/express/ convey/ suggest
- Sentence moods/functions- declarative, imperative, exclamatory, interrogative
- Sentence types – simple compound, complex, fronted subordinate clauses
- Blog, vlog, editorial, opinion, bias, objective, subjective
- Broadsheet, tabloid newspapers
- Perspective, point of view, ideas, views,
- Formality, colloquialism, slang

What opportunities are available for assessing the progress of students?

- Assessment of students' knowledge of figurative techniques and their ability to identify them in a text
- Assessment of students' ability to work out a rhyme scheme
- Assessment of students' ability to identify poetic structural techniques
- Assessment of students' ability to use the PETER paragraph structure to demonstrate their understanding of the atmosphere of poems
- Assessment of students' ability to explain their interpretations of authorial intention

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Intent – Concepts

	Lesson title	Non-negotiable content	Suggested activities and resources
Week 1	Persuasive techniques	Revision of the features of persuasive writing	
	Opinion writing in the media	Introduction to different types of media writing which presents opinion	
	Formality	Exploration of the differing levels of formality between the textual examples and consideration of the reasons for such variation	
Week 2		Identification of persuasive devices in text	
Week 3			
Week 4			

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Week 5			
Week 6			