



Key Stage Three English - Unit Overview

Year 8 – Autumn – ‘The Modern Novel’

Enrichment – Dystopian Writing

- Resourcing – PPTs lesson by lesson are available on the J:Drive (RD provided)



<p>Unit rationale</p>	<p>This unit will allow for students to explore different extracts from ‘dystopia’ as a means to create their own piece of writing.</p> <ol style="list-style-type: none"> i. Extending and consolidating the following writing skills: <ul style="list-style-type: none"> - Creating character and setting - Adapting and crafting writing for greater effects, emulating dystopian generic features - Developing the skill of editing and re-editing ii. Providing pupils with extended reading opportunities, with a range of different dystopian extracts from different times. It will also include opportunities for non-fiction reading looking at “real life dystopia” iii. Extending and consolidating core reading strategies: questioning, predicting, clarifying and summarising. Further modelling of skimming, scanning and inferring to develop further reading independence 	
<p>Assessment (this unit’s outcome IS NOT formally assessed)</p>	<p>Unit outcome:</p> <p><u>Warm Task</u> - creative writing response</p> <p>Aim: for pupils to display the writing knowledge and skills focused upon throughout the unit, with an emphasis on <u>creating settings</u></p> <p>Create your own dystopian story</p> <p><i>Students should draft and redraft this across the unit with a finished product being polished and crafted</i></p>	<p>Informal assessment and low-stakes testing:</p> <ul style="list-style-type: none"> • Students are to be encouraged to self and peer assess their writing throughout the unit on a regular basis. Success criteria to be made available by teachers. Students must engage with this, redrafting their work on a regular basis. Staff to encourage ‘slow writing’. • Austin’s Butterfly is a resource to help guide students in this. • Students are to use their knowledge organisers for the unit to develop core knowledge

		retention and learn the unit's key vocabulary in order for it to be applied independently
Core knowledge	<p>'Writing knowledge':</p> <p>1. Crafting of language:</p> <ul style="list-style-type: none"> • Choosing the best word available • Metaphors, similes, personification • Implicit description (show not tell) <p>2. Punctuation:</p> <ul style="list-style-type: none"> • Starting to use more sophisticated punctuation accurately and for effect <p>3. Creating setting</p> <p>4. Paragraphing (TIPTOP)</p> <p>5. Spellings – high frequency words (TBC)</p> <p>6. Methods of characterisation</p> <p>7. Narrative structure</p> <p>8. Conventions of dystopian writing:</p> <ul style="list-style-type: none"> • Characters • Settings • Society/themes 	
Core skills	<p>1. Application of 'writing knowledge' independently including drafting and redrafting</p> <p>2. Application of core reading strategies independently: starting to zoom in on small details to formulate interpretations</p>	
Key Questions for the Unit	<ul style="list-style-type: none"> • What is the dystopian genre? • What real life issues do dystopian writers draw on for their stories? • How do writers create interesting characters? • How do writers create interesting settings? • What impact does different punctuation have? • How does meaning and mood change when I change my vocabulary choices? 	
Key vocabulary	<p>1. Unit vocabulary - tier 2 vocabulary:</p> <ol style="list-style-type: none"> 1. Acrid 2. Derelict 3. Oppressed 4. Totalitarian 5. Underdog 6. Dominance 	<p>2. Unit terminology:</p> <ol style="list-style-type: none"> 1. Protagonist 2. Genre 3. Sensory Language 4. Simile/metaphor 5. Narrative 6. Flashback

	<ul style="list-style-type: none"> 7. Divisive 8. Monotonous 9. Conformity 10. Rebellious 	<ul style="list-style-type: none"> 7. Personification 8. Adjective 9. Perspective 10. Panoramic
Homework opportunities	<ul style="list-style-type: none"> • <i>EXT homework task</i> • Knowledge organisers to prepare for in class quizzes • Spellings to address high frequency word gaps • List of books covered for students to go away and read if they enjoyed it 	
Wider English curriculum links	<ul style="list-style-type: none"> • Reading – consolidating and encouraging independence with these strategies will establish the core skills needed across the curriculum, developing 'good readers' • Writing – consolidating and refining written accuracy will allow students to craft their writing to a greater extent as they move through KS3 	