



Key Stage Three English - Unit Overview

Year 8 – Summer – ‘Characters and Voices’

Main – Character and Voice Poetry

- Resourcing – available in J:Drive – some old AQA poetry cluster resources



<p>Unit rationale</p>	<p>1. Continuing to develop Year 8 reading skill focus: reading analytically. Inference and analysis of language/structure/form the core focus of this unit – continued preparation for GCSE study</p> <p>2. Providing pupils with a model of how to approach poetry, whilst revisiting and developing knowledge of poetic terms. Poems to be explored through <u>unseen strategies</u></p> <p>3. ‘Character and voice’ focus allows students to be presented with ‘marginal voices and encounter texts from other cultures and traditionally neglected points of view’</p> <p>4. Exploration of poems creatively will allow pupils to be exposed to different writing forms. Pupils will be encouraged to adapt their writing for specific audiences and purposes</p> <ul style="list-style-type: none"> - Purposes: inform, explain, describe, argue and persuade - Forms: speeches, letters, articles, reports, diary entries and biographical/autobiographical writing
<p>Poems to explore</p>	<ul style="list-style-type: none"> - ‘Give’, Simon Armitage - ‘The Hunchback in the Park’, Dylan Thomas - ‘Clown Punk’, Simon Armitage - ‘Flag’, John Agard - ‘Medusa’, Carrol Ann Duffy - ‘Singh Song!’, Daljit Nagra - ‘Brendon Gallacher’, Jackie Kay
<p>Potential writing forms/exploration</p>	<ul style="list-style-type: none"> - ‘Give’ and homelessness – newspaper articles looking at rough sleeping; letters of complaint dealing with the issue of homelessness; speeches. - ‘The Hunchback in the Park’/‘Clown Punk’ and prejudices – autobiographical writing; diary entries. - ‘Flag’/‘Singh Song’ and issues with identity - autobiographical writing; diary entries; speeches

	<ul style="list-style-type: none"> - 'Medusa' – report (psychiatrist report). - 'Brendon Gallagher' and childhood – biographical writing. 	
Assessment (this unit's outcome IS NOT formally assessed)	<p>Unit outcome:</p> <p>Warm Tasks – Writing for different forms, audiences and purposes across the whole unit</p> <p>Aim: for pupils to display the writing knowledge and skills focused upon throughout the unit, crafting according to form, audience and purpose</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 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	<ol style="list-style-type: none"> 1. Poetic terms 2. Unit vocabulary 3. Conventions of different forms of writing 	
Core skills	<ol style="list-style-type: none"> 1. Retrieval skills: selecting precise, selective evidence to support responses, with a focus on embedding this within written responses 2. Reading development – developing analysis of language, structure and form when approaching poetry 3. Develop pupils' analytical writing further. Focused use of the what/how/why approach when approaching texts. A focus on linking interpretation to language/structure/form 4. Methods to approach texts as unseen 5. Annotating effectively 6. Crafting writing according to specific forms, audiences and purposes 	
Key Questions for the Unit	<ul style="list-style-type: none"> • Why do people write poetry? • How do writers use structure to make their poetry effective? • What impact do individual words have? • How do writers create mood? • How are voices created? • How can I write in a specific form? • How can I adapt my writing for a specific audience and purpose? 	
Key vocabulary	<p>Unit vocabulary - tier 2 words:</p> <ol style="list-style-type: none"> 1. Despairing 2. Perceived 3. Tormented 4. Didactic 	<p>2. Unit terminology:</p> <ol style="list-style-type: none"> 1. Stanza 2. Mood/tone 3. Free verse 4. Juxtaposition

	<ul style="list-style-type: none"> 5. Conform 6. Alternative 7. Conventional 8. Outcast 9. Innocence 10. Empathy 	<ul style="list-style-type: none"> 5. Simile/metaphor/personification 6. Monologue 7. Hyperbole 8. Alliteration 9. Enjambment 10. Caesura
Homework opportunities	<ul style="list-style-type: none"> • Homework menu tasks • Knowledge organisers to prepare for in class quizzes • Wider reading list available • Targeted SPAG exercises 	
Wider English curriculum links	<p>1. Reading</p> <ul style="list-style-type: none"> • Developing analytical skills for GCSE poetry. Building pupils' unseen skills and strategies • Developing application of terminology to enhance analysis and inference • Focus on 'characters and voices' links to themes and concepts studied at the beginning of Year 9 • Texts consider marginal voices and wider cultural experiences – links to the beginning of Year 9 <p>2. Writing</p> <ul style="list-style-type: none"> • Developing analytical writing, especially for unseen texts • Exposing pupils to non-fiction forms of writing, developing crafting skills for specific audiences and purposes 	