

# KESTEVEN AND SLEAFORD HIGH SCHOOL

## English Scheme of Learning Year 8 – Term 3 Media and Non-fiction

### 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. 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><b>Year 7 – whole year</b> – understanding of figurative devices and writing techniques; <b>Term 2</b> persuasive speeches, <b>History of English Term 6</b> creation of non-fiction booklet  <b>Year 8 – Macbeth Term 1 Week 7</b> – non-fiction writing, newspaper skills</p>	<p><b>Year 9</b> – GCSE Language Paper 2 style analysis of 19<sup>th</sup> century non-fiction texts  <b>Year 10</b> – GCSE Language Paper 2 Term 5 and 6  <b>Year 11</b> – GCSE Language Paper 2 Revision  <b>KS5</b> – 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"> <li>• <b>Art – Graphic design</b> The visual language of advertising</li> <li>• <b>Ethics and Philosophy</b> Debates on gender and representation</li> <li>• <b>History</b> – Propaganda and Kingly Decrees</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SMSC</b> –             <ul style="list-style-type: none"> <li>○ <b>SP 1-4</b></li> <li>○ <b>M 3</b></li> <li>○ <b>C 1</b></li> </ul> </li> <li>• <b>Careers</b> – (a) – communication of ideas and perspectives with clarity and cohesion.</li> </ul>
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"> <li>• Extended reading</li> <li>• Private reading regularly in class using the ROOTED IN READING passport to extend and develop their appreciation of the written word and comprehension skills</li> <li>• Students will develop the ability to determine the purposes of non-fiction texts and to engage with their content in a critical manner</li> </ul>	<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>

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### Intent – Concepts

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What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p style="text-align: center;"><b><u>Know</u></b></p> <p>To learn about rhetorical techniques within the media – with a focus on editorial and opinion articles            To learn how to organise ideas to present views in a powerful and compelling manner.            To know how to use of sentence types to foreground views e.g., using short sentences or fronted subordinate clauses to influence the reader            To know the four 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</p> <p style="text-align: center;"><b><u>Apply</u></b></p> <p>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 own writing to create cohesion</p> <p style="text-align: center;"><b><u>Extend</u></b></p> <p>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            To gain an awareness for the influential and potentially manipulative side of the media e.g. fake news</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
Figurative techniques 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, dialect Authorial Tone – e.g. formal, authoritative, friendly, educated, blunt, humorous, serious, grave, aggressive, appeasing, calming, cheerful, jaunty, confident, relaxed, chatty, conversational etc.	<p><b>Week 2/3</b> – PETER paragraphs (peer assessed) AO1 AO2  <b>Week 5</b> – article for Teen Breathe – <u>assessment</u> AO5 AO6</p> <p><i>Tracking point: w/b 10<sup>th</sup> January</i></p>

## **Intent – Concepts**

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	Lesson title	Non-negotiable content	Suggested activities and resources
Week 1	Why do people write for the media?	<p>Exploration of what the media is</p> <p>Discussion and exploration of why people write in the media</p> <p>Understanding of the main purposes of communication: persuade/argue, inform, explain, describe, instruct, advise, entertain</p> <p>Revision of the features of persuasive writing</p>	<p>Lesson 1 Resources</p> <p>Think/Pair/ share – recall of persuasive devices from Year 7</p> <p><b>PowerPoint:</b> Techniques Recall</p> <p><a href="#">Matching persuasive techniques activity from Teachit</a></p> <p>Creation of examples of persuasive techniques of their own. E.g. rule of three/ similes/metaphors/ personal pronouns/ flattery etc</p>
	Different genres of persuasive writing	<p>Introduction to different types of media writing which presents opinion</p> <p>Identify the similarities and differences between the texts in terms of the linguistic devices used rather than the topic/content of the texts</p>	<p>Lesson 2 Resources</p> <p>Explore extracts from an book review/ film review/blogs/article from Teen Breathe</p> <p>Identify the primary and secondary purposes of each of the texts</p>
	Consideration of levels of formality in writing	<p>Understanding of Standard English – subject verb agreement</p> <p>Colloquialisms/slang/formal/informal</p> <p>Polysyllabic words</p> <p>Sophisticated vocabulary</p> <p>High frequency vocabulary</p>	<p>Lesson 3 Resources</p> <p>Use scanned articles from the broad sheet – The Sunday Times and Tabloid article from The Sunday Express and/or the travel writing Blog article to explore different levels of formality in writing.</p>
Week 2	<p>‘Just the fit’</p> <p>Lessons 1 and 2</p>	<p>Identification and labelling of persuasive devices in text</p> <p>Explanation of the effect of key persuasive devices in 1 or 2 PETER paragraphs</p> <p>Creation of whole class success criteria for the PETER paragraphs</p> <p>Peer assessment of PETER paragraphs using the success criteria</p>	<p>Lesson 4/5 Resources</p> <p>Just the Fit article for all students</p> <p>Peer work – identification of persuasive devices</p> <p>Interpretation of the primary and secondary purposes of the articles</p> <p>Students to create a success criteria card to be used as a book mark and moved through their exercise book to support their effective use of PETER paragraphs</p> <p>Just the Fit article Link</p>

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	Sentence Moods	Revision of definitions of Noun/verb/adjective and adverb Introduction to the 4 sentence moods and their roles: declarative, imperative, interrogative and exclamatory. Identification of the 4 sentences moods 'Just the Fit' Make links between sentence moods and persuasive devices.	Lesson 6 Resources Use PP slide on sentence moods Students to copy the slide into their exercise books, using colour, as a resource to refer to. Students to create their own examples for each of the sentence moods and share them with the class. Divide the board into 4 sections and label each with a sentence mood and tell students to write their own examples into the appropriate section of the board Students to identify examples of nouns/verbs/ adjectives and nouns in their sentences too
Week 3	Silver Linings	Analysis of 'Silver Lining' article Identification of the primary purposes of the text/ some students will be able to identify the secondary purposes of the text too Identification of persuasive devices in the article Discussion of the effects of the persuasive devices on the reader	Lesson 7 Resources 'Silver Linings' Article
	Authorial tone	Understanding of what the term 'tone' means Understanding that a tone of an article might change as the article develops Analysis to determine the tone created in 'Silver Linings' 'Just the fit' and The Sunday Times article' Identify 2 or 3 language features which create the tone in each text	Lesson 8 Resources 'Silver Linings' article 'Just the fit' article The Sunday Times article Examples of adjectives to describe possible tones created: formal, authoritative, friendly, educated, blunt, humorous, serious, grave, aggressive, appeasing, calming, cheerful, jaunty, confident, relaxed, chatty, conversational etc.
	PETER paragraphs	PETER paragraphs to explain a tone created in each of the articles One paragraph for each of the articles using 1 example	Lesson 9 Resources Criteria from the previous PETER paragraphs should be used for this lesson The Paragraphs created can be either Peer, self, or teacher assessed
Week 4	'Get Grounded'	Analysis of 'Get Grounded' article Identification of the primary purposes of the text/ some students will be able to identify the secondary purposes of the text too Identification of the tone and the level of formality of the article Identification of persuasive devices in the article	'Get Grounded' article

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		Discussion of the effects of the persuasive devices on the reader	
	'The Genuine article'	Analysis of 'The genuine article' article Identification of the primary purposes of the text/ some students will be able to identify the secondary purposes of the text too Identification of the tone and the level of formality of the article Identification of persuasive devices in the article Discussion of the effects of the persuasive devices on the reader	Lesson 11 'The genuine article' article
	What makes an effective debate?	Consideration of the purposes of a debate Exploration of the features of an effective debate	Lesson 12 Resources – Debate Students to discuss the purpose of a debate in their table groups and all notes their ideas Students should discuss the features of an effective debate: taking turns, active and careful listening to the views of others (NOT just waiting to have their own turn to speak) explaining their ideas further, seeking clarification from other debaters, elaborating, providing evidence/examples to justify their opinions etc
Week 5	Mini - debates	Students to use the features of an effective debate to discuss an issue of their choice. e.g. Wearing of uniform/ playing sports for wellbeing/ Eating less meat, Using less single use plastic Students should be encouraged to use a more formal vocabulary to explain their ideas and Standard English.	Students to discuss an issue of their choice in their table groups of 4 Students should take turns and consciously be seeking clarification of the views of others – Groups should use a chairperson and scribe to ensure that the issue is fully discussed and notes both for and against the issue are explored and noted
	Plan an article for Teen Breathe	Provide a copy of the mark scheme for creative writing with the students Students should create a success criteria for their article which includes a wide variety of persuasive devices. Discourse markers to structure their work – discuss discourse markers to add ideas to their argument and to explore ideas which challenge their argument too.	Provide a copy of the mark scheme for each of the students to refer to as they plan their writing. Students should highlight their own learning pathway and write their names on the sheets ready for teacher assessment. Remind students that they will need to spell accurately and therefore may use a dictionary to ensure that they have spelled more sophisticated vocabulary accurately thesaurus during their planning. Remind students of the importance of providing evidence for their ideas in the form of data/ anecdotes/ quotations from experts.
	Write an article for Teen Breathe	Share mark scheme from the Pupil Progress booklet with Students to write an article for Teen Breathe on a topic of their choice.	Write on lined paper – for teacher assessment

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		They should write an introduction and at least 3 more paragraphs as well as a brief conclusion	
Week 6	SPAG Lesson	Nouns verbs adjectives and adverbs	SPAG book pages – Peer/Self assess using mark books
	SPAG Lesson	Sentence types – simple, compound, complex	SPAG Book pages – Peer/Self assess using mark books
	'Switch on, Tune in, Venture out'	Create a summary of the article in your own words. Answer the following question <b>'Do you agree with the ideas in this article or not?'</b> Give reasons for your views and write your answer in full sentences. Identify the tone of the article and explain how the tone is created using 2 examples from the text.	'Switch on, Tune in, Venture out'