The Warriner School Subject Curriculum Map

Subject: English	Year Group: 8	Unit: Writing and Characterisation

Unit objectives: (NC Statements)
The students will complete a module of work, developing their ability to write creatively, concentrating on the construction of character. This is done through careful selection of language, punctuation and grammar.

Context for study:

In Year 7, the students began looking at the key skills of creative writing in the Myths and Legends unit. The Year 8 students will develop their skills in this area by using more subtle devices to craft character such as dialogue and 'showing, not telling'. They will also consider aspects of structure and punctuation. This acts as a precursor to the GCSE English Language Paper 1 Section B where students may be required to write a narrative. For the A-Level Language course, this stylistic features may also be relevant for the Original Writing NEA.

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold***)

Students are introduced to ***key vocabulary*** during the unit to enable use throughout their lessons.

- Know what the key skills are that students are assessed for in the GCSE English Language Section B writing paper. Understand that some elements carry greater weighting than others.
- Understand the difference between **accuracy** and **creativity** and the importance of each when writing creatively.
- Know the difference between writing to **describe** and writing to **narrate**. Know how to offer a definition for each of the terms. Understand that these writing types feature different characteristics.
- Understand that vocabulary can be employed in order to create character, mood and atmosphere.
- Understand the term 'enigma' or 'enigmatic'. Understand the difference between **'showing'** and **'telling'** when describing a character.
- Know (revisit) the three main sentence types (covered previously in Year 7 writing unit) – simple, compound and complex.
- Know (revisit) sentence types (covered previously in Year 7 non-fiction writing unit) – declarative, interrogative, exclamatory, imperative.
- Know about the events leading to Joe Simpson being injured and trapped in a ravine. Understand the range of emotions experienced by Simpson during this event.
- Know (revisit) the features associated with deliberate structure (flashbacks, one-sentence paragraphs, one-word paragraphs, full-circle narratives, dual narratives) and understand the effect they can have on a piece of writing.
- Understand that dialogue can not only tell the reader about who is being spoken to but also who is speaking. Understand that the way words are said also tells the reader important information.

Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.*	Literacy and Oracy development opportunities: *Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.*
Students misunderstand the difference between writing to describe and writing to narrate. Ensure that students are provided with examples of each. Modelled reading by the teacher. Provide the students with exemplars. There is the opportunity to use the visualiser to show the students examples of writing.	Explicit teaching of Tier 2 vocabulary, throughout lessons. Reading of writing extracts– modelled writing with various engaging strategies. Explicit focus on employing vocabulary and sentence structures for effect. Regular knowledge and metacognitive checks through students reading out their responses and contributing to class discussions. Develop oracy skills through reading, discussion, and the sharing of written responses.
Assessment/Final outcomes: *How will students apply their deep learning in a meaningful way that respects the subject's discipline?* 'Write a description about **escaping into another world,** inspired by the image. **OR:** Write a narrative about how **appearances can be deceiving**.' Students to put into place techniques discussed during the module, such as showing not telling, dialogue, vocabulary for effect and deliberate structure for effect.	