






During this topic you will develop and demonstrate the following PLTS:

Subject: English
Year: 8 Teaching block: 4
Topic: Power & Conflict
Assessment week: w/b 3rd Dec

Creative thinker		Team player	
Reflective learner		Effective participator	
Independent enquirer		Self-manager	

What I will learn?
How to show clear understanding of the way in which an author presents relationships in a text
How to use a range of evidence from across the text to support your ideas
How to analyse the writer's use of language, form and structure and how they are used to create different meanings
How to make links between a text and the time and situation in which it was written and/or set
How to comment on the writer's wider purpose and ideas about power and conflict
How to write in role as an existing character
How to write descriptively using a range of appropriate techniques

Key vocabulary for this topic:

Character development; turning point; omniscient narration;

limited narration; foreshadowing; symbolism; pathetic fallacy; relationship; juxtaposition; conflict; semantic field; extended metaphor; theme

Independent learning
What?
1 task from choice sheet
Prepare for spelling and meaning test 1
1 task from choice sheet
Prepare for spelling and meaning test 2
1 task from choice sheet
Prepare for spelling and meaning test 3
1 task from choice sheet
Prepare for spelling and meaning test 4

What will the best students be able to do/understand by the end of the topic:

Beginning to read, understand and respond to texts whilst establishing/forming a critical style and demonstrating an informed personal response to the text

They will show a developing confidence in analysing the language, form and structure used by the playwright to create meanings and effects

They will have a broadening range of relevant subject terminology and apply it where appropriate.

They will show an understanding of the relationships between texts and the contexts in which they were written.

They will begin to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

They will organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts whilst using a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.