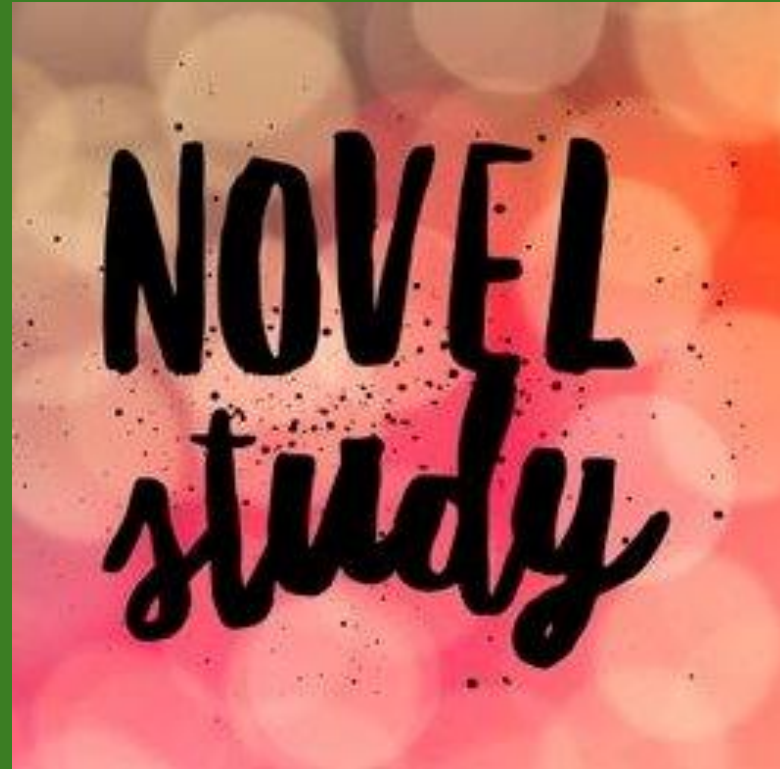


Key Knowledge

- Revise the story arc from year 7
- Flashback
- Revise hooking techniques from year 7 and build on those to add complexity to help year 8 pupils achieve a more subtle approach
- The main character archetypes - protagonist, antagonist, mentor, temptor (antagonist assistant although not always with knowledge of antagonist), sidekick, sceptic, emotional, logical and love interest.
- Revise and teach a range of different ways of constructing sentences to make sure that sentence structure repetition is avoided (build upon complex sentences work in year 7)
- Revise speech punctuation
- English tenses - simple present, simple past, future simple, all continuous and conditional.
- Study extracts or a short story from 19th Century prose



Resources to help Revision

Borrow books from Ramsey Library

Key skills and concepts

- Using a consequences map to help plot a narrative
- Ending a story
- Starting at a moment of action rather than an introductory descriptive paragraph
- Explore the development of characters - how the hero changes
- Redrafting to improve - recognising that the first draft is always the worst draft
- Building vocabulary through reading, games and thesaurus work
- Varying sentence lengths and structures for effect
- Varying style for purpose/audience/form
- Explore the deeper meanings and ideas of the novel studies
- Identify themes and discuss those themes - both their impact on individual student and impact on different readerships
- Explore how Dicken's creates character

Grade Descriptors: How the term's work is graded?

	Developing	Secure	Mastering	Extending
Q1. Can you speak and move in a dramatic role and perform individually for an audience?.	Show understanding of characters' feelings in role. You can create drama scenarios.	You convey straightforward ideas in role and make deliberate choices about your speech and movement.	You show insight into your character by exploring it in a role.	You deepen your response to texts through creative, dramatic approaches and experimenting in complex roles.
Q2. Can you write an engaging narrative?	You use one or two narrative techniques. Your ideas follow on simply from each other, you use simple and compound sentences.	You use multiple narrative techniques in your writing. Your ideas are developed and paragraphs are used accurately.	Your ideas are developed effectively, you use a range of sentence structures and your vocabulary choices are chosen for effect (but not always appropriately).	You have a well judged and distinctive voice using stylistic devices for effect. Vocabulary is ambitiously varied. Your sentences are carefully shaped and have individual merit and contribute to overall effect.
Q3. Can you write using accurate spelling, punctuation and grammar?	You use simple sentences and 'and, but' a lot.	You use full stops and capital letters. Your word choices are simple but appropriate.	You use some subordinating clauses. You can use some variety of punctuation (, “” ! ?).	Your word choices are varied and chosen for effect.
Q4. Can you write an analytical response to an aspect of your class novel?	You can identify pivotal moments in the novel from a list of key moments, and identify general word features such as 'lots of adjectives' in a paragraph.	You can identify basic language choices and identify key moments in the novel.	You can explain in detail key moments and use some textual references. You show clear awareness of writer's language choices, with explanations.	You can sustain a perceptive, convincing, and relevant personal response with detailed text references. Shows a clear critical understanding of the text. Responds sensitively and in detail to the way the writer achieves his/her effects.