

Autumn Term One Conflict						
		Thematic Lesson Focus	Creative Writing Lesson Focus	Homework	Assessment Reflection and Progress (RAP)	
Autumn 1	04.09.23	Week 1	<p>Enquiry Question: Why do people go to war?</p> <p>War Poetry Reading Focus: 'The Charge of the Light Brigade' by Alfred Lord Tennyson and 'The Call' by Jessie Pope.</p> <p>Knowledge Focus: Understanding key vocabulary heroism, duty, patriotism and propaganda. Context of WWI.</p> <p>Analysis Focus: Evaluate Writer's Intent. How do writers present attitudes to war?</p>	<p>Revision of Sentence Types: Complex sentences using accurate punctuation. Revision of comma, semicolon, colon and dash from Year 7.</p>	<p>Wider Reading: WW1 Context</p>	
	11.09.23	Week 2	<p>Enquiry Question: How is the reality of war depicted?</p> <p>Reading Focus: Dulce et Decorum Est and Exposure by Wilfred Owen and opening of Journey's End by RC Sherriff. Features of a play script and use of stage directions.</p> <p>Analysis Focus: Analysis of metaphors using tenor/vehicle/ground.</p> <p>Couch to 5k Writing Focus: Selection and embedding of relevant textual evidence to answer enquiry question.</p>	<p>Creative Sentence Types: Teach the so-so sentence type. Use comma in a list. Apply to establishing a setting to introduce a character. Make links to characters in Journey's End.</p>	<p>Wider Reading: White Feather Girls</p>	
	18.09.23	Week 3	<p>Enquiry Question: What makes a hero?</p> <p>Reading Focus: Journey's End. Exploration of key characters and presentation of the class system.</p> <p>Analysis Focus: Analysis of metaphors using tenor/vehicle/ground.</p> <p>Knowledge Focus: Links between Journey's End and The Call through theme of cowardice.</p> <p>Couch to 5k Writing Focus: Revision of thesis statements.</p>	<p>Creative Sentence Types: Teach Whoever, whenever, whatever sentence type. Development of characterisation. Make links to characters in Journey's End.</p>	<p>Wider Reading: Information about RC Sherriff's Journey's End</p>	<p>RAP: Key Vocabulary</p>
	25.09.23	Week 4	<p>Enquiry Question: How do people cope with war?</p>	<p>Creative Sentence Types: Teach end loaded sentence type. Build a paragraph using this</p>	<p>Knowledge: Revision of Key Vocabulary.</p>	

		<p>Reading Focus: Journey's End Act 2. Coping mechanisms of the soldiers.</p> <p>Analysis Focus: Characterisation of Osbourne. What is the significance of Osbourne reading Alice's Adventures in Wonderland?</p>	and previous sentence types to develop characterisation. Make links to characters in Journey's End.		
02.10.23	Week 5	<p>Enquiry Question: How important is a sense of duty?</p> <p>Reading Focus: Journey's End Act 3. Comradeship and the reality of war. Attitudes of the other characters towards Raleigh and the changes in Raleigh from the beginning of the play.</p> <p>Analysis Focus: Use of stage directions of action offstage.</p>	Dissecting Writing: Students to use a model description of a character to check understanding of sentence construction and sentence types taught.	Creative Writing Task: Write Osbourne or Raleigh's letter home before the raid	RAP: SPAG
09.10.23	Week 6	<p>Enquiry Question: How is the structure of a play used as a method to create meaning</p> <p>Analysis Focus: Look at how a play is structured into Acts and Scenes. Examine how the acts/scenes develop in the play as it progresses.</p> <p>Knowledge Focus: Understand the structure of a three act play and related subject terminology.</p> <p>Couch to 5k Writing Focus: Effect of the whole text and exploration of 'big ideas' and themes. How has Sherriff used Journey's End to convey the reality of war?</p>	Slow Writing: Students to apply knowledge of sentence types to a description of a character linked to Journey's End.	Knowledge: Use of stage directions and how they are linked to characterisation.	
16.10.23	Week 7	<p>Enquiry Question: How are stage directions used as a method to create meaning?</p> <p>Reading Focus: Character of Hibbert</p> <p>Analysis Focus: Methods have Meaning What do stage directions reveal about a character? How can stage directions show juxtaposition of characters?</p>	Slow Writing: Edit and Redraft description from previous lesson.	Application of Reading: Annotation of model description of the trenches.	RAP: Methods Have Meaning

	23.10.23	Week 8	<p>Enquiry Question: What are the consequences of war? (Disillusionment of youth)</p> <p>Reading/Analysis Focus: Character arc of Raleigh.</p> <p>Couch to 5k Writing Focus: Develop thesis statements and topic sentences to analyse the presentation of the character of Raleigh. Embed relevant textual detail.</p> <p>Secondary Material Reading Focus: Anthem for Doomed Youth by Wilfred Owen. Methods have Meaning – use of symbolism. Explore thematic links between texts.</p>	<p>Slow Writing: Students to devise their own criteria for a slow writing task using the sentence types taught and methods have meaning from thematic lesson.</p>	<p>Wider Reading: Biography of Wilfred Owen</p>	
Autumn Term Two Conflict						
Autumn 2	06.11.23	Week 1	<p>Enquiry Question: What are the consequences of war? (Trauma and psychological impact)</p> <p>Reading/Analysis Focus: Character arc of Osborne.</p> <p>Couch to 5k Writing Focus: Develop thesis statements and topic sentences to analyse the presentation of the character of Osborne. Embed relevant textual detail.</p> <p>Comparison of main characters in the play. What are their roles in the play? How does Sherriff use them to engage the audiences' emotions?</p> <p>Secondary Material Reading Focus: Blackadder Goes Forth 'Goodbye' Make links to Journey's End, especially fear, the endings, loss of ordinary but valuable lives.</p>	<p>Dissecting Writing: Introduce the four part story structure of setting, character, flashback and return to setting with a change. Annotate a range of flashbacks for techniques used to start the flashback.</p>	<p>Wider Reading: Simon Armitage poem for the Ukraine 'Resistance'</p>	<p>RAP: Couch to 5k Writing Skills Thesis Statements Topic Sentences Embedding Evidence Analysing Language</p>
	13.11.23	Week 2	<p>Enquiry Question: What are the consequences of war? (Death and Loss)</p>	<p>Creative Sentence Types: Using the end loaded sentence type to signal a flashback.</p>	<p>Wider Reading: Women in War – Women's National Land Service Corps</p>	

			<p>Reading/Analysis Focus: Use of stage directions in the final scenes of the play. Make a link back to the opening lines of 'Anthem for Doomed Youth.'</p> <p>Secondary Material Reading Focus: Birdsong by Sebastian Faulkes – Extract Somme making links between this and Journey's End with the focus on the presentation of the horrors of war. In Flanders Fields by John McCrae – Exploration of loss linked to the Stanhope losing Osborne.</p>			
20.11.23	Week 3	<p>Enquiry Question: What are the consequences of war? (Chaos and Destruction)</p> <p>Reading/Analysis Focus: Secondary Material Regeneration by Pat Barker. Comparison of extract and opening to the play. Propping up the Line by Ian Beck. Compare to Wilfred Owen's Exposure and portrayal of the horrors of war.</p>	<p>Creative Sentence Types: Using a range of sentence types to signal the end of a flashback.</p>	<p>Wider Reading: Women in War – Munition Wages by Madeline Ida Bedford.</p>		RAP: Key Vocabulary
27.11.23	Week 4	<p>Enquiry Question: How do writers convey their feelings about war?</p> <p>Analysis Focus: Writer's intent. Review poems from the unit to evaluate writer's intent.</p> <p>Couch to 5k Writing Focus: Analytical paragraph on the presentation of big ideas/themes across a range of texts.</p>	<p>Slow Writing: Apply sentence types taught to writing a flashback.</p>	<p>Wider Reading: Extract from A Brass Hat in no Man's Land by Percy Crozier</p>		
04.12.23	Week 5	<p>Consolidation Week</p> <p>Couch to 5k Writing Focus: Analytical paragraphs focusing on thesis statements-</p>	<p>Slow Writing: Edit and Redraft description from previous lesson.</p>	<p>Writing Task: Choose a letter or poem describing the impact of war on</p>		RAP: Couch to 5k Writing Skills Thesis Statements Topic Sentences

			topic sentences-embedding evidence-analysing language.		the individual as either a soldier or a person on the Home Front.	Embedding Evidence Analysing Language
	11.12.23	Week 6	Consolidation Week Couch to 5k Writing Focus: Analytical paragraphs focusing on thesis statements-topic sentences-embedding evidence-analysing language.	Slow Writing: Apply characterisation and flashback to write a description of Stanhope in the trenches linked to Journey's End.	Knowledge: Key vocabulary from the unit.	Assessment 1
	18.12.23	Week 7	Consolidation Week Couch to 5k Writing Focus: Analytical paragraphs focusing on thesis statements-topic sentences-embedding evidence-analysing language.	Slow Writing: Edit and Redraft description from previous lesson.	End of unit reflections: Student Voice	
Spring Term One Love and Mutiny						
Spring 1	08.01.24	Week 1	Enquiry Question: What is the impact of the prologue? Contextual Focus: What was society like when Shakespeare lived? What is a patriarchal society? Make links between A Midsummer's Night's Dream and Romeo and Juliet through exploration Reading Focus: What is a prologue? What is a chorus? Discuss why Shakespeare opened the play in this way. Analysis Focus: How does the prologue show dramatic irony? What form does the prologue take? Teach features of a sonnet.	Reading For Pleasure: Class Novel The Lines We Cross by Randa Abdel-Fattah	Wider Reading: The Life of William Shakespeare	
	15.01.24	Week 2	Enquiry Question: How is a patriarchal society shown in the opening scenes of Romeo and Juliet? Reading Focus: Read the exchange between Gregory and Sampson. Identify the language associated with masculinity. Analysis Focus: Analyse how the Prince shows both his hierarchical status and patriarchy. Introduce the concept of tender masculinity and how Romeo demonstrates this.	Reading For Pleasure: Class Novel The Lines We Cross by Randa Abdel-Fattah	Wider Reading: Elizabethan Society and Social Hierarchy	RAP: SAPG

	22.01.24	Week 3	<p>Enquiry Question: How are ideas of tradition explored in literature?</p> <p>Reading/Analysis Focus: Benvolio and Romeo's exchange where he is discussing his love for Rosaline and use of oxymoron.</p> <p>Secondary Material Reading Focus: Sonnet 29 'I think of thee' Elizabeth Barrett Browning.</p> <p>Reading/Analysis Focus: Act 1 Scene 2 Lord Capulet's speech and analyse how courtly love and ideas of chivalry are presented.</p>	<p>Reading For Pleasure: Class Novel The Lines We Cross by Randa Abdel-Fattah</p>	<p>Wider Reading: The Globe Theatre</p>	<p>RAP: Key Vocabulary</p>
	29.01.24	Week 4	<p>Enquiry Question: How are some themes explored in both Shakespearean tragedies and comedies? How does Shakespeare use language?</p> <p>Reading Focus Intertextuality: Link to A Midsummer Night's Dream Refer back to Egeus' speech at the beginning of AMSND. How does Lord Capulet's view of marriage differ to Egeus'?</p> <p>Reading Focus: Act 1 Scene 5 Tybalt's reaction to Romeo being at the Capulet feast. How is this reinforcing gender stereotypes?</p> <p>Analysis Focus: Romeo's speech 'O she doth teach the torches to burn bright....' Examine for metaphors and similes. Romeo and Juliet meet at the feast. Make links back to the prologue. Look at use of the extended metaphor linked to religious language.</p>	<p>Reading For Pleasure: Class Novel The Lines We Cross by Randa Abdel-Fattah</p>	<p>Wider Reading: Features of Shakespearean Tragedy</p>	
	05.02.24	Week 5	<p>Enquiry Question: How does Shakespeare present rebellious females?</p> <p>Analysis Focus: Act 2 Scene 2 The Balcony Scene. Examine for metaphors and similes. Make links to light and dark imagery.</p> <p>Reading Focus Intertextuality: Comparison of Hermia from A Midsummer Night's Dream and Juliet's attitude to marriage</p> <p>Reading Focus: Read Act 2 Scene 6 Romeo and Juliet's marriage. Why is the marriage ceremony absent from the play?</p>	<p>Reading For Pleasure: Class Novel The Lines We Cross by Randa Abdel-Fattah</p>	<p>Wider Reading: Sonnet 29 I think of thee by Elizabeth Barrett Browning</p>	<p>RAP: Methods Have Meaning</p>

Spring Term Two Love and Mutiny						
Spring 2	19.02.24	Week 1	<p>Enquiry Question: How are the male characters presented in Act 3 Scene 1?</p> <p>Analysis Focus: Read Act 3 Scene 1 Analyse the language of violence.</p> <p>Character Development Romeo. Trace his character from the beginning of the play.</p> <p>Act 3 Scene 2 Juliet's speech showing her conflicting feelings for Romeo -use of oxymoron.</p>	<p>Reading For Pleasure: Class Novel The Lines We Cross by Randa Abdel-Fattah</p>	<p>Wider Reading:</p> <p>Romeo and Juliet and its influence on modern culture.</p>	
	26.02.24	Week 2	<p>Enquiry Question: How is patriarchy demonstrated in Capulet's Juliet's rebelliousness?</p> <p>Reading Focus: Act 3 Scene 4 Change in Lord Capulet's attitude to Juliet's marriage.</p> <p>Analysis Focus: Act 3 Scene 5 Romeo and Juliet meet after they are married. Light and dark motif.</p> <p>Reading Focus: Read Act 3 Scene 5 Lord Capulet threatens to disown Juliet.</p>	<p>Reading For Pleasure: Class Novel The Lines We Cross by Randa Abdel-Fattah</p>	<p>Wider Reading: The role of Comedy in a tragedy.</p>	<p>RAP:</p> <p>Couch to 5k Writing Skills</p> <p>Thesis Statements</p> <p>Topic Sentences</p> <p>Embedding Evidence</p> <p>Analysing Language</p> <p>Evaluate the Writer's Intent</p>
	04.03.24	Week 3	<p>Enquiry Question: How have the events in the prologue come to fruition?</p> <p>Analysis Focus: Read Act 4 Scene 3 Juliet's fake death. Examine Juliet's soliloquy. Read Act 5 Scene 3 Death of Romeo Examine Romeo's soliloquy. Highlight the imagery linked to Juliet's beauty now that she is dead.</p> <p>Reading Focus: Act 5 Scene 3 Prince's Speech. Explain the term catharsis and apply this to the final scene.</p>	<p>Reading For Pleasure: Class Novel The Lines We Cross by Randa Abdel-Fattah</p>	<p>Wider Reading:</p> <p>Sonnet 18 Shall I compare thee to a summer's day?</p>	
	11.03.24	Week 4	<p>Enquiry Question: How are rebellious women presented in literature through the ages?</p> <p>Analysis Focus Intertextuality: Rebellious women in Shakespeare plays. Role of Titania, Hermia, Juliet and Lady Macbeth in Shakespeare plays.</p> <p>Secondary Material Reading Focus: Wuthering Heights.</p> <p>Secondary Material Reading Focus: WH Auden Funeral Blues</p>	<p>Reading For Pleasure: Class Novel The Lines We Cross by Randa Abdel-Fattah</p>	<p>Creative Writing:</p> <p>Newspaper article reporting the death of Romeo and Juliet.</p>	<p>RAP:</p> <p>Key Vocabulary</p>

	18.02.24	Week 5	<p>Enquiry Question: How do methods create meaning?</p> <p>Writing Focus: A sequence of lessons focusing on Couch to 5K writing skills.</p>	<p>Reading For Pleasure: Class Novel The Lines We Cross by Randa Abdel-Fattah</p>	<p>Wider Reading: Overview of the play linked to themes and key scenes.</p>	<p>RAP:</p> <ul style="list-style-type: none"> Couch to 5k Writing Skills Thesis Statements Topic Sentences Embedding Evidence Analysing Language Evaluate the Writer's Intent
Summer Term One Power						
Summer 1	08.04.24	Week 1	<p>Enquiry Question: What inspired Malorie Blackman to write Noughts and Crosses?</p> <p>Reading Focus: The Prologue. Context of the novel.</p> <p>Analysis Focus – Why is this flashback used at the start of the novel? Themes of the novel. Analysis of the metaphor using tenor, vehicle and ground.</p> <p>Secondary Material Reading Focus: Article of Stephen Lawrence case. How did this influence Blackman?</p>	<p>Revision of Sentence Types: Complex sentences using accurate punctuation. Revision of comma, semicolon, colon and dash from Year 7 and Autumn Year 8.</p>	<p>Creative Writing: Write a dystopian or utopian description.</p>	<p>RAP:</p> <p>SPAG</p>
	15.04.24	Week 2	<p>Enquiry Question: How do writers present dystopian worlds?</p> <p>Reading Focus: Chapter one and two. Oracy discussion around why are Sephy and Callum innocent here? Why is the story told through 1st person narration of Callum and Sephy as opposed to a third person narration? Analysis of names.</p> <p>Analysis Focus: Analysis of description of the private beach as a utopia where they can be together vs dystopia of the real world. Methods have meaning: connotations of Noughts and Crosses. Tenor, vehicle and ground analysis of metaphor.</p> <p>Secondary Material Reading Focus: The Handmaid's Tale extract. What comparisons can we make to Noughts and Crosses?</p>	<p>Development of Vocabulary: Introduction to theme of utopia. Use a model description of a utopian setting. Identify sentence types and magpie vocabulary for use in own descriptive writing.</p>	<p>Wider Reading: Harry Potter description of Delores Umbridge.</p>	
	22.04.24	Week 3	<p>Enquiry Question: How does Blackman use characterisation to criticise those in power?</p> <p>Reading Focus – Chapter three, four, five and Six. Oracy discussions on key themes of discrimination, power and money.</p>	<p>Creative Sentence Types: Introduce the 'as if' pivot sentence. Apply to description of a utopian setting.</p>	<p>Creative Writing: Speech Writing</p>	<p>RAP:</p> <p>Key Vocabulary</p>

			<p>Analysis Focus – Analysis and connotations of ‘blankers’ and ‘daggers.’ Extended Written Response: How does Blackman criticise those in power through the presentation of Sephy’s father? Analysis of the teachers’ treatment of the injured nought and the simile ‘you’re all behaving like animals,’ and ‘like blankers.’</p>			
29.04.24	Week 4	<p>Enquiry Question: <i>How does Blackman use dual narrative to show opposing perspectives?</i></p> <p>Reading Focus: Chapters even, eight, nine and ten. Oracy discussion around the power of words</p> <p>Analysis Focus: Contrast of language used by those in power ‘misguided terrorists’ ‘illegal terrorist group,’ compared to the term the noughts use ‘long live the liberation militia.’ Comparison of perspective.</p> <p>Secondary Material Reading Focus: Extract from Martin Luther King ‘I Have a Dream’ Speech. Evaluate what has made this speech successful. Look at use of persuasive devices such as repetition, collective pronouns and emotive language.</p>	<p>Creative Sentence Types: Introduce the ‘as if’ avalanche sentence to build on description from previous lesson.</p>	<p>Wider Reading: Mrs Tilscher’s Class by Carol Ann Duffy</p>		<p>RAP: Methods Have Meaning</p>
06.05.24	Week 5	<p>Enquiry Question: <i>How does Blackman use the motif of violence to explore how discrimination is enforced?</i></p> <p>Reading Focus: Chapter eleven, twelve, thirteen and fourteen. Oracy discussion: Why is education portrayed as being irrelevant for the noughts? Discuss the value of education and the opportunities it provides. Exploration of key quotations linking to violence throughout the novel so far. Discuss violence as a motif.</p> <p>Analysis Focus: Extended Written response: How does Blackman use the motif of violence to explore how discrimination is enforced?</p>	<p>Creative Sentence Types: Introduce the ‘adjective attack’ sentence type to continue to develop description of a utopian setting.</p>	<p>Wider Reading: Article on Rosa Parkes</p>		<p>Assessment 2</p>
13.05.24	Week 6	<p>Enquiry Question: <i>How do writers explore ideas about institutional discrimination?</i></p> <p>Reading Focus: Chapter twenty one – twenty five. Oracy discussion around</p>	<p>Slow Writing: Apply sentence types taught to writing a description of utopian setting.</p>	<p>Wider Reading: History as a narrative.</p>		

			<p>institutionalised discrimination Methods have Meaning: Use of internal dialogue.</p> <p>Analysis Focus: Use of flashbacks and link to the different perspectives through the memory of the picnic.</p> <p>Secondary Material Reading Focus: Extract from Blood Brothers – the police officer scene. Comparison of the institutional discrimination of the police officer against the working classes compared to the discrimination of the noughts in ‘Noughts and Crosses.’</p>			
	20.05.24	Week 7	<p>Enquiry Question: How is history influenced by human bias? How can words be used to empower?</p> <p>Reading Focus: Chapters thirty to thirty five. Oracy discussion around: How is history influenced by human bias? Why does Mr Jason hide his heritage? Listen to Checking Out Me History and compare ideas – pride vs shame.</p> <p>Reading Focus: Read Chapters forty four to forty nine.</p> <p>Analysis Focus: Use of tension -How does Blackman build tension in this part of the novel? ‘</p> <p>Oracy Focus: Debate around the power of words vs actions to empower. Watch Greta Thunberg’s Speech ‘How Dare You.’</p>	Slow Writing: Edit and Redraft description from previous lesson.	Wider Reading: Nothing’s Changed by Tatamkhulu Afrika	RAP: Vocabulary
Summer Term Two Power						
Summer 2	03.06.24	Week 1	<p>Enquiry Question: How does trauma affect people in different ways?</p> <p>Reading Focus: Chapter fifty to fifty six. Oracy discussion around: Sephy’s response to trauma compared to Callum’s. Discussions around morality.</p> <p>Analysis Focus: Summarise that Sephy wants to go away to boarding school in connect. Transcript of the conversation in Chapter fifty eight. Introduce sentence moods. Analysis of power struggles in the conversation using</p>	Development of Vocabulary: Introduction to theme of dystopia. Use a model description of a utopian setting. Identify sentence types and magpie vocabulary for use in own descriptive writing.	Wider Reading: Great Expectations Extract – Pip’s vulnerability and power struggles.	

			physical levels too. Summarise end of chapter.			
10.06.24	Week 2	<p>Enquiry Question: How does Blackman use imagery to present Callum's vulnerability?</p> <p>Reading Focus: Read Chapters fifty nine to sixty three. Oracy Discussion around: How does the legal system disadvantage the noughts in getting justice?</p> <p>Analysis Focus – Read Chapter sixty four. Analysis of Callum's retention of power despite being kicked out of school. Revisit tenor, vehicle and ground linked to analysis of simile.</p>	<p>Creative Sentence Types: Revise the 'as if' pivot sentence. Apply to description of a dystopian setting.</p>	<p>Wider Reading: Medusa by Carol Ann Duffy.</p>	<p>RAP: Couch to 5k Writing Skills Thesis Statements Topic Sentences Embedding Evidence Analysing Language Evaluate the Writer's Intent Links to big ideas</p>	
17.06.24	Week 3	<p>Enquiry Question: How is Sephy presented as powerless?</p> <p>Reading Focus: Read Chapters seventy one to seventy eight. Oracy discussion around: How is Sephy naïve to think that Callum's dad will be found not guilty? How does Blackman build tension? How are Callum and Sephy presented as powerless?</p> <p>Analysis Focus: Extended written response: How is Sephy presented as powerless? Focusing on extract where she's forced to watch the hanging. Self-assessment.</p> <p>Secondary Material Reading Focus: Marcus Rashford writing for change. Look at features of a persuasive letter.</p>	<p>Creative Sentence Types: Revise the 'as if' avalanche sentence to build on description from previous lesson.</p>	<p>Wider Reading: Persuasive advertisement.</p>		
24.06.24	Week 4	<p>Enquiry Question: How does Blackman use methods to show the power of persuasion?</p> <p>Reading Focus: Read Chapter eighty two. Discuss the presentation of media bias and how the story is manipulated to tell a specific narrative. What do you think really happened? Read Chapters Eighty Four to Eighty Eight. Oracy discussion around why Callum decides to join the Liberation Militia, why was Callum and Sephy's relationship doomed to fail from the beginning?</p> <p>Analysis Focus: Analysis of the persuasive language used by Jude when he is trying to recruit Callum to the Liberation Militia.</p>	<p>Creative Sentence Types: Revise the 'adjective attack' sentence type to continue to develop description of a dystopian setting.</p>	<p>Knowledge: Key vocabulary from the unit.</p>		

01.07.24	Week 5	<p>Enquiry Question: How does Blackman explore ideas about loyalty and betrayal?</p> <p>Reading Focus: Read Chapter ninety to ninety three. Oracy discussion: What has Callum sacrificed in order to seek revenge? How was Jude's manipulation of Callum escalated?</p> <p>Analysis Focus: Read Chapters ninety four to ninety six. Analyse the extended metaphor of 'venom,' 'hissed' and 'poison' in Leila's looks. Analysis of this metaphor.</p>	<p>Slow Writing: Apply sentence types taught to writing a description of dystopian setting.</p>	<p>Wider Reading: Half-Caste by John Agard.</p>	<p>RAP: Couch to 5k Writing Skills Thesis Statements Topic Sentences Embedding Evidence Analysing Language Evaluate the Writer's Intent Links to big ideas</p>
08.07.24	Week 6	<p>Enquiry Question: How do methods create meaning?</p> <p>Reading Focus: Read chapters ninety nine to one hundred and three. Oracy discussion: How does Sephy try to hold on to her dignity despite her powerlessness? How do the circumstances force Callum and Sephy to confront their emotions?</p> <p>Analysis Focus: Description of Sephy's dream and how this links to the utopia at the start of the novel.</p> <p>Reading Focus: Read chapters one hundred and four to one hundred and nine. How does Jude's warning to Callum foreshadow what might happen at the end of the novel?</p> <p>Analysis Focus: Symbolism of the baby. Metaphor 'All my plans had turned to ashes and dust.'</p>	<p>Slow Writing: Edit and Redraft description from previous lesson</p>	<p>Wider Reading: Women's Rights in USA Article</p>	
15.07.24	Week 7	<p>Enquiry Question: How does Blackman build tension at the end of the novel?</p> <p>Reading Focus: Read Chapters one hundred and ten to the end. Oracy discussion around: How does Blackman create empathy and a sense of injustice? How has Callum and Sephy's relationship developed since the start of the novel? How does Sephy's dad treat her unborn child and why? How have their circumstances forced them to abandon fear of consequences based on societal expectations? Who is really to blame for Callum's death?</p>	<p>Slow Writing: Edit and Redraft description from previous lesson. Teacher to focus on needs of the class and revisit any of the creative sentence types from Year 8.</p>	<p>Creative Writing: Write an alternative ending to the novel.</p>	

			Analysis Focus: Analysis of the build up of tension through dual narrative, chapter titles, short sentences, internal monologue and repetition.			
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