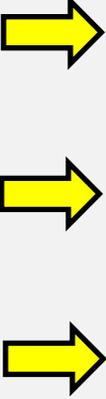


## Greenfields Academy (Secondary) - Long Term Planning – ENGLISH & LITERACY

### Academic Year Overview 2020/21 – Year 10

Term	Autumn		Spring		Summer	
	1	2	3	4	5	6
TRANSITION FROM .... 	Reading	Writing	Writing	Reading	Refugee Boy	Refugee Boy
	20th / 21st century texts	Creative writing	Transactional writing skills	19th century extracts fiction	Multicultural Novel	Multicultural Novel
<b>Weekly Sequence</b>	<b>KEY:</b> <b>N – New Learning &amp; Knowledge, KQ – Key Question, . – Whole School Focus (eg. Computing Week, Language Day)</b>					
<b>1</b>	N – LO -understand the main ideas a writer is communicating LO - summarise the key points of a text.	LO - To be able to identify and utilise the key features of creative writing LO - To be able to use a wide range of effective adjectives	N – To compose a piece of transactional writing To know rhetorical devices and be able to define them	N - To identify the audience of a text. To identify the purpose of a text. To comment on how writers make texts	N – Identifying and commenting on writers' purposes and viewpoints, and the overall effect of the text on the reader	N – To explain why Aems's father left him in England LO – To identify phrases that have a powerful

	<p>KQ – What is the difference between fiction &amp; non fiction? What are the main points of the text? Are there any words you do not understand? What is the writer trying to tell us? .-</p>	<p>KQ - What is an adjective and what is it used for? Why does a writer use adjectives?</p>	<p>To analyse how theme park posters appeal to their audience KQ – What is transactional writing? What are rhetorical devices? Who are the target audience? .-</p>	<p>appropriate for their audience and purpose. KQ – Who is the writing aimed at? How do we know? What is the purpose?</p>	<p>KQ – What does the term refugee mean? How is England represented? How do the music, images, language etc contribute to this representation? What impressions do we get of this culture? How is it different to our culture?</p>	<p>impact on the reader and say why To re-write Alem’s fathers letter using emotive language</p>
2	<p>N – LO: identify the writer’s views and perspective LO: understand how a writer communicates their perspective to a reader. KQ – what happened? reasons why the two writers may have given different perspectives on the incident? reasons why the two viewpoints are necessary and why it is important to have considered them?.</p>	<p>N – LO - To be able to use a wide range of effective verbs. KQ - What are the benefits of using ‘strong’ verbs in your writing? How many ‘strong’ alternatives can you think of for the verb ‘talk’? ICT WEEK</p>	<p>N – To understand different persuasive features To identify and analyse persuasive techniques To be able to plan and design a new theme park KQ – Can you identify where they are used? Why have they been used? Write your own using ICT – plan &amp; produce leaflet using ICT</p>	<p>N - To identify what is meant by: voice, language choice, imagery, appeal to the senses, speech and thought, techniques for purpose e.g. persuade, inform, sentence length and variety structure. To demonstrate their understanding of the effects the writer is hoping to achieve by use of: Simile, Metaphor, Personification, colour and contrast, description of place  To explain how a writer uses these to appeal to the senses.  KQ- -can you identify the language technique? Define them? How have they used the senses?</p>	<p>N – To identify the main points of Alem’s life LO – To create a storyboard of Alems life before England N To improve a paragraph to make it more descriptive and create impact KQ – Why should people visit England? What makes England iconic? Think about Alem’s first experiences in England. How does he feel? What does he notice? How is this experience different to his experiences at home? How does it make you feel?</p>	<p>N LO – To plan a letter from ALEM in response to his father LO – To write a letter using emotive language and quotations</p>

<p><b>3</b></p>	<p>N – LO: identify the audience of a text LO: identify the purpose of a text KQ – What does the word purpose mean? Who is the audience? How do we know? ICT week</p>		<p>N – To be able to produce a leaflet or poster for a new theme park KQ – Have you used key persuasive features? What improvements could you make? ICT week</p>	<p>N - To understand how language reveals a writer’s perspective. To understand the impact language choice can have on the reader.  KQ – Why did they use that phrase? How did it make you feel? What did you imagine? ICT week</p>	<p>N – Creating a collage of words and associate these words to different meanings. KQ – What colours would they associate with peace and conflict? What music/song/ theme tune/ film/animal would they associate with each? LO - To annotate a picture to describe LO - To write their own description of being in a war-torn place KQ - What can they hear/see/smell/feel ICT WEEK</p>	<p>N LO – To identify how refugees and asylum seekers are portrayed on the news  LO – to respond to the comments in the newspapers in support of the main character  KQ - why are these headlines unfair? How might these headlines influence how people view and treat people like Alem? ICT WEEK</p>
<p><b>4</b></p>	<p>N – LO comment on how writers make texts appropriate for their audience and purpose. KQ – Audience is ... The audience is important in a text because ... Purpose is ... The purpose is important in a text because ...</p>	<p>N LO - To be able to explore creative language devices. LO - to work together to create a short lesson about a particular linguistic device. KQ - Which is the most effective linguistic device and why? What possible issues might your group encountered when teaching the class next lesson? How can you plan to overcome these issues as a group?</p>	<p>N – To know the difference between information and influence in a piece of writing To be able to draft a menu for a themed restaurant To publish a menu for a themed restaurant KQ – How can writing influence a reader? What words have they used in the menu to make the meals sound nicer?</p>	<p>N - To comment effectively on how language communicates ideas and perspectives To understand what structural features and devices a writer can use To understand the impact of structure on the reader.  KQ: Can you identify the technique used? What impact does it have?</p>	<p>N – Interpreting information, events and ideas from a text. KQ – Character analysis of main characters. How does the writer affect our judgements with his language choices?  N – Understanding the lesson to be learned about making judgements on others. KQ – What words could you use to describe Alem’s experiences in England so</p>	<p>N – LO – To identify persuasive devices To identify what freedom is , what it would be like and what it would mean to the main character LO -To identify 5 main points of chapter 13</p>

					far? What judgments are being made by the Police?	
5	<p>N – LO -To be able to identify what is meant by:</p> <ul style="list-style-type: none"> <li>●voice, language choice, imagery, appeal to the senses, speech and thought, techniques for purpose &amp; sentence length and variety structure</li> </ul> <p>KQ – What do these words mean? Can you find examples in the text?</p> <p>. –</p>	<p>N - To be able to spell accurately.</p> <p>LO – To explore spelling strategies</p> <p>LO – To be able to improve and develop my work</p> <p>KQ - How would you rate your spelling ability?</p> <p>Are there any words that you know you commonly misspell?</p>	<p>N – To understand the features of a letter of complaint To be able to write a formal letter of complaint</p> <p>KQ – What are the features of a letter? What techniques are needed?</p>	<p>N - To comment on the way structural features are used</p> <p>To explore the effects structural devices create</p> <p>To select appropriate examples from a text</p> <p>To select examples that help support a detailed response.</p> <p>KQ – Can you find a quotation to support your answer? How do we know the writer ...?</p>	<p>N – Researching answers to questions on different countries politics and culture.</p> <p>Lo – To take understand how characters may feel (hot seating)</p> <p>LO – To identify persuasive / emotive language in a newspaper article</p> <p>KQ – Can you think of questions that you would like to ask Alem to find out more about his life before arriving in England? What do we learn about British culture from Chapter 9?</p>	<p>N -LO – To wrote a PEE paragraph to describe the treatment of Alem and his father</p> <p>N – To plan a leaflet on an issue that is important to you</p>
6	<p>N – Students will be able to demonstrate their understanding of the effects the writer is hoping to achieve by use of: simile, metaphor, personification, colour and contrast, description of place and explain how a writer uses these to appeal to the senses.</p> <p>KQ – What are these techniques? Can you give examples? Why has the author used these?</p>	<p>N – LO - To be able to explore creative language devices</p> <p>LO - To be able to explore techniques used when creating characters</p> <p>LO – To annotate an extract to identify language devices</p> <p>KQ - Why do you think writer’s use linguistic devices in their writing? How can you reach the highest grades for your use of linguistic devices? What is</p>	<p>N – To be able to plan a letter for a job application. To be able to compose a letter for a job application</p> <p>KQ – What information do you need to include? How will you present your letter?</p>		<p>N – To research Ethiopian / Eritrean Politice</p> <p>LO – To compare British politics / culture with Eritrea/ Ethiopia</p> <p>KQ –What do we learn about British culture from Chapter 9? How is the political situation in all of these countries similar? What are the main differences?</p>	<p>N – LO – To create from a plan a leaflet on a particular issue</p> <p>LO – To create a persuasive piece to persuade (advert, letter, newspaper article or speech)</p> <p>KQ – form? Audience? Purpose?</p>

	.	it about this character that makes it so memorable? What does an effective character need?				
7	Exam question revision week – how to answer paper 2 20 <sup>th</sup> / 21 <sup>st</sup> century unseen questions. Model and test.	N LO - to write a detailed description of a character LO – To improve and edit a character description KQ – Have you remembered to use strong verbs? What three techniques that you think have worked well for the authors of the extracts?				LO – To create a persuasive piece to persuade (advert, letter, newspaper article or speech) KQ – form? Audience? Purpose?

