

ENGLISH DEPARTMENT: SCHEME of WORK OVERVIEW
Year 8 Spring Term: Power and Influence ; Metaphor

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| Overall Objectives | <p>Read and be familiar with both fiction and non-fiction</p> <p>Read challenging texts</p> <p>Know how authors use language to create meaning and influence reactions</p> <p>Write in a variety of styles for varying purposes and audience</p> <p>Draw on knowledge of literary and rhetorical devices from reading to enhance their writing</p> <p>Plan, draft, edit and proof read</p> <p>Use appropriate and accurate literary and linguistic terminology</p> <p>Use spoken language and drama techniques to explore texts</p> |
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| PLTS | Reflective Learners |
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| CORE TASKS | ASSESSMENTS |
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| <ul style="list-style-type: none"> • QCA assessment: Girl surfer • Group discussion – I’m a Celebrity Get Me Out of Here • Balloon debate • Analysis of persuasive techniques in Martin Luther King’s ‘ I have a dream’ speech. • Research own celebrity • Read and identify language use in The Highwayman | <p>Writing: Writing to persuade. Write a speech to persuade the class about the value of your chosen celebrity/famous person (also assessed for Speaking and Listening when presented)</p> <p>Reading: How does the writer use simile and metaphor to make clear their meaning</p> |

| KNOWLEDGE | SKILLS and LITERACY |
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| <p>Know meaning of key terms: celebrity; famous</p> <p>Know term and understand concept of Bias</p> <p>Revise: fact; opinion</p> <p>Know key term: connotation; denotation</p> <p>Revise: simile</p> <p>Know key term: metaphor</p> <p>Know key persuasive devices:</p> | <ul style="list-style-type: none"> • be able to discuss as part of a group; explaining own point of view; listening to others; responding sensitively to point of view of others • be able to read for meaning • Be able to make predictions about writer’s attitude from headlines • Be able to highlight and select key points • Be able to identify fact and opinion • Read a text and identify implicit meaning |

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| <p>AFOREST (Alliteration, Fact, Opinion, Repetition, Exaggeration, Statistics, Three (Rule of))</p> <p>Also: Superlatives; strong adjectives; 2nd person; 1st person plural; powerful verbs; rhetorical question; short sentences; exclamation; simile; metaphor</p> <p>Know key terms: literal; figurative</p> <p>Revise PEE</p> <p>Know key term: personification</p> | <ul style="list-style-type: none"> • Be able to work out and develop connotations of words • Explain how choice of language impacts on meaning • Be able to identify bias • Be able to identify simile and explain effect • Be able to create own similes • Be able to identify persuasive techniques and explain effect • Be able to apply knowledge of persuasive techniques to write own persuasive speech • Be able to plan, draft and edit own work • Be able to identify metaphor and explain effect of language choices • Be able to create own metaphors • Read and understand examples of poetry: reading for explicit and implicit meaning • Be able to select examples of writing that create atmosphere • Be able to develop PEE paragraph • Be able to evaluate effectiveness of language • Be able to empathise with characters in text |
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