



| Year 8: Genre | Key Stage 3 Unit Overview for Year 8 Unit 5: End-of-Year Exam |
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| Learning outcome. | <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Understanding of genre characteristics • Identification of writers' methods – linguistic, literary and structural • Understand of effect of writers' methods on the reader <p>Skill set:</p> <ul style="list-style-type: none"> • Inference – the ability to make inferences based on characters' actions • Retrieving and selecting quotations – the ability to identify appropriate quotations and use them to support their points • Writing analytically – the ability to analyse a writer's use of language and structure in an extract from a text; the ability to structure an analytical paragraph • Write evaluatively – the ability to evaluate critically the effect of a writer's methods on the reader |
| Key Question | <p>To what extent do you agree...?</p> <p>Students will be given an evaluative statement about an aspect of an unseen text. Through close analysis of a range of methods, students should be able to agree/disagree to an extent with the given statement.</p> |
| Knowledge | <p>Knowledge:</p> <ul style="list-style-type: none"> • Understanding of genre characteristics • Identification of writers' methods – linguistic, literary and structural • Understand of effect of writers' methods on the reader <p>Skills:</p> <ul style="list-style-type: none"> • Inference – the ability to make inferences based on characters' actions • Retrieving and selecting quotations – the ability to identify appropriate quotations and use them to support their points • Writing analytically – the ability to analyse a writer's use of language and structure in an extract from a text; the ability to structure an analytical paragraph • Write evaluatively – the ability to evaluate critically the effect of a writer's methods on the reader <p>Key Terminology:</p> <ul style="list-style-type: none"> • genre • explicit |



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| | <ul style="list-style-type: none"> • implicit • atmosphere • generic • structural shift • shift in tone • shift in focus • cyclical narrative • evaluation |
| Ongoing Assessment | <p>Assessment:</p> <ul style="list-style-type: none"> • Timed exam – To what extent do you agree with... • Use of mini white boards, hands down questioning, informal assessment of written work through teacher circulation. • Live marking of practice responses in class using visualiser and/or MS Teams. • Marked assessment. <p>Key misconceptions:</p> <ul style="list-style-type: none"> • Confusion between analysis and evaluation • Confusion between linguistic and structural methods • Confusion between explicit and implicit information <p>Homework:</p> <ul style="list-style-type: none"> • Learn key definitions and spellings. • Produce full response to a practice question. |
| Key Assessment | <p>How will we know that pupils can answer the key question?</p> <ul style="list-style-type: none"> • Live marking of practice responses • Marked assessment |



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| | <p>What formats/methods are you going to use i.e. in class written assessment?</p> <ul style="list-style-type: none"> • Use of mini white boards, hands down questioning, informal assessment of written work through teacher circulation. • Peer and self-assessment – checked during teacher circulation and exercise book checks. • Visualiser and/or MS Teams for live marking. |
| Clear sequencing of content | <p>Sequencing:</p> <ol style="list-style-type: none"> 1. Identifying mystery genre characteristics and conventions. 2. Information retrieval/evidence gathering. 3. Understanding the difference between explicit and implicit information. 4. Understanding how language is used for effect. 5. Understanding how structure is used for effect. 6. Evaluating critically. <p>Key themes/ concepts</p> <ul style="list-style-type: none"> • Mystery genre • Students will have studied Nineteenth century texts in Year 7, e.g. <i>Frankenstein</i>, and will be familiar with some narrative conventions. <p>How does this help students access future learning?</p> <ul style="list-style-type: none"> • This unit links directly to GCSE English language Paper 1, which students will study in Years 10 and 11. It also links to Unit 5 in Year 9, in which students will be assessed again on their analytical skills. |
| Links to Careers | The ability to analyse and evaluate texts enables students to think critically. This knowledge is helpful for a range of careers, including journalism, law and teaching. |
| Diversity and Inclusion | The collection of stories are written by authors from different countries, e.g. Shirley Jackson and Jim Thompson are American and Saki is British. Diversity is also seen in terms of the backgrounds of writers. |
| Additional support | <ul style="list-style-type: none"> • Students are provided with an outline sheet which includes definitions of key terms. • Key learning resources can also be found on SharePoint. |
| Challenge | <ul style="list-style-type: none"> • All student books contain a recommended reading list. • All students are encouraged to complete the '13 by 13' reading challenge. |



- Spelling lists contain some ambitious vocabulary that students are encouraged to use in their written work.
- Students will be invited to Help Club where there is concern over their progress.