

English in Year 7 – January/February 2010

Narrative writing: students write their own story.

- Students will be looking at genre and identifying key features of a variety of genres, with particular focus on Fairy Tales
- Students will be exploring the structure of traditional stories (usually a 5 part structure)]
- Students will be exploring different aspects of a Fairy Tale or traditional story: plot, character, setting.
- Students will have the opportunity to explore traditional and subverted Fairy Tales in a number of ways, including through drama
- For their assessment of this project, all students will plan, draft and redraft their own story – probably a modern take on a Fairy Tale.
- The final piece is due to be handed in by Friday 26th February

Skills developed during this project include:

- Reading for meaning
- Identifying and analysing writers' choices of language and structure
- Planning, drafting and editing
- Structuring a story
- Using a variety of sentence structures
- Choosing and using a range of appropriate vocabulary
- Writing accurately

You can help your child by:

- Encouraging them to read every day
- By listening to their story ideas
- By listening to their story and helping them identify errors in punctuation, structure and sense.

English in Year 8– January/February 2010

Narrative writing: short stories

- Students will be exploring a number of short stories, developing their understanding of structure, characterisation and setting.
- Students develop their understanding of different story structures - how the traditional 5 part structure can be played around with
- Students will analyse a variety of short stories, and use evidence from the texts to support their ideas about characterisation, plot, structure, atmosphere, and writer's choice of language

- For their assessment of this project, all students will plan, draft and redraft their own story – a short story inspired by a painting by Edward Hopper
- The final piece is due to be handed in by Friday 26th February

Skills developed during this project include:

- Reading for meaning
- Identifying and analysing writers' choices of language and structure – using PEE (point, Evidence, Explanation)
- Planning, drafting and editing
- Structuring a story
- Using a variety of sentence structures
- Choosing and using a range of appropriate vocabulary
- Writing accurately using a variety of punctuation marks for effect

You can help your child by:

- Encouraging them to read every day
- By listening to their story ideas
- By listening to their story and helping them identify errors in punctuation, structure and sense.

English in Year 9 – January/February 2010

Bias and Objectivity in the Media

- Students will develop their understanding of what 'the Media' means
- Students will analyse the presentational devices used on magazine covers - how different colours, images, fonts etc are used to appeal to different audiences
- Students will analyse the effect of writers' choice of language in media texts – how language can be used to manipulate the reader and create bias
- Students will write an analytical essay about a media text showing their understanding of how the writer uses language to influence their audience
- The final piece is due to be handed in by Friday 26th February

Skills developed during this project include:

- Reading for meaning
- Identifying and analysing writers' choices of presentational devices, language and structure
- Planning, drafting and editing
- Structuring a formal essay
- Using a formal analytical style in essay writing

You can help your child by:

- Encouraging them to read every day
- Encouraging them to read newspaper articles and leaflets
- By listening to their essay and helping them identify errors in punctuation, structure and sense.