

Teaching and Learning Content: English
Year Group: 8
Autumn Term



Concept: Outcast

Students read 'The Ruby in the Smoke' by Phillip Pullman, as well as extracts from non-fiction texts. There is also an opportunity for students to study nineteenth century non-fiction and to practice creative writing skills.

Home Learning:

Students are expected to complete **one piece of English home learning every week** and **one piece of Reading home learning every day**.

Key Questions:

- What are the characteristics of Victorian detective genre?
- What is Sally Lockhart like at different points in the novel?
- What is Jim like at different points in the novel?
- What does the reader learn about London in the nineteenth century?
- What are the relationships between the characters?
- How does Pullman use letters and newspaper reports to convey information to the reader?
- What methods does the writer use to present characters and setting?
- What is the effect of the structural technique of a story within a story?
- What does the reader learn about the Opium Wars and the East India Company?
- How does Pullman's omniscient narrative perspective influence the content of the novel?

Non-fiction texts:

- In non-fiction, what is the writer's viewpoint on what they are writing about?
- What methods does the writer use to convey their viewpoint?

Creative writing:

- What is Freytag's pyramid? How can it help to structure a story?
- What does GO MASSIVE stand for? How can it help to improve our creative writing?

Students will:

- Be able to recall relevant information about characters, plot and themes from a text
- Be able to retrieve specific textual details and quotations to support their ideas about texts
- Be able to make inferences based on the textual evidence they have chosen
- Be able to use PETAL effectively to structure their ideas in relation a question on the text
- Be able to structure an argument in an extended essay so that it makes sense
- Be able to recognise the different ways writers convey their viewpoint to the reader
- Be able to write a 500-word story

Diagnosis

- How is Sally presented as an outsider in Chapter 9?
- How does Pullman use language to describe a sense of panic in Chapter 17?

Therapy

- Whole-class feedback
- Sharing model responses
- DIRT tasks
- Peer to peer support

Testing

- Students will complete a reading and writing assessment.