

Year 8 Unit 1 Overview: Fiction – Reading

Completion date: October 2021

Target grade for tests:

You will learn how to:

- analyse a text, making clear points in each paragraph
- support points with evidence from the text
- identify features and themes of the genre
- infer what is suggested about characters, settings and plot-lines
- analyse how a writer uses language and structural techniques to achieve specific effects.
- evaluate a writer's choices and ideas with a personal response

An expert in English is:

Inquisitive and perceptive, an appreciative reader, who enjoys reading and responding analytically to a wide range of texts.

Confident and creative, a compelling writer, able to adapt their style to suit a range of audiences, forms and purposes.

Engaging and thoughtful, a fluent communicator, confident to articulate their own opinions and responds to others with sensitivity and skill.

<p>Unit Overview During this unit, you will focus on developing the following skills:</p> <ul style="list-style-type: none"> • writing clear, relevant points at the start of each analytical paragraph • supporting points with quotes from the text • using evaluative phrases to add detail to analysis (<i>'This suggests that...'</i> <i>'This is effective because...'</i> <i>'This has connotations of...'</i> <i>'This implies that...'</i> <i>'The writer uses this to illustrate...'</i>) • linking your analysis to the specific question • analysing a section of a text under exam conditions • analysing and evaluating the effect of an author's choice of language • analysing and evaluating the effect of an author's structural techniques • developing the detail and quality of your analysis from the analysis skills you have started to learn in Year 7. • developing your personal response to the ideas in a text. • using a variety of literary subject terms 	<p>Yellow Key Words: Subject terminology:</p> <p>contrast: when an author deliberately places two or more different things next to each other for effect</p> <p>characterisation: the process of developing a character</p> <p>foreshadowing: when an author gives a hint of what's to come in the novel</p> <p>pathetic fallacy: when an author gives human emotions and actions to the weather.</p> <p>narrative voice: the teller of the story's voice, e.g: third person</p> <p>theme: the central ideas running through the novel</p> <p>flashback: an interruption of chronological action by an earlier event</p> <p>setting: when and where the story takes place. Forms the backdrop to the story and helps set the mood.</p> <p>dialogue: a spoken exchange between two or more characters in the novel.</p>																																			
<p>Suggested reading or support available:</p>																																				
<p>iPad opportunities:</p> <ul style="list-style-type: none"> • Padlet (posting predictions and thoughts on what you are reading) • iMovie (creating a trailer for the novel you are reading) 	<p>Purple Key words: Ambitious vocabulary</p> <table border="1"> <thead> <tr> <th>Group 1</th> <th>Group 2</th> <th>Group 3</th> </tr> </thead> <tbody> <tr> <td>punchy</td> <td>articulate</td> <td>verbose</td> </tr> <tr> <td>rambling</td> <td>declamatory</td> <td>euphemism</td> </tr> <tr> <td>vague</td> <td>discursive</td> <td>eloquent</td> </tr> <tr> <td>rhetorical</td> <td>grandiloquent</td> <td>circuitous</td> </tr> <tr> <td>poetic</td> <td>idiomatic</td> <td>boundless</td> </tr> <tr> <td>lyrical</td> <td>incoherent</td> <td>blithe</td> </tr> <tr> <td>informal</td> <td>picturesque</td> <td>brooding</td> </tr> <tr> <td>fluent</td> <td>polemic</td> <td>bona fide</td> </tr> <tr> <td>emphatic</td> <td>succinct</td> <td>exuberant</td> </tr> <tr> <td>conversational</td> <td>turgid</td> <td>eclectic</td> </tr> </tbody> </table>			Group 1	Group 2	Group 3	punchy	articulate	verbose	rambling	declamatory	euphemism	vague	discursive	eloquent	rhetorical	grandiloquent	circuitous	poetic	idiomatic	boundless	lyrical	incoherent	blithe	informal	picturesque	brooding	fluent	polemic	bona fide	emphatic	succinct	exuberant	conversational	turgid	eclectic
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<p>Cross curricular: SMSC: finding differences and similarities between your own society and that described in the novel you read; understanding and appreciating democracy; valuing freedom of speech; becoming politically engaged to avoid conflict</p> <p>Literacy: developing P.E.E.L. paragraphing skills to analyse texts. Comprehension skills.</p>																																				