

Year 8 Unit 1: The Town

Rationale and Context of Unit:	Core curriculum content:	Tier two and Tier three vocabulary explicitly taught:
<ul style="list-style-type: none"> ● It is a writing unit designed to cover all aspects of writing skills needed in the study of English. ● This writing unit is designed to develop Year 8 students' confidence and control as writers, both creatively and transactionally. ● It builds upon skills learned in KS2 as well as those touched upon in year 7. ● The unit encourages students to experiment with vocabulary, structure, and tone while developing their ability to plan, draft, and edit their work independently, whilst engaging with the sub-plot of 'The Town'. 	<ul style="list-style-type: none"> ● The design of a town of their own choosing giving a sense of autonomy over their work from the outset. ● A range of scenarios from real life to engage and educate the students e.g. electing a leader for the town, natural disasters, complaint letters, article writing etc. ● To create a continuing narrative of 'The Town' through both creative and transactional writing. ● Slow writing to enable access for all. ● Inclusion of a range of punctuation in writing. ● Inclusion of a range of language techniques in writing. 	<p><i>Emotive</i> <i>Direct address</i> <i>Inundated</i> <i>Onomatopoeia</i> <i>Justify</i> <i>Perspectives</i> <i>Manipulate</i> <i>Bias</i> <i>Endorsement</i> <i>Tabloid</i> <i>Ellipsis</i> <i>Personification</i> <i>Semi-colon</i> <i>Colon</i> <i>Accountable</i> <i>Connectives</i> <i>Metaphor</i> <i>Mystery</i> <i>Catastrophe</i> <i>Democracy</i></p>

Challenge and Support:	World-wide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> ● The range of writing tasks is designed to challenge students to write formally, to adopt a persona and to adapt to specific situations. ● ‘Slow writing’ is utilised to support a mixed ability class as well as challenge the more able. Writing in a given amount of time allows for every child to access the task at the own level and means that nobody gets left behind. ● Glossary and knowledge organiser support the learning. 	<ul style="list-style-type: none"> ● Democracy in voting for a leader ● Persuasion in writing an election speech ● Real world writing skills: writing to complain, writing to persuade ● The sensationalism of journalism 	<ul style="list-style-type: none"> ● Students are encouraged to think about democracy and what makes a good leader. ● Some guided reading home learning tasks relate to careers and local links. ● Career links such as politician, city planner, journalist, detective, author.
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> ● Ethics – doing the right thing, having a good moral compass. ● Empathy for people affected by natural disasters. ● Democracy – the voting process 	<ul style="list-style-type: none"> ● Geography - town planning, infrastructure, amenities. ● CC – democratic voting ● Maths – problem solving in the case of Chester Chesterfield ● Geography – flooding and natural disasters ● History/Geography – guided reading home learning: Elm Hill, Norwich’s Hidden Street ● History – Pompeii volcanic eruption 	<ul style="list-style-type: none"> ● Writing letters is easy ● Language technique identification ●

Assessment timeline:

- Complaint letter linking to Language Paper Two Section B: assessed for Tracking Point 1
- Self-assessment opportunities throughout.
- Peer- assessment opportunities throughout

Home learning

- Guided Reading:
- Home Learning grid to be implemented in Sept 2026

Feedback

- In class feedback
- Throughout unit, whole class feedback, sample marking, peer and self-assessment and purple pen live marking during lessons.