

A slice of life

Slice of Life means we are only writing about a little bit of someone's life.

1. Describe a **place** (one or two paragraphs)
2. Introduce **two characters** (one or two paragraphs)
3. Show some kind of disagreement or **conflict between the two characters** (three or four paragraphs).
4. Show the **state of the conflict when the characters leave the setting** – it may or may not be resolved one or two paragraphs.
5. **Describe the place again** (one or two paragraphs)

Resolution Phrase Bank

Almost as soon as it started, it was over..

He limped off, beaten.

There was no going back.

Silence

The sound of sirens arrived as blue lights flashed in the corner of their eyes.

Characters

1. Appearance
2. Occupation
3. Personality
4. Thoughts on setting
5. Relationship to other character
6. Challenge – background

Setting

Clever use of detail

Personification

Use more than one sense – sight, sound, touch, smell, taste

Effective imagery – similes and metaphors

Repetition of key words

Conflict

1. References to movement
2. References to time
3. Vocabulary which connotes tension.
4. Focus on immediate actions
5. Triple sentence structure
6. Reference to the weather or the environment.
7. Short, simple sentences
8. Long, complex sentences to add detail.

Non-Fiction Year 8

Writing to Advise

Modal verbs (*Should, could, would, will, must, won't, etc* – they modify or alter the meanings of verbs).

Pronouns (*You, he, she, they, I, etc* – they replace names).

An **empathetic** and **understanding** tone.

Imperative sentences (A sentence where you command someone to do something.)

We can use the acronym **Top Tips** to help us remember where to put new paragraphs:

- 1) **New Topic**: Whenever you start a new topic, add in a new paragraph.
- 2) **New Person**: Whenever you talk about a new person or have a new person talking, add in a new paragraph.
- 3) **New Time**: Whenever you change the time in your writing (so back to the past or move forwards to the future), you put a new paragraph in.
- 4) **New Place**: Whenever you switch places in a piece of writing, you add in a new paragraph.



Purposes

Writing to argue

Writing to persuade

Writing to advise

Writing to inform/explain

Writing to review

Direct address ("you")
Alliteration / Adjectives
Facts
Opinions
Rhetorical questions
Repetition
Exaggeration / Emotive language
Statistics
Tone / Triplets

Writing to Argue

Counter Argument

Emotive Language

Statistics

Examples

Rhetorical questions

Short sentences

Repetition

Article Planning Sheet

<p>Paragraph 1:</p> <p>First sentence:</p> <p>Last sentence:</p>	<p>Paragraph 4:</p> <p>Link to Paragraph 3:</p> <p>Last sentence:</p>	<p>Connectives to link ideas:</p> <p>Sequencing ideas: first, initially, to begin with, first of all, next Last of all, lastly, finally, in the end</p> <p>Adding ideas: Furthermore, moreover, in addition, of equal importance is, equally important, another</p> <p>Contrasting ideas: In contrast, conversely, however, still, nevertheless, nonetheless, yet, on the other hand, on the contrary, in spite of this, actually, in fact</p> <p>Concluding ideas: In conclusion, Overall, To conclude, To sum up</p> <p>Negative adjectives: disgusting, sickening, repulsive, abominable, awful, distasteful, gruesome, hateful, horrific, loathsome, nasty, objectionable, obnoxious, odious, outrageous, repugnant, scandalous, shocking, vile, vulgar, foul, gross, nauseating, revolting, stinking, detestable, frightful, ghastly, hideous, horrid, lousy, monstrous, offensive, repellent, rotten</p> <p>Positive adjectives: amazing, awesome, incredible, marvellous, stunning, surprising, unbelievable, wonderful, delightful, fantastic, peaceful, pleasant, thrilling, joyful, alluring, appealing, charming, dazzling, elegant, exquisite, gorgeous, graceful, grand, handsome, magnificent, pleasing, splendid, superb, breath-taking, outstanding, sublime, admirable, exceptional</p>
<p>Paragraph 2:</p> <p>Link to Paragraph 1:</p> <p>Last sentence:</p>	<p>How will you begin your conclusion? It needs to sum up the whole article:</p> <p>Final sentence of the article:</p>	
<p>Paragraph 3:</p> <p>Link to Paragraph 2:</p> <p>Last sentence:</p>	<p>"Homelessness is everyone's problem and not something that can be ignored."</p>	

Linking Paragraphs:

- Ask a question and then provide an answer.
- Provide a detailed argument and then dismiss it with a short sentence.
- Provide a statement and then ask a question about it.
- End a paragraph with a powerful word and then in the next one explain why you wrote it.
- Try repeating the same sentence structures again and again.

Key Skills

- Analysis.
- Creative technique.
- PETER paragraphing.
- Creative writing.

Literacy

Fortnightly spelling test from the 'Vocabulary Bank'.

SMSC

Spiritual- Pupils explore poems and form/debate opinions.

Moral- Pupils explore the impact of writers' choices

Social- Pupils explore the effects on readers in the context of the time.

Cultural- Pupils are immersed in a range of poems from poets from WW1

Assessment

Task: Compare how themes of war are presented in two unseen poems.

Poetry of WW1

Chase Terrace Technology College

Summer Term—Unit 1

5 weeks

Rationale

Why are we teaching this unit of work?

Reading— Pupils are given the opportunity to analyse poetry focusing on building the foundations for understanding of poetic, language and structural techniques and writers' intentions.

Why are we teaching this unit of work now?

This unit builds on your emerging analysis skills from the Shakespeare unit. The experimentation with figurative language, punctuation and sentence structure forms a spring board to the Narrative Writing scheme we will study next half term.

How does this link to the GCSE examination?

Literature Paper 2— Anthology Poems (A02)

Literature Paper 2— Unseen Poems (A01 & A02)

Vocabulary Bank

By the end of the term all students should understand and be using the following terms in their writing. This list can also be set as a spelling test for home learning:

1. Imagery
2. Simile
3. Metaphor
4. Extended Metaphor
5. Personification
6. Symbolism
7. Alliteration
8. Onomatopoeia
9. Irony
10. Stanza
11. Theme
12. Iambic Pentameter
13. Meter
14. Repetition
15. Rhyme
16. Enjambment
17. Caesura
18. End-stopped line
19. Sonnet
20. Autobiographical
21. Free Verse

Home learning suggestions

1. Make flashcards for the vocabulary bank.
2. Keep a writing journal and practice writing poems using the poetic techniques.
3. Practice picking out the poetic techniques in other contexts i.e. your AR reading books.

Language

Vocabulary Bank

Structure

Week 1

<p>Imagery Imagery is a mental picture created by the descriptive language that a writer chooses for effect. For example,</p> <p><i>The sunset was spectacular; the clouds were edged with pink and gold.</i></p>	<p>Simile A figure of speech in which <u>two things are compared using the word "like" or "as."</u> An example of a simile using <i>like</i> occurs in Langston Hughes's poem 'Harlem':</p> <p><i>It dries up like a raisin</i></p>	<p>Metaphor Describing something as though it were actually something else. For example</p> <p><i>A swallow being described as 'a blue--dark knot of glittering voltage'.</i></p>
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Week 1

<p>Extended metaphor. A comparison is developed over the course of the poem so that the poem itself becomes the metaphor. For example,</p> <p><i>In A Poison Tree by William Blake the poem centers around the speaker's anger growing like an apple on a tree.</i></p>	<p>Personification A figure of speech in which <u>nonhuman things or abstract ideas are given human attributes:</u></p> <p><i>The sky is crying, dead leaves danced in the wind, blind justice.</i></p>	<p>Symbolism When a <u>word, phrase or image 'stands for'</u> an <u>idea or theme.</u></p> <p><i>The sun could symbolize life and energy or a red rose could symbolize romantic love.</i></p>
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Week 2

<p>Alliteration This is the repetition of the same consonant sound at the beginning of words next to, or near each other, to produce an effect.</p> <p><i>From pillar to post a pantomime.</i></p>	<p>Onomatopoeia A figure of speech in which <u>words are used to imitate sounds.</u> Examples of onomatopoeic words are:</p> <p><i>buzz, hiss, zing, clippety-clop, cock-a-doodle-do, pop, splat, thump, tick-tock.</i></p>	<p>Irony irony is saying one thing and meaning another. Irony can also be used to mean perverse or contrary events or information. For example,</p> <p><i>It's like rain on your wedding day It's a free ride when you've already paid It's the good advice that you just didn't take</i></p>
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Week 3

<p>Stanza <u>Two or more lines of poetry that together form one of the divisions of a poem.</u> The stanzas of a poem are usually of the same length and follow the same pattern of meter and rhyme.</p>	<p>Theme The subject or subjects covered by a writer: not simply the facts and the happenings covered in the plot, but the underlying meaning behind them. For example,</p> <p><i>The poem 'Nothing's Changed' is about a man looking in at the window of a restaurant, but its theme is the effects of racism and the legacy of apartheid.</i></p>	<p>Iambic pentameter A line with a total of 10 syllables. These syllables are grouped into 5 pairs called feet. Each has one stressed and one unstressed syllable.</p> <p><i>Two households, both alike in dignity.</i></p> <p>[Two house] [holds, both] U - U - [a like] [in dig] [ni ty.] U - U - U -</p>
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Week 3

<p>Meter The term for regular rhythm in a poem is its meter. You might think of it as 'the beat' of the poem.</p>	<p>Repetition When poets repeat a word or phrase that has already been said or written.</p>	<p>Rhyme The <u>occurrence of the same or similar sounds at the end of two or more words.</u></p>
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Week 4

<p>Enjambment This is when the sense runs on from one line to the next without pause. It is the opposite of end-stopped lines. For example:</p> <p><i>We were running to find what had happened</i></p>	<p>Caesura A caesura is a pause in the middle of a line of verse (usually marked by a comma or full stop). It can produce interesting effects:</p> <p><i>In the fleeing, failing light. Starlings</i></p>	<p>End-stopped line This is when the natural pause in the sense of the words comes at the end of the line. For example:</p> <p><i>A little learning is a dangerous thing; Drink deep, or taste not the Pierian spring.</i></p>
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Week 5

<p>Sonnet A poem of fourteen lines written in iambic pentameter with an ababcdcdefefgg rhyme scheme. Usually relates to the theme of love.</p>	<p>Autobiographical An autobiographical poem is personal—it reveals something about the person writing the poem and their life. It does not have to rhyme.</p>	<p>Free Verse Free verse is an open form of poetry. It does not use consistent meter patterns, rhyme, or any musical pattern. It thus tends to follow the rhythm of natural speech.</p>
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