





YEAR 8 SUMMER 2: Non-Fiction Voices

Intent: The study of a range of voices from non-fiction to augment students' understanding of the power of rhetoric. Students read and analyse a range of speeches/articles before writing their own. This unit allows students to see English language at work in the real world and for them to be able to find voice their own opinions in a more powerful way.

Substantive Knowledge			Common misconceptions
<p>Students know:</p> <ul style="list-style-type: none"> Deliberative rhetoric and judicial rhetoric A range of persuasive techniques (DAFOREST) A range of consciously crafted sentences. Logos, ethos and pathos Different forms of verbs Different sentence moods and how they can be used to manipulate the reader. How semantic fields can contribute to mood and meaning. <p>Students can:</p> <ul style="list-style-type: none"> Analyse the rhetoric in a range of speeches/opinion articles Identify the subtle differences in form between speeches and opinion articles. Use rhetoric in the construction of their own speech Write an opinion article 			<p>Opinion writing starts with 'I think...'</p> <p>You can just write what you think out for your answer</p> <p>Non-fiction writing is not as creative as narrative/descriptive writing – there is less craft involved.</p>
Tier 3 language			Links to previous topics 
<ul style="list-style-type: none"> Direct address Anecdote Facts Opinions Rhetorical questions Emotive Language Statistics Triplets 	<ul style="list-style-type: none"> Representations Sociolect Pejorative Semantic field Dialect 	<ul style="list-style-type: none"> Imperatives Declaratives Interrogatives Exclamatives 	<p>Year 7 – opinion writing in term 3</p> <p>Year 8 – Wife of Bath's use of rhetoric</p> 

Literary Studies	Composition	Rhetoric 	Linguistics
<p>Range of speeches including some by Churchill, Malala Yousuzai, Malcolm X, Harvey Milk, Dickens.</p> <p>Analyse a range of opinion ed articles on representation of accent, dialect, representation of teens/youth/ gang culture/ knife crime.</p>	<p>The construction of an argument:</p> <ul style="list-style-type: none"> Introduction Idea 1 Idea 2 Counter argument with idea 3 Conclusion 	<p>Full range of rhetorical devices including:</p> <ul style="list-style-type: none"> Direct address Anecdote Facts Opinions Rhetorical questions Emotive Language Statistics Triplets <p>Ethos</p> <p>Logos</p> <p>Pathos</p>	<p>Semantic fields</p> <p>Perjorative terms</p> <p>Direct address</p> <p>Anecdote</p> <p>Imperatives</p> <p>Declaratives</p> <p>Interrogatives</p> <p>Exclamatives</p> <p>Consciously Crafted Sentences:</p> <ol style="list-style-type: none"> Triplet adjective + colon starts Do you...? Then you should... Imagine...Imagine..Imagine More, more, more If we, if we, if we, then.... No, no, no...only Scenario (imagine), question (how) answer (The answer is simple...) Either we can...or we can... Arguably... Morally, economically, socially, individually



Retrieval	Assessment	Links to future topics
Verb types Rhetorical devices	Writing: write an opinion article for the following argument: Plastic carrier bags should be banned from sale in all shops and supermarkets. <i>Could they choose their argument?</i>	Opinion writing in at GCSE