



Identity – Y8

L1/2: What I will know about 'Dis Poetry' by Benjamin Zephaniah:

- The **big ideas** explored in the poem and how they link to the **theme of identity**.
- The **context** of the poem such as Zephaniah's experience of history and who inspires him.
- What is meant by **dialect** and **narrative voice** and how this links to identity.
- How **language and structure** is used by the writer in order to show how Zephaniah feels about poetry and identity.

I will be able to:

- Use exploratory talk with peers in order to discuss ideas for analytical writing.
- Answer the following question **using the key ingredients on the analytical writing mat**: 'How does Zephaniah present his views on identity in the poem 'Dis Poetry'?'

L3/4: What I will know about 'Half Caste' by John Agard:

- The **big ideas** explored in the poem and how they link to **theme of identity**.
- The **context** of the poem such as Agard's experience and views on the title of his poem.
- What is meant by **dialect** and **creole**.
- How **language and structure** is used by the writer in order to show how Agard feels about identity.

I will be able to:

- To be able to use **exploratory** talk with peers in order to discuss ideas to prepare for analytical writing.
- Answer the following question **using the key ingredients on the analytical writing mat**: 'How does Agard present his views on identity in the poem in the poem 'Half Caste'?'

L5/6: Assessment:

- **Compare** the ways Zephaniah and Agard present ideas about identity in the poems 'Dis Poetry' and 'Half Caste'.

L9: What I will know about 'Flowers' by Alice Walker:

- The **context** of the writer and how this may link to the **themes and ideas** explored in the text.
- The **plot** of the short story.
- The **structure** of the short story.

I will be able to:

- Use **Freytag's Pyramid** to inform **predictions** about the text.
- Take part in **exploratory talk** with my peers about the themes and ideas in the text, including **making predictions** about the text.
- Explain the structure of the short story using terms from **Freytag's Pyramid**.

L10: What I will know about 'Flowers' by Alice Walker

- How the **setting** in the opening creates **atmosphere** and a sense of **foreboding**.
- Where **foreshadowing** is used by the writer and what **effects** are created by the use of **foreshadowing**.
- How the short story presents issues on identity and diversity through **symbolism** and **imagery**.
- Know and understand why there is a **foreboding** tone and a **turning point** in the story.

I will be able to:

- **Infer** and **deduce** information in the text.
- To be able to use **exploratory** talk with peers in order to discuss ideas to prepare for analytical writing.
- Explain how Alice Walker presents issues on **identity** and **diversity** through **symbolism** and **imagery**.
- Write analytically in response to the question: 'A student once said, "**The setting is an important part of the story; we know something bad is going to happen before it does.**" To what extent do you agree?'



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L11: What I will know about 'Once Upon a Time' by Nadine Gordimer:

- What the **genre conventions** are from the **fairy tale genre**.
- Where these conventions are used in the opening of the text.
- **The plot** of the **whole text**.

I will be able to:

- **Annotate the opening** of the text labelling the **genre conventions** the writer uses.
- Use **exploratory talk to discuss and predict** with my peers what will happen after the opening in the story based on my understanding of the **fairy tale genre**.
- **Discuss** with peers ideas about the **climax** of the story, the **moral** of the story, why **fairy tale genre conventions** are used and whether it was an **effective ending**.

L12/13: What I will know about 'Once Upon a Time' by Nadine Gordimer:

- **The plot** of the **whole text**.
- What it means to **subvert a genre**.
- The **writer's context**, the **historical context** and how the writer **subverts** the **fairy tale genre** to impact the reader and that the story is **allegorical**.

I will be able to:

- Answer the following question: **How does an understanding of context help us understand the key messages in 'Once Upon a Time'?**

L14: What I will know about the article 'Raheem Sterling accuses media of 'fuelling racism' after alleged abuse' By Dominic Fifield:

- The **arguments** and **viewpoints** that Fifield explains in his article.
- How Fifield explains issues on **diversity** and **identity** in Britain.
- How Fifield explains Sterling's views on the **media** and their presentation of diversity and identity.
- How Fifield raises **awareness** about the **persistence of prejudice** in modern society.

I will be able to:

- **Infer, deduce** and **summarise** information from the text.
- To be able to use **exploratory** talk with peers in order to discuss ideas to prepare for analytical writing.

L15: What I will know about the article 'Raheem Sterling accuses media of 'fuelling racism' after alleged abuse' By Dominic Fifield:

- Raheem Sterling's view on **identity** and **diversity** in the article
- How Fifield uses **language features** to present Sterling's views including: **facts, opinions, quotations, superlatives, triadic structures** and **rhetorical questions**.

I will be able to:

- **Annotate** an article, commenting on the language used.
- Answer the following question **using the key ingredients on the analytical writing mat**: How does Fifield presents Sterling's view on identity and diversity in the article?

L16: Assessment 2 - LP1 (Q3 & 4) - On Once Upon a Time:

- **3.** You now need to think about the whole of the short story.
- How has the writer structured the text to interest you as a reader?
- **4.** A student said, "The ending of the story is horrifying. Through this ending the author reveals the real message that she has been trying to convey."
- To what extent do you agree with this statement?