

<p>Title of Unit of Work: Autobiographies</p>
<p>Big Questions: How can the process of writing and recording experiences shape our understanding of the world around us? What do we learn from the lives and experiences of others? How does this affect us? How are we affected by shaping our experiences in writing?</p>
<p>How will this Unit be assessed? Formative assessment part way through the unit to provide feedback on pupils' writing skills, giving them clear, actionable targets ahead of a summative assessment at the end of the unit. The final assessment is assessed using department mark sheet (focusing on the skills they have achieved. Their 'level' is expressed as a phrase, not numerically). The final assessment comprises a piece of persuasive writing.</p>
<p>What is the intended outcome for all pupils? How is deep learning ensured? All pupils should be able to explain the form of an autobiography. All pupils should be able to identify (in speech and in writing) the key features of autobiography. All pupils should be able to express their experiences using different forms of language.</p>
<p>How does this unit build on prior learning? Why is it placed here in the long- and medium-term plan? In Year 7 our pupils built a strong foundational knowledge of the main text types in fiction and non-fiction writing. In Year 8 they will take the skills and knowledge acquired and build on them. In this unit the focus is deepening their understanding of non-fiction writing, whilst building an understanding of generic forms and conventions (through the study of autobiography). Beginning Year 8 with this unit allows the class a change to 'get to know' their class teacher, to reflect on the success and learning opportunities of Year 7 and to set their expectations for the year ahead and those that follow.</p>
<p>What is the key subject knowledge pupils should attain by the end of the unit? Developing skills of analysing language. Gaining understanding of how language use changes according to generic conventions. Experiment with their use of language to record their experiences. To form a richer vocabulary with topic-related words. To practise and improve their technical accuracy,</p>
<p>What are the key skills that will be developed by this unit of work? W1 (How effective our pupils' writing is) W2 (How our pupils organise their writing) W3 (How ambitious and accurate their writing is) Speaking and Listening.</p>
<p>What scaffolding will be provided for disadvantaged / SEND pupils? SEND: Scaffolding / success criteria / graphic novel extracts – breaking down barriers. Use of multi-modal texts.</p>
<p>What are the opportunities for literacy Reading and Writing: Reading for pleasure, skills of decoding with unfamiliar language, broadening range of vocabulary. Oracy: Discussion of key issues presented in the text. Opportunities for structured discussion, classroom talk and debate and presentational talk.</p>