

Home-School Learning Collaboration – English

Topics in this cycle: KS3 Fiction – Detective Fiction	Taught: Autumn Term 2	Year Group: 7
Key knowledge/concepts to be learnt ('Tell me about.')		Websites/blogs/YouTube links and further reading to deepen and consolidate learning
The conventions of a short story. • List the 'ingredients' required to create a short story. • Explain the challenges of creating a short story. The origins of crime fiction. • Describe how crime fiction started out. • Explain the fascination with crime fiction. The conventions of crime fiction. • List the 'ingredients' required to create crime fiction. • Explain the ways writers manipulate these ingredients for effect. How to make inferences and deductions based on evidence. • Define inference and deduction. • Explain the difference between opinion and inference. How to discuss my inferences and deductions like an expert. • Describe key phrases one might use to put forward inferences and deductions. • Provide advice on how to sound confident when making inferences and deductions. How to identify the traits of a character through a writer's methods to consciously construct meaning. • Describe different things writers should consider when creating a character. • Explain the connotations of some general features. Ex – wrinkles suggest someone who is wise How to identify the mood and setting of a story through a writer's methods to consciously construct meaning. • Describe different things writers should consider when creating a setting. • Explain the connotations of some general features. Ex – darkness might suggest danger. How to use key sentence stems to comment on how writers consciously construct character, setting and theme. • Explain PEE/PEEZL sentence starters How to use methods to consciously construct my own settings and characters for effect. • <u>See character/setting above.</u> Explain a character/setting you might create and what your choices suggest. How to structure a short story to build tension and have a specific effect on my reader. • Describe a tense moment in a story you might write. • Explain the things you included to make it tense.		Different types of fiction https://www.bbc.co.uk/bitesize/guides/z9bw7hv/revision/1 Speckled Band video https://www.youtube.com/watch?v=PfmeOf3Qmju How does it compare to what you've read in lessons? British Library (CN): https://www.britishlibrary.cn/en/themes/crime/ Currently, the UK site is experience ransomware issues, but there are some interesting blogs here about detective fiction.

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Key Vocabulary and Definitions To Be Learnt		What Will The Assessment Look Like?
Analepsis	A flashback in a narrative	The way we assess at KS3 is currently undergoing changes. Students will sit an assessment with three sections: A – Key knowledge B – Reading comprehension / analysis C – Extended response – creative writing, discursive writing or analytical writing In the next assessment, students will be assessed on work from this unit of the work and part of the following unit of work, so it is important students do not forget the key ideas in this unit.
Antagonist (	The opponent or enemy in a story.	
Climax	the most exciting or important part of a story – the moment everything hangs upon	
Conscious Construction	The idea that writers make conscious decisions in the words they use, the characters they create, the settings they use and the like.	
Context	the situation, events, or information that are related to something and that help you to understand it	
Convention	a method or style often used in literature	
Erudite (	showing a lot of knowledge based on careful study	
Foreshadowing	showing or saying that something will happen in the future	
Idiom	a group of words that has a special meaning that is different from the ordinary meaning of each separate word. For example, 'under the weather' is an idiom meaning 'ill'.	
Inference	something that you think is true, based on information that you have	
Mood	the way that a place, event, book, film etc seems or makes you feel	
Narrative Voice	the voice (or voices) with which a story is told	Family Learning Opportunities <u>Minute Mysteries</u> Have a read through these stories – how many mysteries can you solve together? https://www.gutenberg.org/files/50603/50603-h/50603-h.htm
Setting	the place where something is or where something happens, and the general environment	
Protagonist	the most important character in a play, film, or story	
Shift of Focus	When a writer changes the focus – ex moving from inside to outside, or from one character to another	
Tension	a nervous worried feeling that makes it impossible for you to relax	
Villainous	evil or criminal	