

Subject	Year	Term
English	11	Autumn and Spring Terms
Topic		
English Language Paper 2 Section B: Transactional Writing		
Content (Intent)		
Prior Learning (Topic)		
Prior learning links to non-fiction writing units in Year 7 (The World Today), Year 8 (Greek Mythology) and Year 9 (Blood Brothers transactional writing) and Y10 Language work.		
<p>In this unit the theme of social injustice is developed as we explore the conventions of three key genres: articles, letters, and speeches. Students will explore and then be invited to develop their ideas by writing speeches on prison, homelessness and privilege, a formal letter on modern slavery, a newspaper article on power and a leaflet and a formal essay on the effects of social injustice.</p>		
Future Learning (Topic)		
How will knowledge and skills will be taught? (Implementation)	How will your understanding be assessed & recorded? (Impact)	
<p>Reading and discussion of speeches/articles and letters.</p> <p>Revision of core writing skills.</p> <p>Writing in the three genres.</p> <p>Peer assessment.</p>	<p>Speech in response to the question: 'How Privileged Are We?' Feedback given.</p> <p>Newspaper Article exam question linked to the theme of social injustice. Grade given and mark recorded on u: drive.</p> <p>Open letter in response to a social issue of the student's choice. Feedback given.</p>	
How can parents help at home?		
<p>Read with your child and encourage your child to read at home.</p> <p>Discuss the texts studied.</p> <p>Watch famous speeches/ politicians' speeches and discuss their power.</p> <p>Read your child's writing – give feedback and discuss.</p> <p>Encourage your child to access revision material on the VLE.</p> <p>Test your child on the spellings in the vocabulary list.</p>		
Helpful further reading/discussion		
<p>Reading</p> <p>Americanah: Chimamanda Ngozi Adichie</p> <p>Natives: Race and Class in the Ruins of Empire - Akala</p>	<p>Vocabulary Lists</p> <p>Article</p> <p>Audience</p> <p>Formal/Informal</p> <p>Fact and Opinion</p> <p>Bias</p> <p>Sub-heading</p> <p>Statistics</p> <p>Emotive language</p>	<p>Careers Links</p> <p>Blogger</p> <p>Film Director</p> <p>Journalist</p> <p>Librarian</p> <p>Marketing Executive</p> <p>PR</p> <p>Social Media Manager</p> <p>Teacher</p>

Why I'm No Longer Talking to White People About Race: Reni Eddo-Lodge	Rhetorical question Paragraph	Writer
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