



## Year 8 Personal Learning Checklist

Autumn term: Class novel & non-fiction writing: Run Rebel & Marginalised voices											
I can define the following vocabulary:				Checkpoint 1			Checkpoint 2			Checkpoint 3	
Vocabulary	Technical: enjambment, caesura, free verse, anaphora, epistrophe, form, audience, purpose, rhetoric, emotive language, tricolon, anecdote, statistic, extended metaphor	R	A	G	R	A	G	R	A	G	
	Critical: criticise, subvert, epitomise	R	A	G	R	A	G	R	A	G	
	Academic: Misogyny, exploitation, femicide, autonomy, rebellion, suppression, catharsis, volatile, empathy, bigoted, perception, stereotype	R	A	G	R	A	G	R	A	G	
I understand the following:											
Key knowledge	The verse novel form	R	A	G	R	A	G	R	A	G	
	The character arc of the protagonist	R	A	G	R	A	G	R	A	G	
	The cultural norms and expectations experienced by the protagonist	R	A	G	R	A	G	R	A	G	
	How the writer presents power dynamics/imbalance	R	A	G	R	A	G	R	A	G	
	How writers convey a sense of emotional catharsis.	R	A	G	R	A	G	R	A	G	
	Approaching and comprehending a speech	R	A	G	R	A	G	R	A	G	
	Linguistic devices and structures used by persuasive writers	R	A	G	R	A	G	R	A	G	
	How a diverse array of women have used speeches to drive social change over generations	R	A	G	R	A	G	R	A	G	
	The power that language can have to change the world we live in	R	A	G	R	A	G	R	A	G	
	How to follow the development of tone over the course of a speech	R	A	G	R	A	G	R	A	G	
I know how to:											
Start a paragraph using a clear topic sentence		R	A	G	R	A	G	R	A	G	
Embed quotations when answering a question		R	A	G	R	A	G	R	A	G	
Zoom in on and particular words of phrases and explain their effect		R	A	G	R	A	G	R	A	G	
Explain the effect of structural choices in a poem		R	A	G	R	A	G	R	A	G	
Use appropriate connectives to order and develop my analysis		R	A	G	R	A	G	R	A	G	
Consider why a writer may have chosen to write a poem or book		R	A	G	R	A	G	R	A	G	
Use appropriate discourse markers to write an effective conclusion		R	A	G	R	A	G	R	A	G	
Create a persuasive tone in my writing using effective rhetorical devices		R	A	G	R	A	G	R	A	G	
Organise my writing into clearly linked paragraphs		R	A	G	R	A	G	R	A	G	
Use a variety of punctuation for emphasis and impact		R	A	G	R	A	G	R	A	G	
Use a variety of sentence openers		R	A	G	R	A	G	R	A	G	

Autumn 2/Spring term 1: Voices and choices: the gothic and recreative writing											
I can define the following vocabulary:				Checkpoint 1			Checkpoint 2			Checkpoint 3	
Vocabulary	Technical reading: Dramatic irony, reliable/unreliable narrator, tension, suspense, foreboding, atmosphere, gothic obscurity, pathetic fallacy, third person omniscient, simple third person, first person, second person address, free indirect discourse, interior monologue, flashback, motif	R	A	G	R	A	G	R	A	G	
	Academic: uncanny, sinister, victim, villain, supernatural, archetype, claustrophobic, ominous, melancholy, vulnerable, spectre, sombre	R	A	G	R	A	G	R	A	G	
I understand the following:											
Key knowledge	The conventions of the gothic genre	R	A	G	R	A	G	R	A	G	
	The context of the gothic period	R	A	G	R	A	G	R	A	G	
	How the gothic genre has developed over time	R	A	G	R	A	G	R	A	G	
	The use of setting in the gothic	R	A	G	R	A	G	R	A	G	
	The structure of a story	R	A	G	R	A	G	R	A	G	
	The plan, draft, edit, revise slow writing cycle	R	A	G	R	A	G	R	A	G	
	How tone is adapted for different writing purposes	R	A	G	R	A	G	R	A	G	
I know how to:											
Begin my analysis with a clear and concise introduction		R	A	G	R	A	G	R	A	G	
Confidently embed a range of quotations in my work		R	A	G	R	A	G	R	A	G	
Independently analyse the writer’s choice of words or phrases		R	A	G	R	A	G	R	A	G	
Explore the ‘writer’s purpose’ in my responses		R	A	G	R	A	G	R	A	G	
Use fronted clauses in my analysis		R	A	G	R	A	G	R	A	G	
Use a variety of connectives to link my ideas		R	A	G	R	A	G	R	A	G	
Use prepositional clauses to indicate who, where and when		R	A	G	R	A	G	R	A	G	
Use colons for dramatic effect		R	A	G	R	A	G	R	A	G	
Vary my sentence openers using fronted adverbials		R	A	G	R	A	G	R	A	G	
Use a range of sentence forms: minor, simple, compound, complex, one line paragraph		R	A	G	R	A	G	R	A	G	
Use a motif in my writing		R	A	G	R	A	G	R	A	G	
Develop atmosphere in my writing using setting and imagery		R	A	G	R	A	G	R	A	G	



## Year 8 Personal Learning Checklist

Spring term 2: Shakespeare: Voices and choices: windows to the world												
I can define the following vocabulary:				Checkpoint 1			Checkpoint 2			Checkpoint 3		
Vocabulary	Technical: symbolism, extended metaphor, in media res, motif, contrast, tone, atmosphere			R	A	G	R	A	G	R	A	G
	Academic: social class, micro-aggression, exploitation, bigotry, poignant, nostalgia, identity, bicultural, privilege			R	A	G	R	A	G	R	A	G
I understand the following:												
Key knowledge	The concept of a ‘white whale’			R	A	G	R	A	G	R	A	G
	The conventions of a short story			R	A	G	R	A	G	R	A	G
	What is meant when writers ‘show not tell’			R	A	G	R	A	G	R	A	G
	How narratives can act as windows, mirrors and sliding doors			R	A	G	R	A	G	R	A	G
	The purpose of studying literature			R	A	G	R	A	G	R	A	G
I know how to:												
Punctuate dialogue accurately using a variety of reporting phrases							R	A	G	R	A	G
Use a variety of sentence forms in my writing							R	A	G	R	A	G
Use colons and semi colons accurately							R	A	G	R	A	G
Establish a motif in my writing							R	A	G	R	A	G
Construct a well-rounded character and immersive setting;							R	A	G	R	A	G
Adopt a carefully considered and consistent narrative voice							R	A	G	R	A	G
Make effective use of symbolism							R	A	G	R	A	G

Summer term: Shakespeare: Romeo and Juliet												
I can define the following vocabulary:				Checkpoint 1			Checkpoint 2			Checkpoint 3		
Vocabulary	Technical: prose, blank verse, iambic pentameter, antagonist, sonnet, rhyming couplet, volta, rhyme scheme, imagery, antithesis, quatrain, paradox, tragic hero, chorus, prologue, foreshadow, soliloquy, monologue, tragedy, stage directions			R	A	G	R	A	G	R	A	G
	Critical: Perhaps/possibly (tentative language), echoes, mirrors, exposes			R	A	G	R	A	G	R	A	G
	Academic: feud, enamoured, impulsive, fickle, patriarchal, exile, catharsis, domineering, pride, honour, irrationality, bigotry			R	A	G	R	A	G	R	A	G
I understand the following:												
Key knowledge	The conventions of Shakespearean comedy			R	A	G	R	A	G	R	A	G
	Gender norms in the Elizabethan age			R	A	G	R	A	G	R	A	G
	Power dynamics in the relationships between men and women			R	A	G	R	A	G	R	A	G
	The narrative arc of the two couples in the play			R	A	G	R	A	G	R	A	G
	The role of an antagonist.			R	A	G	R	A	G	R	A	G
I know how to:												
Use connectives to build a point or make a contrasts				R	A	G	R	A	G	R	A	G
Use parenthesis in my writing to show sophistication and flair				R	A	G	R	A	G	R	A	G
Avoid fragmented sentences in my analytical writing				R	A	G	R	A	G	R	A	G
Plan an analytical argument				R	A	G	R	A	G	R	A	G
Clearly sequences paragraphs through the use of fronted clauses				R	A	G	R	A	G	R	A	G
Explore the writer’s purpose in more depth using tentative language				R	A	G	R	A	G	R	A	G