



YEAR 7

POST AND PREP

AUTUMN 1

*Building stronger memory through
preparation, revisiting and connection*



Name:



Form:



RED POST

Reconnect
long-term
knowledge



GREEN POST

Revisit
recent
learning



PREP

Prepare
for what's
ahead



UXBRIDGE
HIGH SCHOOL

POST AND PREP



• SUBJECT TIMETABLE •



Use this to keep on track of all of your subjects.
You can find each subject on the contents page.



SUBJECT



WHEN WILL IT BE SET?



WHEN DO YOU NEED
TO HAND IT IN?



COMPUTER SCIENCE



DT



ENGLISH



GEOGRAPHY



MATHS



LANGUAGES



MUSIC



PE



HISTORY



SCIENCE





POST AND PREP



YEAR 7

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HOW TO SUCCEED IN POST AND PREP



Follow these simple strategies to stay organised, build good habits and achieve success in Post and Prep.



HOW LONG WILL EACH SUBJECT TAKE?

Each Post and Prep activity should take around
5–10 minutes.



HOW SHOULD I DO MY HOMEWORK?

- ✓ Space out your work across the week – don't do it all in one day!
- ✓ Revisit tasks for 5 minutes to help you remember key ideas.
- ✓ Take effort, but balance and rest are important.



EXAMPLE SCENARIO

If I have Maths, Geography and Science all due on Friday, I will spread my work out so it's easier to manage.

For example:

- Maths Post on Tuesday
- Geography Prep on Wednesday,
- Science task on Thursday

This way, my brain has time to process and remember more — and I don't feel rushed.



WHAT IF I AM ABSENT WHEN IT NEEDS TO BE HANDED IN?

If you are absent on Hand-in day, you must hand in your Post & Prep on the next day you are in.



WHAT IF I AM NOT SURE HOW TO DO THE TASK?

Sometimes we may not understand things the first time we do them and that is okay.

The important thing is to ask your teacher for help at least two days before your post and prep is due or attend Post and Prep club for support.



TIPS FOR SUCCESS

- ✓ **SPACE YOUR WORK**
Spread your tasks across different evenings.
- ✓ **REVISIT FOR 5 MINUTES**
Go back over your work for 5 minutes to check you remember key ideas.
- ✓ **TAKE EFFORT, BUT BALANCE**
Work hard, but balance your effort with rest and downtime.



Use this guide every week to build strong habits and achieve your goals.

A SIMPLE MODEL OF LEARNING



THE SAD TRUTH:

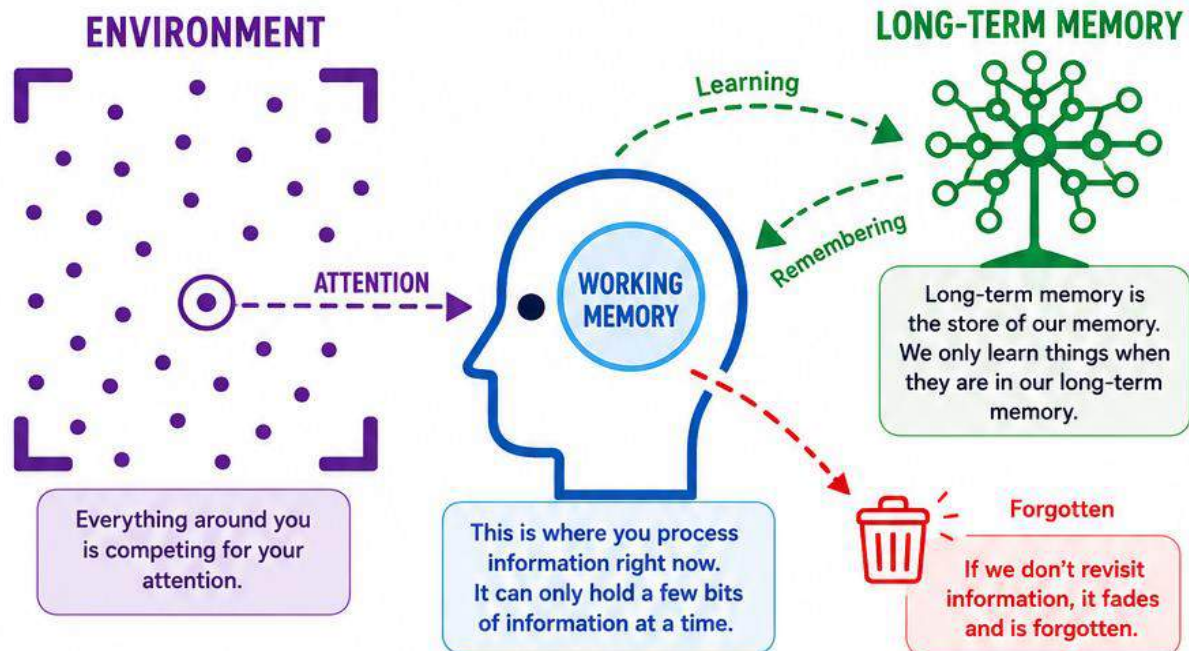
You can be taught all the content in the world, but the way our brain works is that when we learn in class, we're using working memory. Working memory can only hold a few bits of information at a time.



THE GOOD NEWS:

If we want things to go to our long-term memory, we need to constantly revisit them. That's why **Post** and **Prep** helps things stick in our memory!

HERE'S HOW YOUR BRAIN WORKS WHEN YOU LEARN IN CLASS:



1 RED POST



Reviews what we learned before.

It connects new learning to what we already know, strengthening the path to long-term memory.

**Purpose: Bring it back.
Keep it fresh.**

2 GREEN POST



Reviews what you've just learned.

It helps move new learning from working memory into long-term memory before you forget it.

**Purpose: Lock it in.
Make it stick.**

3 PREP



Prepares you for things ahead.

It builds background knowledge so your brain is ready to understand what's coming.

**Purpose: Get ready.
Stay one step ahead.**



THAT'S WHY POST AND PREP HELP THINGS STICK!

- ✓ **Red Post** = reviews what we learned before.
- ✓ **Green Post** = reviews what you've just learned.
- ✓ **Prep** = prepares you for things ahead.



Together, they help your brain remember more, for longer!



**YOUR BRAIN IS LIKE A MUSCLE –
THE MORE YOU USE IT, THE STRONGER IT GETS!**
KEEP LEARNING. KEEP REVISITING. KEEP GROWING.



WHY DO WE DO POST AND PREP?

Our brain is like a muscle – it needs **preparation**, **revisiting**, **linking**, and **practice** to stay strong. If we don't revisit, we forget.

Here are the different sections of Post and Prep and how they help strengthen your brain.

SECTION NAME	HOW TO FIND IT	WHAT YOU'LL BE DOING	HOW IT HELPS YOUR BRAIN
 LEARNING BOX	Always at the top of every task. It will be in a black box .	 Reading a short explanation of the big idea you're revisiting and how it links to class learning.	 Focuses your thinking and reminds your brain where this learning fits in your overall knowledge.
 PREP	This focuses on a new topic. It will be in an orange box .	 Learning key words, diagrams, or ideas that you'll use in the next lesson.	 Prepares your brain by creating pathways so new knowledge feels familiar and easier to understand.
 GREEN POST	This focuses on something that you learned about two weeks ago. It will be in a green box .	 Doing short recall tasks, quizzes, or questions to refresh what you learned recently.	 Strengthens memory by reminding your brain just as it's starting to forget – making knowledge stick.
 RED POST	This focuses on knowledge or a skill you learned a term or more before. Comes a few weeks or a term later. It will be in a red box .	 Practicing or recapping skills that link to what you are learning now and will help you understand.	 Reconnects past and present knowledge, helping your brain see how everything fits together.
 CHALLENGE BOX	Found after the main tasks. It's in a blue box .	 Applying or analysing what you know in a new way.	 Stretches your thinking and deepens understanding by building stronger brain connections.
 SELF-QUIZZING BOX	This will be found at the very end of the Post and Prep for the week. This will include a set of questions focused on this week's learning for you to practice and test on yourself.	 Regularly quizzing yourself on what you have learned.	 Regularly testing yourself on what you have learned helps you to remember more in the long term.



**EVERY STUDENT WHO COMPLETES EACH TASK EACH WEEK –
EVERY TASK, EVERY WEEK –
RECEIVES A GOLDEN ACHIEVER AWARD!**



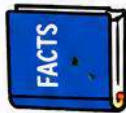
BUILD YOUR KNOWLEDGE. MAKE IT STICK!

THE 3 TYPES OF KNOWLEDGE (SCHEMAS)

Our memory is organised into different types of knowledge. They all connect and help you learn and remember.

1. DECLARATIVE (What do I know?)

Knowing facts and information. It answers "what is it?"



EXAMPLE:
What is an algorithm?
Define variable.

TYPES OF KNOWLEDGE

2. PROCEDURAL (How do I do it?)

Knowing how to do something or follow a method.



EXAMPLE:
Write the steps to create a flowchart.

3. CONDITIONAL (When do I use it?)

Knowing when, why and in what situation to use knowledge.



EXAMPLE:
When would you use a loop instead of repetition?

All 3 types work together!

The more you connect them, the stronger your understanding.

HOW TO REVISE EFFECTIVELY

Don't just re-read it... **RETRIEVE** it!

1. FLASHCARDS

- Write a question on one side.
- Write the answer on the other.
- Test yourself – say the answer out loud.
- Check and repeat.



Great for facts and definitions!

2. SELF-QUIZZING

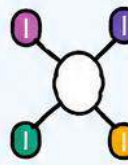
- Use the self-quizzing questions in your booklet.
- Write or say the answer from memory.
- Check, correct and improve.



Retrieval makes your memory stronger!

3. MIND MAPS

- Write the main topic in the middle.
- Add key ideas around it as branches.
- Add examples and links.
- Review and redraw from memory.



Helps you see the big picture!

4. SPACED PRACTICE

- Review today.
- Review again in 2-3 days.
- Review again in 1 week.
- Review again in 1 month.



Small, regular practice = long-term success!



BE ACTIVE. BE CONSISTENT. BE PROUD.

YOU'VE GOT THIS!



THE MORE YOU RETRIEVE, THE STRONGER YOUR MEMORY. THE STRONGER YOUR MEMORY, THE BETTER YOU WILL BE!



— YEAR 7 —

COMPUTER SCIENCE

POST AND PREP LEARNING MAP



Post tasks help you recap knowledge that you have learned in the past.

The **red boxes** cover previous knowledge you learned in other terms.

The **green boxes** help you recap what you are learning this term.

Post tasks



WEEK 1

PAGES
9 - 10

WEEK 2

PAGES
11 - 13

WEEK 3

PAGES
14 - 17

WEEK 4

PAGES
18 - 21

WEEK 5

PAGES
22 - 25

WEEK 6

PAGES
26 - 29

WEEK 7

PAGES
29 - 33



Prep tasks teach you important knowledge, vocabulary and skills to prepare you for the lessons ahead.

Your prep tasks will always be in an **orange box**.

Prep tasks





GOLDEN THREAD

This term we are learning the core Microsoft 365 tools used in school: Teams, OneDrive, Word, and Outlook.

Today: logging in and navigating Teams.

KEY IDEA

Microsoft Teams is your digital classroom.

Three things to know:

- Teams — your workspace for lessons and files
- General — teacher announcements only (not for chatting)
- Assignments — where you find and submit your work

How to open Teams:

1. Click Office 365 Mail on your home screen
2. Click the 9-dot grid (top-left)
3. Click the Teams icon

USING TEAMS — WHAT TO DO AND WHAT NOT TO DO

✗ NON-EXAMPLE

- Using General to chat with friends
- Logging in with a personal email
- Looking for assignments in the wrong place
- Not submitting — just closing the tab

✓ EXAMPLE

- Read General for teacher announcements only
- Log in with your school Microsoft account
- Find assignments in General or the Assignments tab
- Always click submit when you are finished

★ Teams is your digital classroom — treat it like one.

IMPORTANT MISCONCEPTION

Students think General is like a group chat. It is not. It is for teacher communications only. Using it to chat disrupts everyone.

WHEN TO USE THIS

- Use Teams knowledge when you:
- Need to find today's assignment
 - Are looking for a teacher message
 - Are submitting completed work



Use these steps to find and submit your assignment every lesson.

THINKING STEPS — PLAN IT

1 Am I using my school account?
Not my personal email.

2 Do I know how to open Teams?
Office 365 Mail → 9-dot grid → Teams.

3 Where is my assignment?
General chat or the Assignments tab.

4 Am I in the right assignment?
Check the name before opening.

5 Have I submitted?
Don't just close the tab — click hand-in.

WRITING STEPS — DO IT

1 Log in.
Click Office 365 Mail. Use your school account.

2 Open Teams.
Click the 9-dot grid. Select Teams.

3 Find your assignment.
Check the General chat or the Assignments tab.

4 Complete the task.
Read the instructions. Complete all parts.

5 Submit.
Click hand-in. Check your name is correct.

QUICK EXAMPLE — FINDING TODAY'S ASSIGNMENT

1. Check General — teacher has posted Unit 1 Lesson 1.
2. Open it. Complete the assignment.
3. Click hand-in.



Log in correctly. Find the assignment. Complete it. Hand-in — don't just close the tab.



YEAR 7 COMPUTING

K01: USING MICROSOFT OFFICE

Lesson 1: Logging In & Introduction to Teams



This task helps you remember what you learned in today's lesson.
Complete it carefully — the more thought you put in, the more you will remember.

TASK 1 WHAT I LEARNED

Complete these sentences about today's lesson.

Microsoft Teams is used in school to _____

The three areas of Teams I need to know are _____

The General channel is only for _____

To open Teams, I need to _____

TASK 2 EXAMPLE & NON-EXAMPLE

A student needs to submit their homework in Teams.

Read both responses. Decide which is correct.

STUDENT A:

I looked for my homework by searching through all the channels in Teams. I couldn't find it so I gave up and closed the tab.

STUDENT B:

I opened Teams using Office 365 Mail, checked the General chat where my teacher had posted the assignment link, opened it, completed the work, and clicked hand-in.

Which student did it correctly? **A / B** (circle your answer)

Explain TWO things Student B did right:

1. _____
2. _____

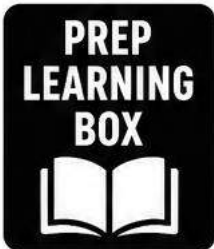
TASK 3 WRITTEN RESPONSE

Answer in full sentences.

Why is it important to use the Assignments tab or the General chat to find your work — and why must you always click hand-in rather than just closing the tab?



Challenge: Imagine you are explaining Teams to a student who has never used it before. Write 3–4 sentences describing what Teams is, what the General channel is for, and how to find your assignments.



YEAR 7 COMPUTING

K01: USING MICROSOFT OFFICE

Lesson 2: OneDrive



GOLDEN THREAD

We use Teams to communicate and access school tools.



We save and organise our work in OneDrive (cloud storage).



We create documents in Word.



We format documents to make them clear, organised and professional.



We can access our work from any device, anywhere.



KEY IDEA

Cloud storage means saving files online so you can access them from any device. OneDrive is Microsoft's cloud storage — used in schools and workplaces.

Key vocabulary:

- Cloud Storage — saving files online so they can be accessed from different devices
- OneDrive — Microsoft's cloud storage service
- Folder — a container used to organise files
- File — a piece of work stored on a computer or online

NON-EXAMPLE vs EXAMPLE — HOW TO SAVE YOUR WORK



NON-EXAMPLE



Saving on the home computer:

- Saved on one machine only
- Lost if the device breaks
- Can't access it from home or a different computer



EXAMPLE



Saving in OneDrive:

- Saved online
- Safe if a device breaks
- Access from any device, anywhere



OneDrive is like iCloud or Google Drive — but for Microsoft.



IMPORTANT MISCONCEPTION

Students think saving on the home computer is enough. It is not.

If you sit at a different computer next lesson, your work won't be there. Always save to OneDrive.



WHEN TO USE THIS

Use OneDrive knowledge when you:

- Need to save work between lessons
- Are creating folders or files for a unit
- Want to access work from home



Save to cloud



Create folders



Create files



Any device



YEAR 7 COMPUTING

K01: USING MICROSOFT OFFICE

Reconnecting: Lesson 1 — Teams



You learned about Teams in Lesson 1. Before moving on, let's reconnect with that knowledge — answer from memory, no notes needed.

TASK 1 QUICK RECALL

Answer each question in one sentence. No notes — just from memory.

1. What is Microsoft Teams used for in school?

2. What is the General channel for?

3. Where do you go to find and submit your homework in Teams?

TASK 2 PUT IT IN ORDER

Number these steps 1–3 to show the correct order for opening Teams.

☐

Click the Teams icon from the drop-down menu.

☐

Click Office 365 Mail on your home screen.

☐

Click the 9-dot grid in the top-left corner.

TASK 3 CONNECT IT

You have now learned about OneDrive as well as Teams.

Explain how Teams and OneDrive work together to help you manage your schoolwork.

Write 2–3 sentences.



Challenge: A student says "I don't need OneDrive — I can just hand work in through Teams." Is this correct? Explain your answer in 2–3 sentences.



YEAR 7 COMPUTING

K01: USING MICROSOFT OFFICE



Lesson 2: OneDrive



This task helps you remember and extend what you learned about OneDrive today. Complete it carefully — the more thought you put in, the more you will remember.

TASK 1 FILL IN THE GAPS

Use the words in the box to complete the sentences.

online | OneDrive | folder | device | cloud

1. Cloud storage means saving files _____ so they can be accessed from any _____.
2. Microsoft's cloud storage service is called _____.
3. A _____ is a container used to organise files.
4. Saving files online is sometimes called _____ storage.

TASK 2 EXAMPLE & NON-EXAMPLE

Read both statements. Circle which student is using OneDrive correctly.

STUDENT A:

Priya saves her Word document in a folder on the school computer desktop.
Next lesson she sits at a different computer and cannot find her work.

STUDENT B:

James saves his Word document into his Year 7 Computer Science folder in OneDrive.
Next lesson he opens OneDrive and finds his work straight away.

Which student is correct? A / B (circle your answer)

Explain why in 2 sentences: _____

TASK 3 WRITTEN RESPONSE

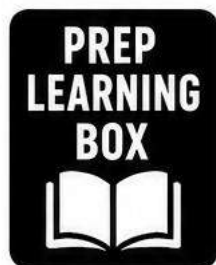
Answer in full sentences.

Explain what cloud storage is and why it is better than saving work on a school computer.

Use at least TWO key words from today's lesson.



Challenge: Design a folder structure in OneDrive for your Year 7 school subjects. Draw it as a simple diagram and explain why you organised it that way.



YEAR 7 COMPUTING

K01: USING MICROSOFT OFFICE



Lesson 3: Creating Formatted Word Documents



GOLDEN THREAD

We use Teams to communicate and access school tools.



We save and organise our work in OneDrive (cloud storage).



We create documents in Word.



We format documents to make them clear, organised and professional.



We can access our work from any device, anywhere.



KEY IDEA

Formatting means changing the appearance of text.

Key vocabulary:

- **Document** — a file containing text and other content
- **Formatting** — changing the appearance of text
- **AutoSave** — automatically saving work as changes are made

Key formatting tools:

- **Title style** — the biggest text on the page
- **Subheading** — bold, size 16
- **Bullet points** — for lists
- **AutoSave** — saves your work automatically as you type

FORMATTED vs UNFORMATTED — SPOT THE DIFFERENCE



NON-EXAMPLE

Unformatted document:

- No title — hard to know what the document is about
- All text the same size — nothing stands out
- No subheadings — difficult to find sections
- No bullet points — hard to read a list
- Looks unprofessional



EXAMPLE

Formatted document:

- Clear title at the top using the Title style
- Subheadings in bold, size 16 — easy to navigate
- Bullet points for lists — clean and easy to read
- Important words in bold — key information stands out
- Looks professional and organised



Formatting does not change what you write — it changes how easy it is to read.



IMPORTANT MISCONCEPTION

Students think typing and formatting are the same thing. They are not.

Typing adds content. Formatting changes how that content looks. You do both separately.



WHEN TO USE THIS

Use formatting knowledge when you:

- Are creating any Word document for school
- Need to make a document easier to read
- Are asked to present work professionally

**PREP
TASK**



YEAR 7 COMPUTING

K01: USING MICROSOFT OFFICE



Lesson 3: Creating Formatted Word Documents



This task prepares you for your next lesson on formatting Word documents. You do not need to open Word yet. Just complete the two tasks below.

TASK 1 KEY VOCABULARY

Match each term to its correct definition. Draw a line.

Document

Automatically saves work as changes are made

Formatting

A file containing text and other content

AutoSave

Changing the appearance of text

TASK 2 EXAMPLE & NON-EXAMPLE

A student has been asked to create a Word document about their favourite sport. Read both descriptions. Decide which is the better approach.

RESPONSE A:

The student opens Word and starts typing. They write everything in one block of text, all the same font size, with no title or headings. They save it on the school computer desktop.

RESPONSE B:

The student opens Word, saves it to OneDrive first, adds a title using the Title style, uses bold size 16 subheadings for each section, and uses bullet points for their list of facts.

Which is the better approach? A / B (circle your answer)

Give TWO reasons why:

1. _____
2. _____

What should the other student do differently?



YEAR 7 COMPUTING

K01: USING MICROSOFT OFFICE



Reconnecting: Lesson 2 — OneDrive

You learned about OneDrive in Lesson 2. Before moving on, let's reconnect with that knowledge — answer from memory, no notes needed.

TASK 1 QUICK RECALL

Answer each question in one sentence.

1. What is cloud storage?

2. What is OneDrive?

3. Give ONE reason why saving in OneDrive is better than saving on a school computer.

TASK 2 TRUE OR FALSE?

Read each statement. Circle T (True) or F (False).

- | | |
|--|-------|
| 1. Files saved in OneDrive can only be accessed on the computer you saved them on. | T / F |
| 2. A folder is a container used to organise files. | T / F |
| 3. Cloud storage means saving files online. | T / F |
| 4. OneDrive automatically backs up your work. | T / F |

TASK 3 CONNECT IT

You are now learning how to create and format Word documents.

Explain why it is important to save your Word document to OneDrive before you start formatting it. Write 2–3 sentences.



Challenge: A student formats a beautiful Word document but saves it to the school computer desktop. What could go wrong? What should they have done differently?



YEAR 7 COMPUTING

K01: USING MICROSOFT OFFICE



Lesson 3: Creating Formatted Word Documents

This task helps you remember and extend what you learned about formatting Word documents today. Complete it carefully — the more thought you put in, the more you will remember.

TASK 1 SPOT THE MISTAKE

A student has formatted their document incorrectly. Read the description and identify what is wrong.

“The student typed their title in size 8 font with no style applied. Their subheading is in size 20, italic. Their list of hobbies is written as one long sentence with no bullet points. AutoSave is switched off.”

List THREE mistakes the student has made:

1. _____
2. _____
3. _____

TASK 2 EXAMPLE & NON-EXAMPLE

Read both descriptions. Decide which document is formatted correctly.

DOCUMENT A

The title is in size 8 Times New Roman. The subheadings are bold but in the same size as the body text. Lists of information are written as long paragraphs. The document is saved on the desktop.

DOCUMENT B

The title uses the Word Title style — it is the largest text on the page. Subheadings are bold, size 16. Lists are formatted as bullet points. AutoSave is on and the document is saved in OneDrive.

Which is formatted correctly? A / B (circle your answer)

Give TWO reasons why:

1. _____
2. _____

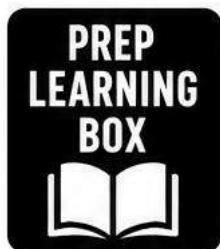
TASK 3 WRITTEN RESPONSE

Answer in full sentences.

Explain what formatting is, why it matters, and describe how you would format a title and a subheading in Word. Use key vocabulary in your answer.



Challenge: A classmate says “I don’t need to format my document — the content is what matters.” Do you agree? Write 2–3 sentences arguing your point of view.



YEAR 7 COMPUTING

K01: USING MICROSOFT OFFICE



Lesson 4: Sending Professional Emails

GOLDEN THREAD



We use Teams to communicate and access school tools.



We save and organise our work in OneDrive (cloud storage).



We create documents in Word.



We format documents to make them clear, organised and professional.



We can access our work from any device, anywhere.



KEY IDEA

Good emails are clear, respectful and easy to understand.

- ✓ Use formal language and full sentences.
- ✓ Include a subject line so the reader knows what it's about.
- ✓ Be polite and professional in your tone.



Key vocabulary:

- **Recipient** — the person receiving the email
- **Subject Line** — a short title that explains what the email is about
- **Body** — where you write the main message

NON-EXAMPLE vs EXAMPLE — PROFESSIONAL EMAIL

NON-EXAMPLE

Hey!! can i pls get an extension on my hw its due tmrw and i havent done it yet lol

thanks

Problems:

- No subject line
- Inappropriate greeting ("Hey!!")
- Uses slang and abbreviations
- No polite sign-off
- Unprofessional tone

EXAMPLE

Subject: Homework Extension Request

Dear Miss Smith,
I am writing to ask if I could have an extension on this week's homework. I have had a lot going on this week and would like more time to produce my best work. Would Friday be possible?

Kind regards,
[Student name]

Why it works:

- Clear subject line
- Polite greeting ("Dear Miss Smith,")
- Formal language — no slang
- Polite sign-off ("Kind regards")



Would you be happy for your teacher to read it? If yes — send it. If not — rewrite it.



IMPORTANT MISCONCEPTION

Students think emailing a teacher is the same as texting a friend. It is not.

Emails to teachers must be formal, polite, and free of slang. Always include a subject line and a greeting.



WHEN TO USE THIS

Use email knowledge when you:

- Are contacting a teacher or member of staff
- Need to send work or ask a question professionally
- Are replying to an email from school



Add recipient



Write subject line



Write body



Add sign-off



YEAR 7 COMPUTING

K01: USING MICROSOFT OFFICE



Lesson 4: Sending Professional Emails



This task prepares you for your next lesson on professional emails. You do not need to send any emails yet. Just complete the two tasks below.

TASK 1 KEY VOCABULARY

Match each term to its correct definition. Draw a line.

Recipient

•

Where you write the main message

•

Subject Line

•

The person receiving the email

•

Body

•

A short title that explains what the email is about

•

TASK 2 EXAMPLE & NON-EXAMPLE

A student needs to ask their teacher for help with homework. Read both emails. Decide which is the professional example.

RESPONSE A:

hey miss can u help me with the hw i dont get it its due 2moro

RESPONSE B:

Subject: Help with Homework

Dear Miss Smith,
I am struggling with this week's homework and would appreciate some help. Could we arrange a time to discuss it?

Kind regards,
[Student name]

Which is the professional example? A / B (circle your answer)

Give TWO reasons why:

1. _____

2. _____

Write ONE thing that is wrong with the other email:



YEAR 7 COMPUTING

K01: USING MICROSOFT OFFICE



Lesson 4: Sending Professional Emails

This task helps you remember and extend what you learned about professional emails today. Complete it carefully — the more thought you put in, the more you will remember.

TASK 1 FIX THE EMAIL

This email has mistakes. Read it carefully. Then rewrite it correctly on the lines below.

hey miss johnson can i get an extension on my hw lol its a bit hard
cheers

Rewrite it correctly here:

Subject: _____

TASK 2 EXAMPLE & NON-EXAMPLE

A student has been asked to email their teacher to submit their homework.
Read both emails. Decide which is the professional example.

RESPONSE A:

yo mr jones hw attached somewhere
in my onedrive lol
[name]

RESPONSE B:

Subject: Computing Homework Submission
Dear Mr Jones,
Please find my Unit 1 homework attached to this
email. I have saved it in my OneDrive folder.
Kind regards,
[Student name]

Which is the professional example? A / B (circle your answer)

Give TWO reasons why:

1. _____
2. _____

TASK 3 WRITTEN RESPONSE

Answer in full sentences using key vocabulary.
Explain what makes an email professional. Include FOUR key features it must have.



Challenge: Write a short professional email to your Computing teacher explaining that you have completed your Unit 1 homework and saved it to your OneDrive folder. Include all the correct features.



YEAR 7 COMPUTING

K01: USING MICROSOFT OFFICE



Reconnecting: Lesson 3 — Word

You learned about formatting Word documents in Lesson 3. Before moving on, let's reconnect with that knowledge — answer from memory, no notes needed.

TASK 1 QUICK RECALL

Answer each question in one sentence. No notes — just from memory.

1. What does formatting mean in Word?

2. What style should you use for the title of a document?

3. What size and style should a subheading be?

TASK 2 TRUE OR FALSE?

Read each statement. Circle T (True) or F (False).

- | | |
|---|-------|
| 1. Formatting means changing what you write in a document. | T / F |
| 2. A title should use the Title style — it is the biggest text on the page. | T / F |
| 3. AutoSave means you never need to save your document manually. | T / F |
| 4. Bullet points are used to present list information clearly. | T / F |

TASK 3 CONNECT IT

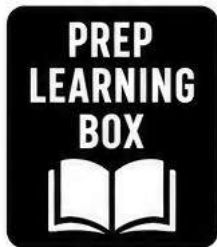
You are now learning to write professional emails.

Both a well-formatted Word document and a professional email need careful thought about how they look and how they are structured.

Explain ONE thing that formatting a Word document and writing a professional email have in common. Write 2–3 sentences.



Challenge: A student types their homework as one big paragraph, uses size 8 font, no title or subheadings, and saves it on the school computer. Then they email it to their teacher with no subject line and a casual greeting. Identify all the mistakes and explain what they should have done differently.



YEAR 7 COMPUTING

K01: USING MICROSOFT OFFICE



Lesson 4: Sending Professional Emails



GOLDEN THREAD



Formatting Word documents.



Writing and sending professional emails using Outlook.



KEY IDEA

Good emails are clear, respectful and easy to understand.

- ✓ Use formal language and full sentences.
- ✓ Include a subject line so the reader knows what it's about.
- ✓ Be polite and professional in your tone.



Key vocabulary:

- **Recipient** — the person receiving the email
- **Subject Line** — a short title that explains what the email is about
- **Body** — where you write the main message

NON-EXAMPLE vs EXAMPLE — PROFESSIONAL EMAIL

✗ NON-EXAMPLE

Hey!! can i pls get an extension on my hw its due tmrw and i havent done it yet lol

thanks

Problems:

- No subject line
- Inappropriate greeting ("Hey!!")
- Uses slang and abbreviations
- No polite sign-off
- Unprofessional tone

✓ EXAMPLE

Subject: Homework Extension Request

Dear Miss Smith,
I am writing to ask if I could have an extension on this week's homework. I have had a lot going on this week and would like more time to produce my best work. Would Friday be possible?

Kind regards,
[Student name]

Why it works:

- Clear subject line
- Polite greeting ("Dear Miss Smith,")
- Formal language — no slang
- Polite sign-off ("Kind regards")



Would you be happy for your teacher to read it? If yes — send it. If not — rewrite it.



IMPORTANT MISCONCEPTION

Students think emailing a teacher is the same as texting a friend. It is not.

Emails to teachers must be formal, polite, and free of slang. Always include a subject line and a greeting.



WHEN TO USE THIS

Use email knowledge when you:

- Are contacting a teacher or member of staff
- Need to send work or ask a question professionally
- Are replying to an email from school



Add recipient



Write subject line



Write body



Add sign-off

PREP TASK



YEAR 7 COMPUTING

K01: USING MICROSOFT OFFICE



Lesson 5: Emails with Attachments, CC & BCC



This task prepares you for your next lesson on attachments, CC and BCC. You do not need to send any emails yet. Just complete the two tasks below.

TASK 1 KEY VOCABULARY

Match each term to its correct definition. Draw a line.

Attachment

•

Sends a copy without other recipients knowing

•

CC (Carbon Copy)

•

A file sent with an email

•

BCC (Blind Carbon Copy)

•

Sends a copy to someone; everyone can see it

•

TASK 2 EXAMPLE & NON-EXAMPLE

A teacher wants to email all 30 parents in the class about a school trip.

She does not want parents to see each other's email addresses.

Read both approaches. Decide which is correct.

RESPONSE A:

The teacher puts all 30 parent email addresses in the CC field when she sends the email.

RESPONSE B:

The teacher puts all 30 parent email addresses in the BCC field when she sends the email.

Which is the correct approach? A / B (circle your answer)

Why is this the correct approach?

What is the problem with the other approach?



YEAR 7 COMPUTING

K01: USING MICROSOFT OFFICE



Reconnecting: Lesson 3 — Word

You learned about formatting Word documents in Lesson 3. Before moving on, let's reconnect with that knowledge — answer from memory, no notes needed.

TASK 1 QUICK RECALL

Answer each question in one sentence. No notes — just from memory.

1. What does formatting mean in Word?

2. What style should you use for the title of a document?

3. What size and style should a subheading be?

TASK 2 TRUE OR FALSE?

Read each statement. Circle T (True) or F (False).

- | | |
|---|-------|
| 1. Formatting means changing what you write in a document. | T / F |
| 2. A title should use the Title style — it is the biggest text on the page. | T / F |
| 3. AutoSave means you never need to save your document manually. | T / F |
| 4. Bullet points are used to present list information clearly. | T / F |

TASK 3 CONNECT IT

You are now learning to write professional emails.

Both a well-formatted Word document and a professional email need careful thought about how they look and how they are structured.

Explain ONE thing that formatting a Word document and writing a professional email have in common. Write 2–3 sentences.



Challenge: A student types their homework as one big paragraph, uses size 8 font, no title or subheadings, and saves it on the school computer. Then they email it to their teacher with no subject line and a casual greeting. Identify all the mistakes and explain what they should have done differently.



YEAR 7 COMPUTING

K01: USING MICROSOFT OFFICE



Lesson 4: Sending Professional Emails

This task helps you remember and extend what you learned about professional emails today. Complete it carefully — the more thought you put in, the more you will remember.

TASK 1 FIX THE EMAIL

This email has mistakes. Read it carefully. Then rewrite it correctly on the lines below.

hey miss johnson can i get an extension on my hw lol its a bit hard
cheers

Rewrite it correctly here:

Subject: _____

TASK 2 EXAMPLE & NON-EXAMPLE

A student has been asked to email their teacher to submit their homework.
Read both emails. Decide which is the professional example.

RESPONSE A:

yo mr jones hw attached somewhere
in my onedrive lol
[name]

RESPONSE B:

Subject: Computing Homework Submission
Dear Mr Jones,
Please find my Unit 1 homework attached
to this email. I have saved it in my OneDrive folder.
Kind regards,
[Student name]

Which is the professional example? A / B (circle your answer)

Give TWO reasons why:

1. _____
2. _____

TASK 3 WRITTEN RESPONSE

Answer in full sentences using key vocabulary.

Explain what makes an email professional. Include FOUR key features it must have.



Challenge: Write a short professional email to your Computing teacher explaining that you have completed your Unit 1 homework and saved it to your OneDrive folder. Include all the correct features.



LAST LESSON

Teams and OneDrive —
finding, saving and
organising our work in
the cloud.



THIS LESSON

We are using Outlook to
email professionally —
including attachments,
CC and BCC.

Now we are building on that by learning how to communicate professionally and share files with the right people the right way.



KEY VOCABULARY

- **Attachment** — a file sent with an email
- **CC (Carbon Copy)** — sends a copy to someone; everyone can see it
- **BCC (Blind Carbon Copy)** — sends a copy without other recipients knowing

WHEN TO USE TO, CC AND BCC



TO:

The people you are
speaking directly to.

Example:

You email your
teacher asking for help.



CC:

Someone who should know
but doesn't need to reply.
Everyone can see their name.

Example:

You email your science teacher.
Your Head of Year is CC'd so
they know too.



BCC:

Someone secretly
receives a copy.
Nobody else knows.

Example:

A school emails all parents
but uses BCC so parents
can't see each other's
addresses.



Choosing the wrong field can share private information —
always double-check before you send.



IMPORTANT MISCONCEPTION

Students think CC and BCC do the same
thing. They do not.

CC lets everyone see who received the email.
BCC hides it. Using CC when you should
use BCC can share people's private email
addresses.



WHEN TO USE THIS

Use CC and BCC knowledge when you:

- Are emailing more than one person
- Want to keep someone informed without them needing to reply
- Need to protect people's email addresses (e.g. emailing a large group)

PREP TASK



YEAR 7 COMPUTING

K01: USING MICROSOFT OFFICE



Lesson 5: Emails with Attachments, CC & BCC



This task prepares you for your next lesson on attachments, CC and BCC. You do not need to send any emails yet. Just complete the two tasks below.

TASK 1 KEY VOCABULARY

Match each term to its correct definition. Draw a line.

Attachment

Sends a copy without other recipients knowing

CC (Carbon Copy)

A file sent with an email

BCC (Blind Carbon Copy)

Sends a copy to someone; everyone can see it

TASK 2 EXAMPLE & NON-EXAMPLE

A teacher wants to email all 30 parents in the class about a school trip. She does not want parents to see each other's email addresses. Read both approaches. Decide which is correct.

RESPONSE A:

The teacher puts all 30 parent email addresses in the CC field when she sends the email.

RESPONSE B:

The teacher puts all 30 parent email addresses in the BCC field when she sends the email.

Which is the correct approach? A / B (circle your answer)

Why is this the correct approach?

What is the problem with the other approach?



YEAR 7 COMPUTING

K01: USING MICROSOFT OFFICE



Reconnecting: Lesson 4 — Professional Emails

You learned about professional emails in Lesson 4. Before moving on, let's reconnect with that knowledge — answer from memory, no notes needed.

TASK 1 QUICK RECALL

Answer each question in one sentence. No notes — just from memory.

1. What is a subject line?

2. What is an appropriate greeting to use when emailing a teacher?

3. What is an appropriate sign-off for a professional email?

TASK 2 SORT IT OUT

Look at the items below. Write each one in the correct column — is it something you SHOULD do or SHOULD NOT do in a professional email?

Use a clear subject line | Write "hey" as your greeting | Use formal language | Use emojis |
Check your spelling | Use abbreviations like "lol" | End with "Kind regards"

DO ✓

DON'T ✗

TASK 3 CONNECT IT

You are now learning about CC and BCC in emails.

Explain why it is important to both write a professional email AND choose the right recipient fields (To, CC, BCC). Write 2–3 sentences connecting both ideas.



Challenge: Write a short professional email to your science teacher submitting your homework. CC your form tutor. In the email, briefly explain why you used CC rather than BCC for your form tutor.



YEAR 7 COMPUTING

K01: USING MICROSOFT OFFICE

Lesson 5: Emails with Attachments, CC & BCC



This task helps you remember and extend what you learned about attachments, CC and BCC today. Complete it carefully — the more thought you put in, the more you will remember.

TASK 1 QUICK QUESTIONS

Answer each question in a full sentence.

1. What does CC stand for and what does it do?

2. What does BCC stand for and what does it do?

3. What is the key difference between CC and BCC?

TASK 2 EXAMPLE & NON-EXAMPLE

A teacher wants to send a newsletter to 50 parents without revealing anyone's email address. Read both approaches. Decide which is correct.

RESPONSE A:

The teacher types all parent email addresses into the To field so she can see she has included everyone.

RESPONSE B:

The teacher types all parent email addresses into the BCC field so that no parent can see the others' addresses.

Which is correct? A / B (circle your answer)

Explain why in 2 sentences:

What would go wrong with the other approach?

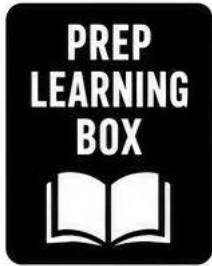
TASK 3 WRITTEN RESPONSE

Answer in full sentences using key vocabulary.

Explain the difference between CC and BCC. Give one real-life example of when you would use each one and explain why.



Challenge: Describe the full steps to send a professional email to your teacher with your homework attached from OneDrive. Include what you would put in the To, CC or BCC fields and why.



YEAR 7 COMPUTING ASSESSMENT REVISION

ASSESSMENT
REVISION



K01: USING MICROSOFT OFFICE

Lesson 6: Assessment Revision



This is the end of Unit 1. Your assessment will cover everything you have learned across all 5 lessons: Teams, OneDrive, Word, and Outlook. Use this page to remind yourself of the key ideas.



TEAMS:

- Teams = your digital classroom
- General = teacher announcements only
- Assignments = where you find and submit work
- How to open: Office 365 Mail → 9-dot grid → Teams



ONEDRIVE:

- Cloud storage = saving files online
- Files saved to OneDrive can be accessed from any device
- Saving on a school computer = risky — you can lose your work
- Create folders to organise your files



WORD:

- Formatting = changing the appearance of text
- Title style = biggest text on the page
- Subheading = bold, size 16
- Bullet points = for lists
- AutoSave = saves your work automatically



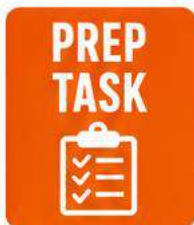
OUTLOOK (EMAILS):

- Recipient = the person you are emailing
- Subject line = short title explaining the email
- Body = the main message
- CC = copy sent to someone; everyone can see it
- BCC = hidden copy; others cannot see it
- Attachment = a file sent with the email



ALL KEY VOCABULARY — UNIT 1

Teams | General | Assignments | Cloud Storage | OneDrive |
Folder | File | Document | Formatting | AutoSave |
Recipient | Subject Line | Body | Attachment | CC | BCC



YEAR 7 COMPUTING ASSESSMENT REVISION



K01: USING MICROSOFT OFFICE

Lesson 6: Assessment Revision



Your assessment is next lesson. Use this task to revise everything from Unit 1. Complete all three tasks below.

TASK 1 KEY VOCABULARY RECAP

Match each term to its correct definition. Draw a line.

Formatting

AutoSave

CC

BCC

Attachment

Sends a hidden copy — others cannot see it

Changing the appearance of text

A file sent with an email

Automatically saves work as changes are made

Sends a copy to someone; everyone can see who received it

TASK 2 EXAMPLE & NON-EXAMPLE

A student has been asked to email their teacher to hand in their homework. Read both emails. Decide which is the professional example.

RESPONSE A:

Subject: Homework Submission — Unit 1
Dear Miss Johnson,
Please find my Unit 1 homework attached to this email. I have saved it in my OneDrive folder and attached it via Cloud Files.
Kind regards,
[Student name]

RESPONSE B:

hey miss i done my hw its in my onedrive i think lol hope thats ok

[Student name]

Which is the professional example? A / B (circle your answer)

Give TWO reasons why:

1. _____
2. _____

What are TWO things wrong with the other email?

1. _____
2. _____

TASK 3 WRITTEN RESPONSE

Use the sentence starters to write a short paragraph about what you have learned in Unit 1.

- In this unit I learned how to...
- OneDrive is important because...
- When sending a professional email, you should...
- The difference between CC and BCC is...



Challenge: A student saves their work on the school computer desktop, uses slang in an email, and puts everyone in CC instead of BCC. Write one sentence explaining what they should do differently for each mistake.



YEAR 7 COMPUTING

K01: USING MICROSOFT OFFICE

Reconnecting: The Whole Unit



Your assessment is approaching. Reconnect with everything you have learned across the whole unit — answer from memory, no notes needed.

TASK 1 ONE QUESTION PER LESSON

Answer each question in one sentence.

1. Lesson 1 — Teams: How do you open Microsoft Teams from the school home screen?

2. Lesson 2 — OneDrive: Why is saving in OneDrive better than saving on a school computer?

3. Lesson 3 — Word: What does formatting mean and give ONE example of a formatting tool?

4. Lesson 4 — Emails: Name THREE features a professional email must include.

5. Lesson 5 — CC & BCC: What is the difference between CC and BCC?

TASK 2 TRUE OR FALSE?

Read each statement. Circle T (True) or F (False).

- | | |
|--|-------|
| 1. The General channel in Teams is for students to chat with each other. | T / F |
| 2. Files saved in OneDrive can be accessed from any device. | T / F |
| 3. Formatting means changing what you write in a document. | T / F |
| 4. A professional email should always include a subject line and a greeting. | T / F |
| 5. CC and BCC do exactly the same thing. | T / F |
| 6. An attachment is a file sent with an email. | T / F |

TASK 3 CONNECT IT

Teams, OneDrive, Word, and Outlook all work together.

Explain how you would use ALL FOUR tools to complete and submit a piece of schoolwork.

Write 3–4 sentences connecting all four tools.

TASK 4 WRITTEN RESPONSE

Use the sentence starters below.

- Microsoft Teams is used to...
- OneDrive is important because...
- When I format a Word document, I...
- A professional email must include...



Challenge: A student who has never used Microsoft 365 is joining your school. Write a short guide (4–5 sentences) explaining the four tools they will need and what each one is used for.



YEAR 7 COMPUTING

ASSESSMENT REVISION – SELF-QUIZ



K01: USING MICROSOFT OFFICE

Assessment Revision: Self-Quiz



Cover up your notes. Answer each question from memory.
Then check your answers using your revision page.
Mark yourself honestly — it will help you know what to revise more!

SECTION 1 TEAMS

[_ / 4]

1. What is Microsoft Teams used for?

2. What is the General channel used for?

3. Where do you find work to complete in Teams?

4. Write the steps to open Teams from the home screen:
Step 1: _____
Step 2: _____
Step 3: _____

SECTION 2 ONEDRIVE

[_ / 4]

1. What is cloud storage?

2. What is OneDrive?

3. Give ONE reason why OneDrive is better than saving on a school computer.

4. Name TWO other cloud storage services (not OneDrive).
1. _____ 2. _____

SECTION 3 WORD

[_ / 4]

1. What does formatting mean?

2. What style should you use for the title of a document?

3. What size and style should a subheading be?

4. What does AutoSave do?

SECTION 4 EMAILS

[_ / 6]

1. What is a subject line? _____
2. What is an appropriate greeting for a teacher email? _____
3. What is an appropriate sign-off for a professional email? _____
4. What is the difference between CC and BCC?
CC: _____
BCC: _____
5. What is an attachment? _____
6. Write ONE rule for writing a professional email.

HOW DID I DO?

Total score:
[_ / 18]

0–6: Keep revising —
go back to your
revision cards!

7–12: Good effort —
check the questions
you got wrong.

13–18: Excellent —
you are ready for
the assessment!



— YEAR 7 —

ENGLISH

POST AND PREP LEARNING MAP



Post tasks help you recap knowledge that you have learned in the past.

The **red boxes** cover previous knowledge you learned in other terms.

The **green boxes** help you recap what you are learning this term.

POST



PREP



1

Week 1

PAGES

35 - 42

2

Week 2

PAGES

43 - 48

3

Week 3

PAGES

49 - 61

4

Week 4

PAGES

62 - 70

5

Week 5

PAGES

71 - 79

6

Week 6

PAGES

80 - 86



Prep tasks teach you important knowledge, vocabulary and skills to prepare you for the lessons ahead.

Your prep tasks will always be in an **orange box**.



K08 – BUILDING POWERFUL SENTENCES

Using clauses to explain heroes and villains



GOLDEN THREAD

In primary school, you learned how to use different clauses to build sentences. This week, we are revisiting different types of clauses so that we can build sentences explaining what makes a hero a hero and what makes a villain a villain.



KEY IDEA

A clause is a group of words that contains:

- Subject (who or what the sentence is about)
- Verb (what the subject is doing or being)

INDEPENDENT CLAUSE

- ✓ Subject
- ✓ Verb
- ✓ Makes complete sense by itself

Example: The hero rescued the villagers.

DEPENDENT (SUBORDINATE) CLAUSE

- ✓ Subject
- ✓ Verb
- ✗ Does not make complete sense by itself.

Example: Because the hero rescued the villagers...

WHEN TO USE THIS

- SIMPLE SENTENCE**
Use when you have one complete idea.
- COMPOUND SENTENCE**
Use when you have two complete ideas that are closely related.
- COMPLEX SENTENCE**
Use when you want to add a reason, explanation or extra detail.

IMPORTANT MISCONCEPTION

Incorrect
Every group of words containing a subject and a verb is a sentence.

- Because the villain was cruel.
Subject = villain
Verb = was

Correct

- Although it contains a subject and a verb, it is not a complete sentence because it does not make complete sense.
- The villagers feared the villain because he was cruel.
Subject = villagers
Verb = feared
- This is a complete sentence because it makes sense.

VISUAL REPRESENTATION

SIMPLE SENTENCE



One independent clause

Use when you have one complete idea.

COMPOUND SENTENCE



Two independent clauses joined with **FANBOYS**

Use when you have two complete ideas.

COMPLEX SENTENCE



One independent clause joined to one dependent clause with **WHITESUS**

Use when you want to add extra detail or explanation.

The hero protected the village.

The hero protected the village, and the villagers celebrated.

The hero protected the village because he cared about others.

FANBOYS:

for and nor but or yet so

WHITESUS:

while if though even though because unless since

MODEL EXAMPLE – HIGH LEVEL INFERENCE

Q: What can we infer about the sentence?

1 SIMPLE SENTENCE

The hero protected the village.
This sentence has one independent clause. It gives one complete idea.

2 COMPOUND SENTENCE

The hero protected the village, and the villagers celebrated.
This sentence has two independent clauses joined by the **FANBOYS** conjunction "and". Each clause is a complete idea.

3 COMPLEX SENTENCE

The hero protected the village because he cared about others.
This sentence has one independent clause and one dependent clause. The dependent clause adds a reason to the main idea.

4 EFFECT ON THE READER

Varying sentence types makes writing more interesting and helps to add detail, reasons and extra information.

- ✓ Structure
- ✓ Meaning
- ✓ Clause Types
- ✓ Effect
- ✓ Conjunctions
- ✓ Variety

NON-EXAMPLE – LIMITED INFERENCE

Q: What can we infer about the sentence?

1 SIMPLE SENTENCE (incorrect)

Before the battle.
This is not a simple sentence. It is a fragment because it does not have a subject and a verb. It does not make complete sense.

2 COMPOUND SENTENCE (incorrect)

The hero protected the village and.
This is not a compound sentence. It is a run-on because the second clause is missing. It needs a second independent clause after "and".

3 COMPLEX SENTENCE (incorrect)

Because he cared about others.
This is not a complex sentence. It is only a dependent clause on its own. It does not make complete sense without an independent clause.

WHAT IS MISSING?

- ✗ It is not a complete sentence.
- ✗ It does not have the correct clause structure.
- ✗ It does not use the correct conjunction.
- ✗ It does not develop the idea.
- ✗ It does not consider meaning or effect.
- ✗ It does not create variety in writing.



SIMPLE SENTENCE

One independent clause.
One complete idea.



Example
The villain escaped.

COMPOUND SENTENCE

Two independent clauses.
Joined with **FANBOYS**.



Example
The villain escaped, but the hero followed.

COMPLEX SENTENCE

One independent clause +
one dependent clause.
Joined with **WHITESUS**.



Example
The villain escaped because he was afraid.

Non-example After the storm.

This is a fragment. It does not have a subject or a verb.

Non-example The villain escaped but.

This is a run-on. It needs a second independent clause after "but".

Non-example Because he was afraid.

This is only a dependent clause. It does not make complete sense on its own.

REMEMBER

- ✓ One independent clause
- ✓ One complete idea
- ✓ Makes sense on its own
- ✓ No conjunction needed
- ✓ Keep it clear and direct

REMEMBER

- ✓ Two independent clauses
- ✓ Joined with **FANBOYS** (for, and, nor, but, or, yet, so)
- ✓ Use a comma before **FANBOYS**
- ✓ Both clauses make sense alone
- ✓ Variety makes writing stronger

REMEMBER

- ✓ One independent clause
- ✓ One dependent clause
- ✓ Joined with **WHITESUS** (while, if, though, even though, because, unless, since)
- ✓ Dependent clause does not make sense alone
- ✓ Adds extra detail, reason or explanation



1 IDENTIFY THE TYPE OF CLAUSE

Read each clause below and decide whether it is an **INDEPENDENT CLAUSE** or a **DEPENDENT (SUBORDINATE) CLAUSE**. Write your answer on the line.

- | | |
|---------------------------------------|---|
| 1 The hero saved the day. _____ | 6 Although he tried to escape. _____ |
| 2 Because he was determined. _____ | 7 She trained every day. _____ |
| 3 The villagers cheered loudly. _____ | 8 If the plan works. _____ |
| 4 When the danger had passed. _____ | 9 The storm destroyed the castle. _____ |
| 5 The villain lied to everyone. _____ | 10 Before dawn broke. _____ |

2 IDENTIFY THE TYPE OF SENTENCE

Read each sentence below and decide whether it is a **SIMPLE SENTENCE**, **COMPOUND SENTENCE** or **COMPLEX SENTENCE**. Write your answer on the line.

- | | |
|---|---|
| 1 The hero rescued the villagers. _____ | 6 The villain was angry because he lost the battle. _____ |
| 2 The hero rescued the villagers, and they thanked him. _____ | 7 She trained hard every day. _____ |
| 3 The hero rescued the villagers because he was brave. _____ | 8 The plan failed, so they had to try again. _____ |
| 4 The villain was powerful. _____ | 9 Although he was tired, he kept going. _____ |
| 5 The villain threatened everyone, but no one obeyed. _____ | 10 The crowd cheered as the hero arrived. _____ |

3 CHOOSE THE CORRECT COORDINATING CONJUNCTION

For each pair of ideas below, decide whether you should join them with a **FANBOYS** (for, and, nor, but, or, yet, so) or a **WHITEBUS** (while, if, though, even though, because, unless, since).

Write **FANBOYS** or **WHITEBUS** on the line, then write a full sentence using a suitable conjunction.

PAIR OF IDEAS	USE (FANBOYS OR WHITEBUS)?	YOUR FULL SENTENCE
1 The hero was injured / he kept fighting.	_____	_____
2 The villagers were scared / the hero comforted them.	_____	_____
3 The villain made a plan / the plan failed.	_____	_____
4 The hero trusted his friend / his friend betrayed him.	_____	_____
5 The storm raged / the hero stayed calm.	_____	_____
6 The crowd cheered / the villain fled.	_____	_____
7 The hero knew it was dangerous / he went anyway.	_____	_____
8 The villain wanted power / he would do anything to get it.	_____	_____



CHALLENGE: Write your own complex sentence about a hero or a villain that includes one **WHITEBUS** conjunction. Underline the independent clause in **blue** and the dependent clause in **orange**.

TASK 4 – WRITING POWERFUL SENTENCES

Using clauses to explain what makes a hero a hero and a villain a villain



Your task: Write two simple sentences, two compound sentences and two complex sentences about what makes a hero a hero and what makes a villain a villain.

1

SIMPLE SENTENCES – Write **TWO** simple sentences.

Each sentence must have one independent clause.

1

2

2

COMPOUND SENTENCES – Write **TWO** compound sentences.

Each sentence must have two independent clauses joined with a **FANBOYS** conjunction.

1

2

3

COMPLEX SENTENCES – Write **TWO** complex sentences.

Each sentence must have one independent clause and one dependent clause joined with a **WHITEBUS** conjunction.

1

2

REMEMBER

FANBOYS – for joining two independent clauses (Compound Sentences)

F for
A and
N nor
B but
O or
Y yet
S so

WHITEBUS – for joining an independent clause and a dependent clause (Complex Sentences)

while
if
though
even though
because
unless
since

WORD BANK

TRAITS OF A HERO



Altruistic

Cares about other people more than themselves.



Benevolent

Kind and wanting to do good.



Strategic

Plans carefully to achieve a goal.



Courageous

Brave in the face of danger or difficulty.



Just

Fair and treats everyone equally.

TRAITS OF A VILLAIN



Avaricious

Wants wealth or power above all else.



Egotistical

Thinks they are more important than others.



Hubristic

Excessively proud and believes they are above the rules.



Ruthless

Shows no pity and is willing to cause harm to others.



Deceitful

Lies and tricks people to get what they want.

MODEL SENTENCES – EXAMPLES

SIMPLE: Malala Yousafzai stood up for education.

COMPOUND: Martin Luther King Jr. had a dream, **and** he inspired millions of people.

COMPLEX: Nelson Mandela fought for justice **because** he believed in equality for all.



4 CHALLENGE – EXTENDED WRITING

Write a short paragraph (6–8 sentences) explaining what makes heroes and villains so powerful in stories and in real life. Use a range of sentence types (simple, compound and complex).



REMEMBER: Vary your sentence types to make your writing more powerful and interesting.

SIMPLE = one idea

COMPOUND = two ideas joined with **FANBOYS**

COMPLEX = one idea + extra detail with **WHITEBUS**



TASK 1 – WHAT IS AN INFERENCE?

1 Complete the definition by filling in the gaps.

An inference is an _____ guess based on _____.

First, we read and look for _____ clues which means what we can see such as body language, actions and words.

Then, we look for _____ clues which is what is hidden and we need to work out for ourselves.

WORD BANK (choose 4)

evidence implicit explicit evidence
educated hidden visual details suggested

2 Complete the sentence.

An inference means combining:



+



+



The _____ The _____ Your _____

WORD BANK (choose 3)

opinion knowledge situation imagination
evidence feelings

3 Complete the thinking process.

We can make detailed inferences from one piece of evidence by asking ourselves:



What challenge, pressure or conflict is the person _____?



How might they be _____ emotionally?



What might happen in the _____?

WORD BANK (choose 3)

Frightened Family Failure Friends Furious Facing Future Feeling Forgotten

THINKING QUESTIONS



What challenge, pressure or conflict is the person experiencing?



How might the person be feeling emotionally?



What might happen as a consequence going forward?

TASK 2 – WHAT MAKES A STRONG INFERENCE?

There are 8 features of a strong inference below. Tick the 8 correct features.

- ☐ Uses evidence from the quotation.
- ☐ Repeats what the quotation says.
- ☐ Explores what the person is facing.
- ☐ Makes up events that never happened.
- ☐ Explores how the person might be feeling.

- ☐ Explains what the quotation suggests by linking it to what you already know.
- ☐ Adds a new character.
- ☐ Explores what might happen in the future.
- ☐ Gives one simple feeling.
- ☐ Goes beyond repeating the quotation.

- ☐ Copies the quotation.
- ☐ Explains why.
- ☐ Imagines something that is not supported by the evidence.
- ☐ Stops after one idea.
- ☐ Uses details from the evidence to support ideas.
- ☐ Changes the quotation to make it fit the answer.

TASK 3 – WHICH WRITING STEP IS MISSING?

We are only looking at **FACING** inferences.

Each example is missing **ONE** writing step.

Tick which step is missing.

1



I can infer that...

2



Say what the person is facing.

3



Embed your quotation.

4



Explain what the quotation suggests by linking it to what you already know.

EXAMPLE

1

I can infer that...
"On April 12th, 1963, I was arrested in Birmingham, Alabama."
because it suggests Martin Luther King was punished for peacefully standing up for equal rights.

1

☐

2

☐

3

☐

4

☐

EXAMPLE

2

I can infer that Martin Luther King was facing racial injustice.
"On April 12th, 1963, I was arrested in Birmingham, Alabama."

1

☐

2

☐

3

☐

4

☐

EXAMPLE

3

I can infer that Martin Luther King was facing racial injustice.
because it suggests Martin Luther King was punished for peacefully standing up for equal rights.

1

☐

2

☐

3

☐

4

☐



★ TASK 4 – MAKE A FACING, FEELING AND FUTURE INFERENCE

Look carefully at the image below. Use evidence from the image and what you already know to make inferences about what this person might be facing, feeling and what might happen next.



FACING – What challenge, pressure or conflict is the person facing?



FEELING – How might the person be feeling emotionally?



FUTURE – What might happen next as a result?

THE WRITING STEPS – USE THIS TO ORGANISE YOUR ANSWERS



I can infer that...



Say what the person is facing / feeling / future.



Use evidence from the image.



Explain what the evidence suggests by linking it to what you already know.

★ CHALLENGE TASK – RANK THE INFERENCES

1 Rank the inferences below.

- Rank them from 1 (best) to 3 (least relevant).
- One inference must be the BEST ONE. It must include all 4 writing steps.

A Martin Luther King was arrested.

B Martin Luther King was facing unfair treatment because he was put in prison.

C I can infer that Martin Luther King was facing racial injustice because being “arrested in Birmingham” suggests he was punished for challenging unfair laws, which links to what we know about segregation in America.

2 How could the TWO weakest inferences be improved?

Which writing step is missing?
(1 / 2 / 3 / 4)
Be specific!

Inference A – How could it be improved?

Writing step _____ is missing.

Inference B – How could it be improved?

Writing step _____ is missing.

3 Rewrite the weakest inference (the one you ranked 3) using ALL FOUR writing steps. Make it the best one!



Remember: The best inference goes beyond what is said. It explains what the evidence suggests and connects it to what you already know.



SELF-QUIZZING BOX

Test your knowledge.
Strengthen your memory.



HOW TO SELF-QUIZ EFFECTIVELY

- 1 Cover your learning box and answer the questions from memory.
- 2 Do not look at your notes — think hard.
- 3 After answering the questions, check the learning box and correct anything you missed.
- 4 Cover the answers and try again from memory.
- 5 Repeat this three times.
- 6 Then leave a one-day gap and test yourself again to see what you remember.



Retrieval means pulling information out of your memory without looking at your notes. Each time you do this, you make the memory in your brain stronger.



IMPORTANT RULE: QUESTIONS ONLY

- ✗ Do NOT include answers anywhere.
- ✗ Do NOT add any hints or clues.
- ✗ Do NOT explain the answers.
- ✗ Do NOT include extra information.



K08 – SENTENCES (DECLARATIVE KNOWLEDGE)

BASIC BUILDING BLOCKS

- 1 What is a clause?
- 2 What is an independent clause?
- 3 What is a dependent clause?

TYPES OF SENTENCES

- 4 What goes in a simple sentence?
- 5 What goes in a compound sentence?
- 6 What goes in a complex sentence?

EXTRA CHECKS

- 7 How do you know if a sentence is grammatically complete?
- 8 Which punctuation is used to join independent clauses in a compound sentence?



K01 – MAKING INFERENCES (DECLARATIVE KNOWLEDGE)

UNDERSTANDING INFERENCES

- 1 What is an inference?
- 2 What is explicit information?
- 3 What is implicit information?
- 4 How is an inference different from explicit information?
- 5 What three things do we consider when making inferences?
- 6 What is the purpose of making inferences in a text?



THINKING STEPS (PROCEDURAL KNOWLEDGE)

K01 – INFERENCE THINKING STEPS

- 1 What are the three thinking questions we ask?
- 2 What do we look for in the text to help us answer?
- 3 Why do we think, "What might happen next as a result?"
- 4 How do we link our inference to what we already know?

K08 – SENTENCE THINKING STEPS

- 1 What do we identify first when analysing a sentence?
- 2 What do we look for next?
- 3 How do we decide the type of sentence?
- 4 Why do we consider the effect of the sentence on the reader?



WRITING STEPS (PROCEDURAL KNOWLEDGE)

K01 – INFERENCE WRITING STEPS

- 1 What do we write at the beginning of every inference?
- 2 What do we say about the person's facing / feeling / future?
- 3 What do we include from the evidence?
- 4 What do we explain at the end?

K08 – SENTENCE WRITING STEPS

- 1 What do we start with in a sentence analysis answer?
- 2 How do we identify the clause(s) in the sentence?
- 3 How do we explain the sentence structure?
- 4 How do we explain the effect on the reader?



WHEN TO USE THESE SKILLS (CONDITIONAL KNOWLEDGE)

WHEN DO I USE K08 SENTENCE ANALYSIS?

- In Language Paper 1, Question 2.
- When I need to explore how sentence structure creates effects.
- When the question asks about writer's methods, structure or impact.



WHEN DO I USE K01 INFERENCE SKILLS?

- In Literature (AO1) when I need to show understanding beyond what is said.
- When the question asks how a text presents a character or theme.
- When I need to explain what people might be facing, feeling or what might happen next.



WHEN DO I USE THE THINKING STEPS?

- Before I write my answer, to guide my thought process.
- To make sure I have considered all three parts (facing, feeling, future / or structure, meaning, effect).
- To help me not miss important details.



WHEN DO I USE THE WRITING STEPS?

- When writing any full answer.
- To make sure my answer is clear, focused and well-structured.
- To ensure I use evidence and explain it fully.



REMEMBER: The more you self-quiz, the stronger your memory becomes.
Try again tomorrow – you'll remember more!



FEEDFORWARD IS ABOUT WHAT TO DO NEXT.

Use the sections below to reflect on your learning across the whole Post & Prep booklet and identify the most important area to improve.

1. STATEMENTS OF IMPROVEMENT



Tick the statements that apply to you.

K01 – INFERENCE AND QUOTATION USE

☐	1a	You need to improve your ability to make inferences supported by relevant quotations.
☐	1b	Your inferences lack depth and need to explore more complex ideas.
☐	1c	You should consider multiple interpretations when making inferences.

K08 – SENTENCE VARIETY AND IMPACT

☐	8a	You need to vary your sentence structure to enhance clarity and impact.
☐	8b	Your writing should include different types of sentences for variety and impact.
☐	8c	You should use discourse markers to link your ideas effectively.
☐	8d	Your sentences should be varied to match the tone and purpose of your writing.

2. NEXT STEP



Choose the step that will make the biggest difference to your learning.

K01 – INFERENCE NEXT STEPS

- ☐ Redraft your inference and include a relevant quotation from the text that links to the focus of the question. 
- ☐ Add more depth to the inference by explaining what the evidence might suggest about the environment, past, or future. 
- ☐ Write down two different inferences about what it might suggest about the environment, past, or future. 

K08 – SENTENCE NEXT STEPS

- ☐ Write a simple sentence to express a single idea clearly. 
- ☐ Write a compound or complex sentence to show more than one idea. 
- ☐ Redraft a sentence or paragraph using different types of sentences for variety and impact. 



Focus on one priority at a time for the greatest impact.

3. ACTION PLAN



One small change I will make next time I write an analytical paragraph:



I will check my improvement by:

- Reviewing my next piece of writing.
- Asking a peer or teacher for feedback.
- Checking the techniques I used.
- Self-assessing using the success criteria.



4. REFLECTION CHECK

After your next assessment, ask yourself:



What went well?
Which techniques did I use effectively?



What was difficult?
Which parts did I find hardest to explain or apply?



What will I do differently?
What is my focus for next time?



What is my goal?
What do I want to improve most before next lesson?



5. REMEMBER

Strong analysis is built on these key principles.
Keep practising them to become a more confident and effective writer.



CONTEXT

Embed historical, social and authorial lenses to deepen meaning.



EVIDENCE

Embed quotations smoothly and purposefully.



ANALYSIS

Explain methods in detail and explore their effects.



ZOOM IN

Analyse key words and explore their connotations.



EFFECT ON READER

Explain how the reader feels or thinks.



WRITER'S INTENTION

Explain why Shakespeare has written this.



FINAL THOUGHT

Small improvements today lead to big results tomorrow.
Keep reflecting. Keep improving. Keep becoming your best.



KO1 - MAKING INFERENCES

Using **EXPLICIT** and **IMPLICIT** clues and the **FACING, FEELING, FUTURE** framework in relation to **HEROIC** and **VILLAINOUS** behaviour.

PRIOR KNOWLEDGE

Why does prior knowledge matter?
Good readers use what they already know about people, stories and characters to help build inferences.

- Prior knowledge helps us:
- Recognise heroic behaviour.
 - Recognise villainous behaviour.
 - Understand motives and emotions.
 - Predict what a character might do next.

EXAMPLE
If we know superheroes are often selfless and courageous, we can infer that saving others is heroic, even if the text never says "He was a hero."

KEY IDEA

Inference means reading between the lines.

Readers combine:

- EXPLICIT CLUES** (what the text tells us directly)
- IMPLICIT CLUES** (hints that we must work out)

FACING What challenge is the character facing?	FEELING How might they feel?	FUTURE What might happen next?
--	--	--

WHAT IT IS NOT

Inference is NOT guessing.

"I think he is evil because I don't like him."
Inference must always be supported with evidence from the text.

WHEN TO USE THIS SKILL

- Use when a question asks:
- How is the character presented?
 - What can you infer about the character?
 - How does the writer present the character as heroic or villainous?
 - How does the character feel?

PICTURE TO REPRESENT THE KEY IDEA



Readers put clues together to uncover hidden meanings.

FACING, FEELING, FUTURE BOX

FACING Spider-Man sees a burning building with people trapped inside.	FEELING He might feel frightened but he probably knows innocent people are in danger.	FUTURE He will probably risk his own safety to rescue others.
---	---	---

INFERENCE: This suggests Spider-Man is heroic because he places others before himself.

STRONG EXAMPLE - HERO

EXPLICIT CLUE "Although Captain America had already been injured, he stepped in front of the frightened civilians and raised his shield."	IMPLICIT CLUE He is willing to protect others despite the danger.	FACING A dangerous attack.	FEELING Determined and responsible.	FUTURE He will continue fighting to keep others safe.
---	---	--------------------------------------	---	---

INFERENCE: Captain America is presented as heroic because his selfless actions show courage and a desire to protect innocent people.

STRONG EXAMPLE - VILLAIN

EXPLICIT CLUE "The Joker smiled as the city panicked and ignored the cries for help around him."	IMPLICIT CLUE He enjoys causing suffering.	FACING Chaos and destruction.	FEELING Amused and powerful.	FUTURE He may continue harming others.
--	--	---	--	--

INFERENCE: The Joker is presented as villainous because his lack of empathy and enjoyment of fear suggest he takes pleasure in the suffering of others.

NON-EXAMPLE - (Weak Inference)

"Captain America is a hero because his name is."

NON-EXAMPLE - (Weak Inference)

"The Joker is evil because he wears makeup."

THINKING STEPS

- 1 Read the extract carefully.
- 2 Find explicit clues.
- 3 Find implicit clues and use your prior knowledge.
- 4 Use FACING, FEELING and FUTURE to build an inference.

WRITING STEPS

- 1 Make a point about the character.
- 2 Use evidence from the text.
- 3 Explain what the clue suggests using FACING, FEELING and FUTURE.
- 4 Link back to whether the behaviour is heroic or villainous.

CHECKING STEPS

- 1 Have I answered the question?
- 2 Have I used evidence?
- 3 Have I explained the hidden meaning?
- 4 Have I used FACING, FEELING and FUTURE?

TOP TIP: Good readers spot clues. Great readers combine clues with prior knowledge to make thoughtful inferences.

MAKING INFERENCES

Using **FACING, FEELING, FUTURE**
HEROIC SPEECH EXAMPLE: WINSTON CHURCHILL

EVIDENCE FROM THE SPEECH

"We shall fight on the beaches..." "We shall never surrender."

1 FACING

What challenge is Churchill facing?
Britain is under threat during the Second World War.

2 FEELING

How might Churchill and the British people feel?
Determined and courageous because they refuse to give up.

3 FUTURE

What might happen next?
Britain will continue fighting and resisting.

"We shall fight on the beaches..."

"We shall never surrender."

"We shall fight..." (repeated throughout the speech)

INFERENCE

Churchill is presented as heroic because his determined language suggests that he will continue fighting to protect his country and inspire hope in others.

WHAT IS GOOD ABOUT THIS?

- ✓ Uses quotations from the speech.
- ✓ Uses evidence to support ideas.
- ✓ Explores **Facing, Feeling** and **Future**.
- ✓ Uses prior knowledge about World War Two.
- ✓ Explains what the quotations suggest.
- ✓ Links back to heroic behaviour.

NON-EXAMPLE

STUDENT RESPONSE:
"Churchill is a hero because he gives speeches and wears suits."

WHAT IS WRONG WITH IT?

- ✗ No evidence from the speech.
- ✗ Makes assumptions.
- ✗ Doesn't explain the quotation.
- ✗ Doesn't explore **Facing, Feeling** or **Future**.
- ✗ Focuses on appearance rather than actions.
- ✗ Does not prove why Churchill is heroic.

CHALLENGE

Why does Churchill repeatedly say: "We shall fight..."
What does this suggest about:
His leadership?
His feelings?
Britain's future?

SUCCESS CRITERIA

- | | |
|---|--|
| ☐ I used quotations. | ☐ I used Facing, Feeling and Future . |
| ☐ I used explicit clues. | ☐ I explained what the evidence suggests. |
| ☐ I made an inference. | ☐ I linked to heroic behaviour. |



POST TASK: HERO OR VILLAIN?

Use the **Facing**, **Feeling**, **Future** framework to make an inference.



INSTRUCTIONS

- 1 Read the speech carefully.
- 2 Find explicit clues (what the speaker says).
- 3 Use implicit clues (what the speaker suggests).
- 4 Complete **Facing**, **Feeling** and **Future**.
- 5 Decide whether the speaker is presented as **heroic** or **villainous**.
- 6 Support your ideas with quotations.



SPEECH EXTRACT

“Many people have doubted us. They said we would fail, that the challenge was too great. But I will not abandon those who depend on me. No matter how difficult the road ahead becomes, I will continue to stand beside my people and protect them. Together, we will overcome fear and build a brighter future for everyone.”



TASK 1: FACING

What challenge is the speaker facing?

Evidence (quote):

Inference:



TASK 2: FEELING

How might the speaker be feeling?

Evidence (quote):

Inference:



TASK 3: FUTURE

What might happen next?

Evidence (quote):

Inference:



TASK 4: HERO OR VILLAIN?

Is the speaker presented as:

☐ **Heroic**

☐ **Villainous**

Explain your answer using evidence from the speech.



SENTENCE STARTERS

• Point	The speaker is presented as _____ because...
• Evidence	This is shown when the speaker says...
• Suggests	This suggests that...
• Facing	The speaker is facing...
• Feeling	The speaker may feel...
• Future	This implies that in the future...
• Link	Overall, the speaker is presented as...



CHALLENGE

Why does the speaker repeatedly use “we” and “together”?

What does this suggest about:



Their leadership?



Their feelings?



The future they hope to create?



SUPER CHALLENGE

Could someone interpret this speech differently?

Can you find evidence that might make the speaker appear **villainous** instead of **heroic**? Explain your reasoning.



K06 - ANAPHORA FOR PERSUASION

What is the impact of anaphora in a speech?

LEARNING BOX

What does this topic link to and why?
Anaphora links to persuasive writing and speeches because it is a powerful technique that influence the audience and makes messages more memorable.

This term we are going to learn how to write persuasively using devices.

KEY IDEA

Anaphora (in a speech)

Anaphora is the repetition of a word or phrase at the beginning of successive clauses or sentences in a speech.

It is used to emphasise ideas, build rhythm and persuade the audience.

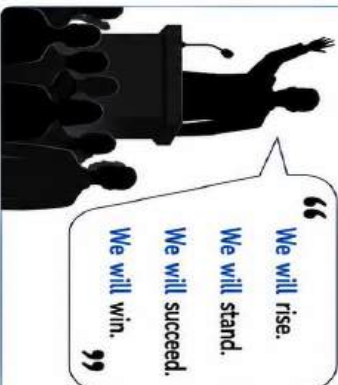
WHAT IT IS NOT

Anaphora is not just repeating a word for no reason.

It is not repeating words in the middle or end of sentences.

It is not using a range of words (that is a list, not anaphora).

PICTURE TO REPRESENT THE KEY IDEA



Repetition at the beginning of sentences creates rhythm, emphasis and a strong, memorable message.

WHEN TO USE IT

Use this skill when a question asks:

- How does the speaker use language to persuade?
- What is the impact of anaphora in this speech?
- How does the writer/speaker engage the audience?
- How does the speaker structure their speech for effect?

Example question:

"How does the speaker use anaphora to influence the audience in this speech?"

THINKING STEPS

- 1 Read the speech carefully.
- 2 Find the repeated word or phrase at the start of sentences.
- 3 Think about why the speaker repeats it.
- 4 Consider the effect on the audience (emotion, emphasis, persuasion).

WRITING STEPS

- 1 Make a point about the impact of the anaphora.
- 2 Quote examples of the repetition.
- 3 Explain the effect (e.g. emphasis, unity, inspiration, urgency).
- 4 Link back to how it persuades the audience.

CHECKING STEPS

- 1 Have I answered the question?
- 2 Have I used quotes of the repetition?
- 3 Have I explained the impact clearly?
- 4 Have I linked it to persuasion and the audience?

★ TOP TIP: Repetition at the start = emphasis in the heart.



EXAMPLE: ANAPHORA FOR PERSUASION

What is the impact of anaphora in a speech?

SPEECH EXTRACT

"I have a dream that one day this nation will rise up and live out the true meaning of its creed. I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood. I have a dream today."

Source:
Martin Luther King Jr.
"I Have a Dream"
(1963)

GOOD EXAMPLE

RESPONSE

King uses anaphora effectively to persuade his audience. The repetition of "I have a dream" at the beginning of several sentences creates a rhythm that captures attention and emphasises his vision for the future.

This repetition shows King's passion and determination to achieve equality. It builds unity with the audience because it feels inclusive and personal, as if he is sharing a dream they all believe in.

The anaphora makes the message more memorable and powerful, inspiring hope and motivating people to take action for change.

WHAT IS GOOD ABOUT IT?

- ✓ Identifies the anaphora ("I have a dream").
- ✓ Uses quotes from the speech.
- ✓ Explains the effect (rhythm, emphasis, unity).
- ✓ Explains the impact on the audience.
- ✓ Links back to persuasion.
- ✓ Clear, focused and well-structured.

NON-EXAMPLE (MISCONCEPTION)

RESPONSE

King repeats "I have a dream" because he likes the phrase. It is a good speech. It makes people feel happy.

WHAT IS WRONG WITH IT?

- ✗ Does not explain the effect of the repetition.
- ✗ No clear link to the audience or persuasion.
- ✗ Uses simple opinions ("good speech", "happy").
- ✗ Does not analyse the technique.
- ✗ Too vague and not detailed.
- ✗ Does not use the success criteria.

SUCCESS CRITERIA

- ✓ I identified the anaphora.
- ✓ I used a quotation.
- ✓ I explained the effect of the repetition.
- ✓ I explained the impact on the audience.
- ✓ I linked it to persuasion.

KEY TAKEAWAY

Anaphora is powerful because it creates rhythm, emphasises key ideas and persuades the audience by making the message memorable and heartfelt.

"I have a dream..." - a repetition that inspires a movement.



★ TOP TIP: Repetition at the start of sentences = emphasis, unity and persuasion.



POST TASK: ANAPHORA FOR PERSUASION

How does repetition influence the audience?



INSTRUCTIONS

- ✓ Read the speech carefully.
- ✓ Identify the repeated phrase.
- ✓ Use a quotation.
- ✓ Explain the effect of the repetition.
- ✓ Link your ideas to persuasion and the audience.



SPEECH EXTRACT

“We must stand together.
We must protect our communities.
We must support one another.
We must create a better future for everyone.
Together, we can make a difference.”



TASK 1: FIND THE ANAPHORA

What phrase is repeated at the beginning?



TASK 2: WHAT IS THE EFFECT?

Why does the speaker repeat this phrase? (Tick all that apply)

- | | |
|---|--|
| ☐ To emphasise important ideas | ☐ To create unity |
| ☐ To inspire the audience | ☐ To make the message memorable |

Explain your choice:



CHALLENGE

Can you explain why the speaker repeatedly uses “We” instead of “I”?



SENTENCE STARTERS

- | | |
|-----------------|--|
| Point | The speaker uses anaphora through... |
| Evidence | This is shown when the speaker says... |
| Effect | This repetition creates... |
| Audience | This encourages the audience to... |
| Link | Overall, the speaker persuades by... |



MODEL

The speaker uses anaphora through the repeated phrase “We must”. This repetition creates a sense of unity and emphasises the importance of working together. As a result, the audience may feel inspired and motivated to create positive change.



YOUR RESPONSE



SUCCESS CRITERIA

- ☐ I identified the anaphora.
- ☐ I used a quotation.
- ☐ I explained the effect.
- ☐ I considered the audience.
- ☐ I linked back to persuasion.



 CHALLENGE TASK

Become the Speech Writer!

 Your Mission

Write **three persuasive sentences** using **anaphora** to inspire your audience.

You must:

- ☒ Repeat the same phrase at the beginning of each sentence.
- ☒ Persuade your audience.
- ☒ Create a sense of unity, hope, or determination.

 Example Starter

We must protect our planet.

We must work together.

We must create a brighter future.

 Your Speech

 Reflection

What effect does your repetition create?

- ☐ Emphasis
- ☐ Unity
- ☐ Inspiration
- ☐ Hope
- ☐ Determination

Explain your choice:



PLENARY SELF-QUIZZING

ANAPHORA & INFERENCES



SELF-QUIZZING INSTRUCTIONS



Cover your notes.



Answer from memory.



Check your answers.



Correct anything you missed.



Repeat three times.

1 ANAPHORA



What is anaphora?

Where does the repetition occur?

Give one effect of anaphora.

2 PERSUASION



Why do speakers use anaphora?

- ☐ To create emphasis
- ☐ To create unity
- ☐ To inspire the audience
- ☐ To make ideas memorable

Complete the sentence:

Anaphora persuades the audience because...

3 INFERENCES



What is an inference?

What are explicit clues?

What are implicit clues?

4 FACING • FEELING • FUTURE



What is the character facing?

How might they be feeling?

What might happen next?

5 WRITING STEPS



Put the steps in order.

- ☐ Explain the effect.
- ☐ Use evidence.
- ☐ Make a point.
- ☐ Link to the audience or character.

Correct Order

1.

2.

3.

4.

6 COMMON MISCONCEPTIONS X

True or False?

- ☐ Inference means guessing.
- ☐ Anaphora is repetition at the beginning.
- ☐ You should always use evidence.
- ☐ Explaining the effect is important.
- ☐ Appearance proves someone is a hero.

★ CHALLENGE

Without looking at your notes:

Write one sentence explaining the effect of anaphora.

Write one sentence making an inference about a heroic character.



SELF-ASSESSMENT



☐ I could teach this to someone else.



☐ I mostly understand.



☐ I need more practice.



☐ I need help with this.



KEY MESSAGE: The more you retrieve information from memory, the stronger your understanding becomes!

How do we use ambitious vocabulary to build a powerful dystopia in a persuasive speech?

KO10

USING AMBITIOUS VOCABULARY

GOLDEN THREAD

This learning is about building a dystopia in a persuasive speech. It uses ambitious vocabulary to build a clear, shocking image of what could happen if nothing changes.

WHAT IS A DYSTOPIA?

A dystopia is an imagined society where life is unfair, controlled and full of suffering.

In a persuasive speech, a dystopia creates fear and urgency by showing the negative consequences of inaction.



IMPORTANT MISCONCEPTION

A dystopia is NOT a random list of negative adjectives. A successful dystopia...

- ✓ starts with one person
- ✓ widens to affect a community
- ✓ becomes a global or systemic problem
- ✓ uses vocabulary that grows more powerful and serious

WHEN TO USE A DYSTOPIA

✓ At the beginning of a persuasive speech to make the audience worry about the consequences of doing nothing.

✓ Before a call to action.

✓ When arguing against unfairness, injustice, inequality or harmful choices.

DON'T LEAVE YOUR AUDIENCE IN DESPAIR.

Later in your speech, contrast the dystopia with a hopeful itopia.

THINKING STEPS

- 1 Who is affected first?
- 2 How does the problem spread from an individual to a community and then beyond it?
- 3 Which adjective word best shows the scale at each stage?
- 4 Have my ideas become more serious and more urgent?
- 5 What do I want my audience to fear or feel concerned about?

THE DYSTOPIAN STRUCTURE

Build outwards. Make the problem worse.



1. **INDIVIDUAL**
Start with one person who is affected.
2. **COMMUNITY**
Show how the problem spreads to the community around them.
3. **GLOBAL**
Extend the problem to a global or systemic scale.

MAKE IT WORSE
End with the most serious consequence. The problem has become bigger, deeper and more damaging.

THE PROBLEM BECOMES WIDER AND WORSE.

AMBITIOUS VOCABULARY LADDER: DYSTOPIA

Use vocabulary that becomes more serious and more damaging.

INDIVIDUAL	COMMUNITY	COMMUNITY	GLOBAL / SYSTEMIC	FINAL CONSEQUENCE
disempowerment the process of taking away someone's power, control or ability to influence decisions	segregation the unfair separation of different groups of people	marginalisation pushing a person or group to the edge so that their voice matters less	disenfranchisement taking away a person's right to vote or have a political voice	despair a feeling that there is no hope left

Remember: These words are not always "worse" in every situation, but in this speech structure they should become broader, more serious and more damaging.

WRITING STEPS

- 1 Begin with one individual who is harmed or ignored.
- 2 Widen the issue to show how a community is affected.
- 3 Extend the problem to a global or systemic level.
- 4 End with the most serious consequence: a future shaped by despair.

USEFUL SENTENCE STARTERS

- Imagine one young person who...
- Soon, across the community...
- As this injustice spreads across the globe...
- This is the future we risk when...

EXAMPLE AND NON-EXAMPLE

Using ambitious vocabulary to build a dystopia in a persuasive speech

KO10

USING AMBITIOUS VOCABULARY

GOLDEN THREAD

We are using a dystopia to show the audience what could happen if unfairness is allowed to grow.



EXAMPLE

A Dystopian Opening

Imagine a young person who is disempowered, forced to watch adults decide their future while their own voice is ignored. Soon, the whole community is fractured by segregation: families are separated, and some people are treated as though they do not belong. As this injustice spreads across the globe, disenfranchisement steals the right of millions to shape their futures, until despair becomes the legacy we hand to the next generation.

NON-EXAMPLE

Clear Structure, but No Escalation

Imagine a young person who is disempowered because nobody listens. In the community, people are disempowered because leaders do not listen. Around the world, people are disempowered, so the future will be bad.

What Needs Improving?

- It does move from individual to community to global.
- However, it repeats 'disempowered' instead of increasing the power of the vocabulary.
- 'Bad' is vague; it does not create a vivid final consequence.
- It needs a more precise global term, such as disenfranchisement.
- It needs a serious final consequence, such as despair.

What Makes This Successful?

- It begins with one person before widening to a community and then the globe.
- The vocabulary becomes more serious: disempowerment → segregation → disenfranchisement → despair.
- It uses precise abstract nouns rather than vague words such as 'bad' or 'sad'.
- It makes the audience fear the consequences of inaction.
- The final image of a 'legacy' makes the future feel urgent.

How can we use ambitious vocabulary to build a hopeful utopia in a persuasive speech?



GOLDEN THREAD

This learning is about using ambitious vocabulary to build a utopia in a persuasive speech. A utopia creates a clear, hopeful image of how society could improve if problems were fixed.

WHAT IS A UTOPIA?

A utopia is an imagined society where people are treated fairly, have a voice and are able to thrive.

In a persuasive speech, a utopia creates hope and motivates an audience by showing the positive future that action could create.



IMPORTANT MISCONCEPTION

A utopia is NOT just a list of positive adjectives.

- A successful utopia...
 - starts with one person
 - widens to affect a community
 - becomes a global or systemic improvement
 - uses ambitious vocabulary that grows more hopeful and more powerful

WHEN TO USE A UTOPIA

- After a dystopia, to show the better future the audience could create.
- Near the end of a persuasive speech.
- Before or alongside a call to action.
- When you want the audience to feel hopeful and motivated.

- ★ Use a utopia to show that change is possible.

THINKING STEPS

- 1 What exact problem am I revealing?
- 2 How would one person gain power, safety or dignity?
- 3 How would the community become more inclusive or benevolent?
- 4 How would the wider world improve?
- 5 What hopeful future do I want my audience to picture?



THE UTOPIAN STRUCTURE

Build outwards. Make the future better.



THE FUTURE BECOMES WIDER AND BETTER.

AMBITIOUS VOCABULARY LADDER: UTOPIA

Use vocabulary that becomes more hopeful and more ambitious.

INDIVIDUAL	INDIVIDUAL	COMMUNITY	COMMUNITY	GLOBAL / SYSTEMIC	FINAL OUTCOME
agency the power or ability to make choices and take action	dignity the sense of worth and respect every person deserves	inclusion ensuring that people belong and can take part	benevolence active kindness and a desire to do good for others	enfranchisement giving people the right to vote or have a voice in decisions	flourishing thriving, growing and succeeding in life

★ Remember: in your speech, the vocabulary should become broader, more hopeful and more powerful as the solution grows.

WRITING STEPS

- 1 Begin with one individual who gains agency or dignity.
- 2 Widen the idea to show how a community improves.
- 3 Extend the solution to a global or systemic level.
- 4 End with the most hopeful outcome: a future where people flourish.



USEFUL SENTENCE STARTERS

- "Now, imagine the alternative..."
- "Instead, every young person could..."
- "Across every community..."
- "On a global scale..."
- "Choose this future, so that..."

EXAMPLE AND NON-EXAMPLE

Using ambitious vocabulary to build a utopia in a persuasive speech



GOLDEN THREAD

We are using a utopia to show the audience the hopeful future that action could create.



EXAMPLE

A Utopian Ending

Now, imagine the alternative. One young person has agency: their voice is heard and their choices are respected with dignity. Across every neighbourhood, inclusion and benevolence replace barriers, so each family can belong and contribute. Globally, enfranchisement gives every citizen a voice, allowing societies to flourish and hope to become the inheritance of the next generation.

What Makes This Successful?

- It directly reverses the dystopia.
- It moves from one person to a community and then the wider world.
- The vocabulary becomes more hopeful and ambitious.
- It uses precise positive nouns: agency, dignity, inclusion, benevolence, enfranchisement, flourishing.
- It gives the audience a believable reason to act.

NON-EXAMPLE

Clear Structure, but No Escalation

One young person has agency. The community has agency. The world has agency, so everything is better.

What Needs Improving?

- It mirrors the individual → community → global structure.
- However, it repeats one word instead of widening and intensifying the vision.
- It needs community vocabulary such as inclusion or benevolence.
- It needs global vocabulary such as enfranchisement and flourishing.
- "Everything is better" is vague and does not create a convincing hopeful future.

LEARNING BOX – OUR BIG QUESTION

How do we use ambitious vocabulary to build a powerful dystopia in a persuasive speech?

KO10

USING AMBITIOUS VOCABULARY



GOLDEN THREAD

A utopia shows the hopeful future that action can create.



RED POST 1: KNOW THE WORDS

Let's make sure we understand the vocabulary before we start using it.

TASK 1: MATCH THE WORD TO ITS MEANING

Draw a line to match each word (1–11) to the correct meaning (A–K).

1	disempowerment	A	The power or right to take part in decisions and have a voice.
2	segregation	B	A feeling of complete hopelessness; the belief that things will never improve.
3	marginalisation	C	To push someone to the edge of society so they are ignored or overlooked.
4	disenfranchisement	D	Treating people differently and keeping them apart because of who they are.
5	despair	E	Showing kindness and a desire to do good for others and the community.
6	agency	F	The process of including everyone and making sure no one is left out.
7	dignity	G	The state of being without power or confidence to make choices or have a say in your own life.
8	inclusion	H	The basic human worth and respect that every person deserves.
9	benevolence	I	The removal of the right to vote or have a say in political decisions.
10	enfranchisement	J	The giving of the right to vote or have a say in political decisions.
11	flourishing	K	To grow, thrive and succeed; a healthy and happy future for all.

TASK 2: DYSTOPIA OR UTOPIA?

Sort each word into the correct column.

disempowerment segregation marginalisation disenfranchisement despair agency
dignity inclusion benevolence enfranchisement flourishing

WORDS THAT CREATE A DYSTOPIA
(make the future darker)

WORDS THAT CREATE A UTOPIA
(make the future brighter)

TASK 3: WHICH WORD FITS?

- When a group is unfairly pushed to the edge of society and ignored, this is called _____.
- When people are kept apart because of who they are, this is called _____.
- When people are given a voice in political decisions, this is called _____.
- When everyone is treated with respect and no one is left out, this is called _____.
- When a future has no hope and people believe nothing will ever get better, this is _____.



STRETCH: THINK DEEPER

Explain the difference between disempowerment and disenfranchisement. Use your own words and give an example of each.

LEARNING BOX – OUR BIG QUESTION

How do we use ambitious vocabulary to build a powerful dystopia in a persuasive speech?

KO10

USING AMBITIOUS VOCABULARY



GOLDEN THREAD

A dystopia shows the harmful future that inaction could create; a utopia shows the hopeful future that action can create.

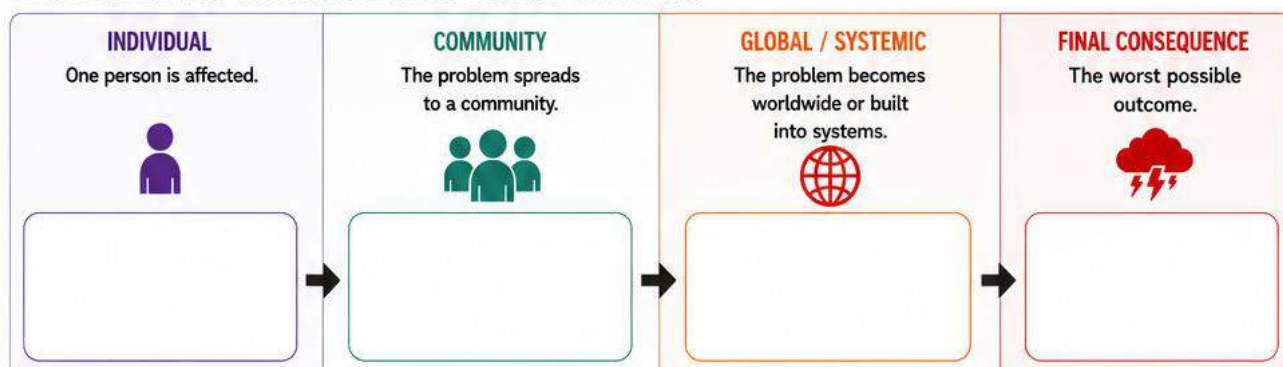


RED POST 2: BUILD THE VOCABULARY LADDERS

Powerful speeches get more serious as they move wider and end with impact.

TASK 4: PUT THE DYSTOPIAN LADDER IN ORDER

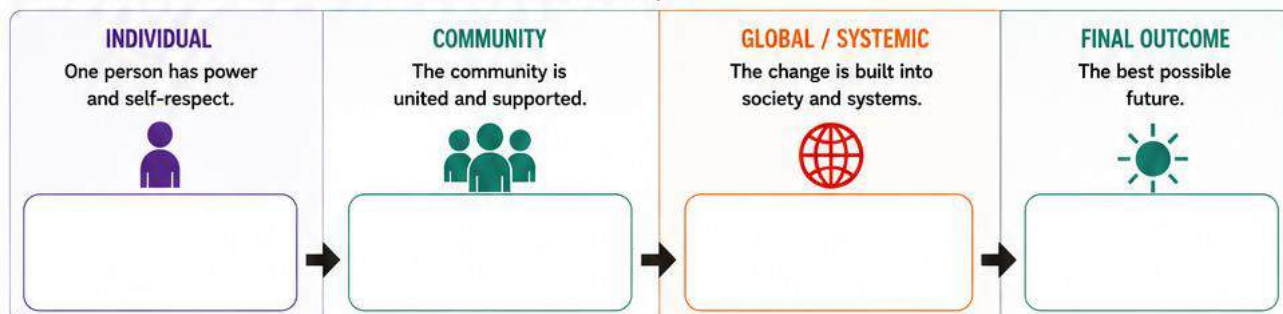
Write the words in the correct order from least serious to most serious.



The dystopia becomes more serious because _____

TASK 5: BUILD THE UTOPIAN LADDER

Write the words in the correct order from least serious to most hopeful.



A utopia creates a better future because _____

TASK 6: FIND THE OPPOSITE

Match each dystopian word to its utopian opposite.

dystopian (darkens the future)	utopian (brightens the future)
1. disempowerment	• A. flourishing
2. segregation	• B. enfranchisement
3. marginalisation	• C. agency
4. disenfranchisement	• D. benevolence
5. despair	• E. inclusion

★ STRETCH & CHALLENGE

Explain why benevolence belongs in the community section of the utopian ladder rather than the individual or global section.





REMEMBER THE RULE!

INDIVIDUAL → COMMUNITY → GLOBAL / SYSTEMIC → FINAL OUTCOME
(least serious) (most serious / most hopeful)

Always widen the problem and increase the impact.

LEARNING BOX – OUR BIG QUESTION

How do we use ambitious vocabulary to build a powerful dystopia in a persuasive speech?

KO10

USING AMBITIOUS VOCABULARY



GOLDEN THREAD

A dystopia shows the harmful future that inaction could create; a utopia shows the hopeful future that action can create.



RED POST 3: SPOT, REPAIR AND APPLY

Now we'll use the vocabulary to improve our writing and build powerful ideas.

TASK 7: SPOT THE PROBLEM

Read the paragraph below and answer the questions.

A WEAK DYSTOPIAN PARAGRAPH

Imagine a young person who is disempowered because nobody listens. In the community, people are disempowered because leaders do not listen. Across the world, people are disempowered, so the future will be bad.

- 1 Which word is repeated too often? _____
- 2 Which part represents the individual? _____
- 3 Which part represents the community? _____
- 4 Which part should use a global/systemic word? _____
- 5 Which vague word should be replaced with a precise final consequence? _____

TASK 8: REPAIR THE PARAGRAPH

Use the vocabulary ladders to replace the weak or repeated words.

Write one ambitious word on each line to complete the improved dystopian paragraph.

	INDIVIDUAL Imagine one young person who experiences _____.	_____
	COMMUNITY Soon, the community is divided by _____.	_____
	GLOBAL / SYSTEMIC Across the globe, _____ removes people's voice.	_____
	FINAL CONSEQUENCE This is a future shaped by _____.	_____

TASK 9: REVERSE THE DYSTOPIA

Now turn the ideas around to create a hopeful utopia.

Use the utopian vocabulary to complete the sentences.

	At the individual level, one young person shows _____ or _____.	_____
	In the community, people create _____ and show _____ to one another.	_____
	Across the globe, _____ ensures everyone has a voice and a say.	_____
	This is a future of _____, where everyone can _____.	_____



STRETCH & CHALLENGE

Write one antithetical final line for a persuasive speech.

Start with "Not a future of..." and contrast it with a hopeful vision.

Example: Not a future of **despair**, but a future where every person can **flourish**.

SELF-QUIZZING SHEET: POST – USING AMBITIOUS VOCABULARY

OUR BIG QUESTION:

How do we use ambitious vocabulary to build a powerful dystopia in a persuasive speech?

KO10

USING AMBITIOUS VOCABULARY



How to use this self-quiz:

Try to answer each question from memory. Do not look back at your notes. Then check your answers and revisit anything you find tricky.



Goal:

Test what you know, close any gaps and build confidence.



KNOW THE VOCABULARY

A. Define these key words in your own words.

1. disempowerment _____
2. marginalisation _____
3. enfranchisement _____
4. benevolence _____
5. flourishing _____
- B. Which word means...
6. treating people differently and keeping them apart? _____
7. the removal of the right to vote or have a say? _____
8. the state of being without power or confidence? _____
9. the process of including everyone? _____
10. a feeling of complete hopelessness? _____

2 DYSTOPIA OR UTOPIA?

BAD **GOOD**

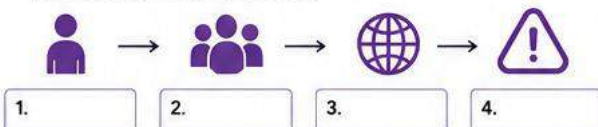
Decide whether each word creates a darker (dystopia) or brighter (utopia) future.

	dystopia (darker)	utopia (brighter)
1. segregation		
2. inclusion		
3. despair		
4. dignity		
5. disenfranchisement		
6. enfranchisement		
7. marginalisation		
8. benevolence		
9. disempowerment		
10. flourishing		



BUILD THE LADDERS

A. Dystopia Ladder: Write the four stages in order from least serious to most serious.



B. Utopia Ladder: Write the four stages in order from least hopeful to most hopeful.



SPOT, REPAIR AND APPLY

A. Spot the problem

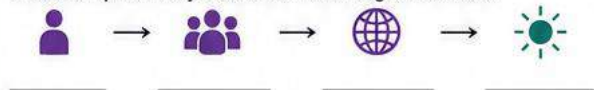
Read this dystopian paragraph and answer the questions.

Imagine a boy who is disempowered because nobody listens. In the community, people are disempowered because leaders do not listen. Around the world, people are disempowered, so the future will be bad.

1. Which word is repeated too often? _____
2. Which part shows the community? _____
3. Which part should include a global or systemic word? _____
4. Which word should replace "bad" for a stronger final impact? _____

B. Reverse the dystopia

Write one hopeful word you could use in each stage of the ladder.



THINKING LIKE A WRITER

A. Why do we use ambitious vocabulary in a persuasive speech?

B. Why does a dystopia start with one person?

C. Why should the vocabulary become more serious as we move wider and end with a strong final consequence?



APPLY YOUR KNOWLEDGE

A. Write one ambitious word for each part of the dystopian structure.



B. Write one ambitious word for each part of the utopian structure.



STRETCH & CHALLENGE

A. Choose one dystopian word and one utopian word. Explain how they are opposites and how using both in a speech makes your message more powerful.

B. Write a final line (1–2 sentences) that contrasts a dystopian future with a utopian future using ambitious vocabulary.



REMEMBER: Vivid words create vivid futures. Widen the problem. Increase the impact. Inspire action.

FEEDFORWARD SHEET: POST – USING AMBITIOUS VOCABULARY

OUR BIG QUESTION:

How do we use ambitious vocabulary to build a powerful dystopia in a persuasive speech?

K010

USING AMBITIOUS VOCABULARY



FEEDFORWARD = IMPROVE FOR NEXT TIME

You have practised using ambitious vocabulary to build a dystopia and a utopia.
Now use this feedback, focus on your targets and take clear steps to improve your writing.



Use your success criteria, targets and steps to level up your writing.



YOUR NEXT CHALLENGE

Write a short persuasive speech that includes BOTH:

- a dystopian paragraph (how things could get worse if we do nothing)
- a utopian paragraph (how things could get better if we take action)

Use the dystopian and utopian structures and your ambitious vocabulary ladders to make your ideas powerful and persuasive.



TARGETS: MY NEXT GOALS

Choose 2–3 targets to focus on in your next piece of writing.

- | | | |
|--|--|--------------------------|
| | Use more ambitious (powerful) vocabulary. | ☐ |
| | Widen my ideas: individual → community → global. | ☐ |
| | Make my final consequence/outcome stronger and more vivid. | ☐ |
| | Use positive nouns for the utopia (agency, inclusion, beneficence, flourishing). | ☐ |
| | Check for repeated words and replace them with better ones. | ☐ |
| | Make my contrast between dystopia and utopia clear and convincing. | ☐ |



SUCCESS CRITERIA: WHAT GREAT WORK LOOKS LIKE

Tick the boxes as you achieve each one.

- | | | |
|--|---|--------------------------|
| | I use the dystopian structure (individual → community → global → final consequence). | ☐ |
| | I use the utopian structure (individual → community → global → final outcome). | ☐ |
| | I use ambitious vocabulary from the ladders (not weak words). | ☐ |
| | My vocabulary becomes more serious (dystopia) or more hopeful (utopia) as I widen the problem/solution. | ☐ |
| | My final consequence/outcome is vivid, powerful and leaves a strong impression. | ☐ |
| | My ideas are clear, persuasive and make the audience want to act. | ☐ |



IMPROVEMENT STEPS: HOW I WILL LEVEL UP

Choose the steps that will help you reach your targets.
Write your next step for each area.

- | | | |
|--|-------------------|---|
| | VOCABULARY | Next step: _____
e.g. Use 3 new ambitious words from the ladders. |
| | STRUCTURE | Next step: _____
e.g. Show how the problem grows wider at each stage. |
| | IMPACT | Next step: _____
e.g. Create a more vivid final consequence/outcome. |
| | CONTRAST | Next step: _____
e.g. Make the utopia clearly the opposite of the dystopia. |
| | AUDIENCE | Next step: _____
e.g. Use vocabulary that makes the audience feel and want to act. |



APPLY YOUR FEEDBACK

Look back at your self-quizzing answers. What do you need to work on most?
Write one thing you will do differently next time.

- | | | |
|--|----------------------------------|-------|
| | Something I found easy: | _____ |
| | Something I found tricky: | _____ |
| | One thing I will do differently: | _____ |
| | Why this will help my writing: | _____ |



REMEMBER THE RULE!



REFLECT & PLAN

How will you apply what you have learned in your next persuasive speech?

My plan: _____



FINAL REMINDER: Powerful vocabulary + strong structure + clear contrast = a speech that persuades and inspires.

How can we use “you”, “we” and “us” to include the reader in a persuasive speech?

KO6

USING LANGUAGE DEVICES FOR EFFECT

Focus: The Y in **YOUFEAR** – you, we and us

GOLDEN THREAD

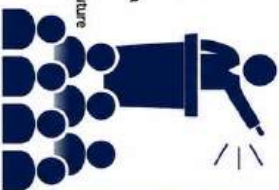
We have learned how dystopias and utopias create clear images of harmful or hopeful futures. Now, we will use “you”, “we” and “us” to place the audience inside that future and make them feel responsible for change.

1. WHAT IS DIRECT ADDRESS?

Direct address is when a writer speaks directly to the audience using words such as you, your, we, our and us.

These words can:

- make the audience feel personally involved
- create a sense of shared responsibility
- make a dystopia feel like a threat to their future
- make a utopia feel like a future we can create together



2. THE POWER OF YOU, WE AND US



makes the audience feel personally affected



creates unity and shared responsibility



makes the audience feel part of a group that must act



This could happen to you.



This is what we could create.

3. IMPORTANT MISCONCEPTION

Do not use you, we and us randomly.

WEAK

“We need to do something because we should care and we need to act.”

REASON: This repeats we but does not create a specific image or clear impact.

STRONGER

“Will you accept a future where your voice is ignored? Or will we build a society where every one of us can flourish?”

REASON: The direct address is purposeful: it creates urgency, responsibility and hope.

6. WRITING STEPS

- 1 Choose the future you want the audience to picture: dystopia or utopia.
- 2 Select a purposeful pronoun: you/your, we/our, or us.
- 3 Add an ambitious image or vocabulary choice.
- 4 Use a rhetorical question or anaphora for emphasis.
- 5 End with an urgent or hopeful call to action.

4. WHEN TO USE THIS

- when you want the audience to imagine themselves in a dystopia
- when you want to create shared responsibility
- in a rhetorical question to challenge the audience
- in an anaphoric pattern to make an idea memorable
- near a call to action, so the audience feels they must respond

5. THINKING STEPS

- 1 Who do I want to involve: you, we, or us?
- 2 Do I want the audience to feel fear, responsibility, unity or hope?
- 3 Can I place the pronoun in a rhetorical question?
- 4 Could I repeat the pronoun at the start of sentences for emphasis?
- 5 Does my direct address build a clear dystopian or utopian image?

7. USEFUL SENTENCE STARTERS



DYSTOPIA

- Will you accept a future where your voice is taken from you?
- How long will we allow our communities to be divided?
- We cannot ignore it. We cannot excuse it. We cannot allow it to continue.

UTOPIA

- Together, we can build a future where every one of us can flourish.
- Your voice matters; our choices matter; the future we create matters.
- Will you stand with us to create a more inclusive society?

EXAMPLE AND NON-EXAMPLE

Using language devices for effect

Focus: The Y in **YOUFEAR** – you, we and us

GOLDEN THREAD

Direct address places the audience inside the dystopia or utopia, making them feel that the future is personal and that change is their shared responsibility.

KO6

USING LANGUAGE DEVICES FOR EFFECT

Focus: The Y in **YOUFEAR** – you, we and us



EXAMPLE

Purposeful Direct Address

Will you accept a future where your children are pushed aside and your communities are fractured by segregation? We cannot remain silent. We cannot watch as the voices of others are taken away. Instead, together, we can build a society where every one of us has dignity, agency and the chance to flourish.

NON-EXAMPLE

Direct Address Without Impact

You should care because we need to help people. We should do something because it is bad when people are treated unfairly. We can make things better for us.

What Makes This Successful?

- “You” and “your” make the dystopia feel personal.
- The rhetorical question challenges the audience directly.
- “We cannot...” is anaphora: the repeated opening creates urgency.
- “Together” and “every one of us” create unity.
- The final sentence moves from dystopia to a hopeful utopia.
- Ambitious vocabulary makes the vision precise: segregation, dignity, agency, flourish.

What Needs Improving?

- “You” and “we” are used, but they are vague and repetitive.
- The audience cannot clearly picture a dystopia or a utopia.
- “Bad” and “better” are imprecise.
- There is no rhetorical question, anaphora or memorable image.
- It needs ambitious vocabulary and a clearer call to action.

THE Y IN YOUFEAR: YOU, WE AND US

FOCUS: HOW CAN WE USE DIRECT ADDRESS TO INCLUDE AN AUDIENCE IN A SPEECH?

K06

USING LANGUAGE DEVICES FOR EFFECT



GOLDEN THREAD

We have learned how dystopias and utopias create clear images of a harmful or hopeful future. Now, we will use “you”, “we” and “us” to place the audience inside that future and make them feel responsible for change.

TASK 1: CIRCLE THE DIRECT ADDRESS

Read the sentences. Circle the direct-address words: you, your, we, our, us.

- 1 Will you allow your future to be shaped by despair?
- 2 Together, we can challenge segregation in our communities.
- 3 Every one of us deserves dignity and a voice.
- 4 We cannot watch. We cannot wait. We cannot remain silent.
- 5 Your choices today could help future generations flourish.

TASK 2: MATCH THE SENTENCE TO ITS EFFECT

Match each sentence to the best effect.

SENTENCE

- 1 Will you allow your future to be shaped by despair?
- 2 Together, we can challenge segregation in our communities.
- 3 We cannot watch. We cannot wait. We cannot remain silent.
- 4 Your choices today could help future generations flourish.

EFFECT

- A Gives the audience hope.
- B Creates unity and shared responsibility.
- C Makes the audience feel personally affected.
- D Creates urgency through anaphora (repetition).

TASK 3: DYSTOPIA OR UTOPIA?

Label each sentence: **D** for dystopia **U** for utopia

- 1 Will you accept a future where everyone is controlled by surveillance? ☐
- 2 Together, we can build a society where equality is the norm. ☐
- 3 How long will we allow our communities to be divided? ☐
- 4 Every one of us can create a future where people and planet flourish. ☐



STRETCH & CHALLENGE

Which is more powerful, and why?

“We should do something.”

OR

“Will you stand with us to build a future where every voice can be heard?”

Write your explanation below. Use the words **direct address**, **audience** and **impact** in your answer.

PREP: K06 – USING LANGUAGE DEVICES FOR EFFECT
THE Y IN YOUFEAR: YOU, WE AND US
FOCUS: HOW CAN WE USE DIRECT ADDRESS TO INCLUDE AN AUDIENCE IN A SPEECH?

K06
USING LANGUAGE DEVICES FOR EFFECT



TASK 4: CHOOSE THE BEST PRONOUN

Choose the best word from this bank to complete each sentence.

you | your | we | our | us

1 Will _____ allow _____ future to be shaped by despair?



2 Together, _____ can create more inclusive communities.



3 Every one of _____ deserves dignity and agency.



4 _____ choices can help future generations flourish.



5 _____ cannot ignore injustice any longer.



TASK 5: MAKE IT MORE POWERFUL

Improve each plain sentence using: **direct address** **ambitious vocabulary** **a dystopian or utopian image.**

PLAIN SENTENCE

YOUR IMPROVED VERSION

1 People should care about unfairness.



2 We can make society better.



3 We need to act now.



TASK 6: USE ANAPHORA (REPETITION)

Complete the repeated opening to create urgency. Then write one final hopeful line.



URGENT!



We cannot _____ .
 We cannot _____ .
 We cannot _____ .

Together, we can _____ .



STRETCH & CHALLENGE

Rewrite this plain sentence using anaphora (repetition) and direct address to make it powerful and persuasive.

We need to solve climate change.



THE Y IN YOUFEAR: YOU, WE AND US

FOCUS: HOW CAN WE USE DIRECT ADDRESS
TO INCLUDE AN AUDIENCE IN A SPEECH?

K06

USING LANGUAGE
DEVICES FOR EFFECT



GOLDEN THREAD

We have learned how dystopias and utopias create clear images of a harmful or hopeful future. Now, we will use “you”, “we” and “us” to place the audience inside that future and make them feel responsible for change.

TASK 7: WRITE A PERSUASIVE CONTRAST

Use direct address to create a powerful contrast between a dystopian warning and a utopian hope.

STEP 1: DYSTOPIAN QUESTION

Write a rhetorical question using **you** or **your** to warn the audience about a negative future.



CHECK:

- ☐ Does it use **you** or **your**?
- ☐ Does it create fear or urgency?

STEP 2: UTOPIAN STATEMENT

Write a hopeful statement using **we**, **our** or **us** to inspire action towards a better future.



CHECK:

- ☐ Does it use **we**, **our** or **us**?
- ☐ Does it create hope and unity?

STEP 3: COMBINE FOR IMPACT

Combine your two ideas into a two-sentence contrast. Start with the question.

- 1 _____
- 2 _____

CHECK:

- ☐ Does the first sentence use **you** or **your**?
- ☐ Does the second sentence use **we**, **our** or **us**?

TASK 7 TOOLKIT: IDEAS TO HELP YOU



dystopian starters (you / your)

- Will you accept a future where ... ?
- How long will you allow ... ?
- Your silence will allow ...
- Your choices today could harm ...
- Do you want to live in a world where ... ?



utopian starters (we / our / us)

- Together, we can build a future where ...
- Our choices can create ...
- We will stand together to ...
- Together, we can ensure that ...
- Let us create a future where ...



POWERFUL WORDS

dystopian (fear / warning):

ruin, divided, lost, fear, destroy, suffer, control, silence, exploit, pollution

utopian (hope / opportunity):

build, together, equal, hope, thrive, opportunity, change, future, harmony, flourish



STRETCH & CHALLENGE

Write a mini-speech (3–4 sentences) using:

- ☒ direct address (you / your)
- ☒ inclusion (we / our / us)
- ☒ anaphora (repetition)
- ☒ one dystopian word
- ☒ one utopian word



Warn.
Make them
feel the threat.



Inspire.
Show them
the hope.



TOP TIP: Speak to your audience. Include them. Make them feel it. Then show them a better future we can create together.

SELF-QUIZZING SHEET

THE Y IN YOUFEAR: YOU, WE AND US

K06

USING LANGUAGE DEVICES FOR EFFECT

Focus: The Y in YOUFEAR – you, we and us



GOLDEN THREAD

We have learned how dystopias and utopias create clear images of a harmful or hopeful future. Now, we use “you”, “we” and “us” to place the audience inside that future and make them feel responsible for change.

HOW TO SELF-QUIZ

1. Cover your Prep tasks.
2. Answer from memory.
3. Check your work afterwards.
4. Fix anything you forgot.



SELF-QUIZ: TEST YOUR KNOWLEDGE

Answer each question from memory.
Write in full if you can.

1. KEY KNOWLEDGE

- 1 What is direct address? _____
- 2 Which pronouns are part of the Y in YOUFEAR? _____
- 3 What effect does “you” or “your” create? _____
- 4 What effect does “we” or “our” create? _____
- 5 What effect does “us” create? _____
- 6 What is anaphora? _____
- 7 Why might a writer use a rhetorical question with direct address? _____

3. CHOOSE THE BEST PRONOUN

Complete each sentence from memory using: you, your, we, our, us

you | your | we | our | us

- 1 Will _____ allow _____ future to be shaped by despair?
- 2 Together, _____ can create more inclusive communities.
- 3 Every one of _____ deserves dignity and agency.
- 4 _____ choices can help future generations flourish.
- 5 _____ cannot ignore injustice any longer.

5. MISCONCEPTIONS CHECK

Correct the weak idea or sentence.

- 1 “Using “we” again and again always makes writing powerful.”
Why is this not always true?

- 2 “You should care because we need to help people.”
How could this be improved?

- 3 What is the difference between using direct address purposefully and using it randomly?

2. DYSTOPIA OR UTOPIA?

Label each sentence **D** for dystopia or **U** for utopia.

- 1 “Will you allow your future to be shaped by despair?” ☐
- 2 “Together, we can build a society where every one of us can flourish.” ☐
- 3 “How long will we allow our communities to be divided?” ☐
- 4 “Your voice matters; our choices matter; the future we create matters.” ☐

How do you know?

4. WRITE FROM MEMORY

A. DYSTOPIAN QUESTION

Write one rhetorical question using you or your.

B. UTOPIAN STATEMENT

Write one hopeful sentence using we, our or us.

C. COMBINE FOR IMPACT

Write a two-sentence contrast using both ideas.



STRETCH & CHALLENGE

Write a 3-sentence mini-speech from memory. Include: direct address, one rhetorical question, anaphora beginning with ‘We cannot...’, one dystopian image and one utopian image.

POST-TASK FEEDFORWARD: K06

THE Y IN YOUFEAR: YOU, WE AND US

FOCUS: HOW CAN WE USE DIRECT ADDRESS
TO INCLUDE AN AUDIENCE IN A SPEECH?

K06

USING LANGUAGE
DEVICES FOR EFFECT



FEEDFORWARD = IMPROVE FOR NEXT TIME

You've practised using you, your, we, our and us to include your audience.
Now use this feedback to level up your persuasive writing.



Use your targets,
success criteria and
steps to improve.

NEW TASK: WRITE A SHORT PERSUASIVE CONTRAST

Write a two-paragraph contrast that persuades your audience to act for a better future.

Paragraph 1 should warn about a dystopian future. Paragraph 2 should inspire with a utopian future.



PARAGRAPH 1: DYSTOPIAN WARNING

- Start with a rhetorical question using **you** or **your**.
- Use direct address.
- Use anaphora (repetition) to create fear and urgency.

PARAGRAPH 2: UTOPIAN HOPE

- Start with a positive statement using **we**, **our** or **us**.
- Use direct address.
- Use anaphora (repetition) to create hope and unity.



FINAL IMPACT LINE (OPTIONAL)



Write one final line that brings
your two ideas together and
leaves a powerful impression.



SUCCESS CRITERIA: WHAT GREAT WORK INCLUDES

Tick when you've achieved it.

	I have used you/your in paragraph 1 and we/our/us in paragraph 2.	☐
	I have used anaphora (repetition) to create impact in both paragraphs.	☐
	I have started paragraph 1 with a rhetorical question.	☐
	My words create fear and urgency in paragraph 1.	☐
	My words create hope and unity in paragraph 2.	☐
	My contrast is clear, powerful and makes the audience want to act.	☐



CLEAR IMPROVEMENT STEPS: HOW TO LEVEL UP

Choose one or more steps to focus on.

1. FOUNDATIONS

I'm getting started

- ☐ Use you/your and we/our/us in the right paragraphs.
- ☐ Include direct address to speak to your audience.

NEXT STEP:

2. STRUCTURE

I'm building it

- ☐ Start paragraph 1 with a rhetorical question.
- ☐ Start paragraph 2 with a positive statement.

NEXT STEP:

3. LANGUAGE DEVICES

I'm developing it

- ☐ Use anaphora (repetition) at the start of sentences.
- ☐ Choose powerful words that create strong emotions.

NEXT STEP:

4. EFFECT

I'm strengthening it

- ☐ Make paragraph 1 create fear and urgency.
- ☐ Make paragraph 2 create hope and unity.

NEXT STEP:

5. IMPACT

I'm perfecting it

- ☐ Connect both paragraphs with a powerful final line.
- ☐ Check your work is clear, persuasive and memorable.

NEXT STEP:



REFLECT & PLAN

What will you do differently next time to improve your persuasive writing?

One thing I will do differently next time: _____

Why this will help: _____



REMEMBER:

Powerful speeches include the audience, make them feel something and show a better future we can create together.

YEAR 7 | ENGLISH



Using the 'YOU' techniques.



GOLDEN THREAD

- Last time we learned about: 'You, We, Us' and how to use these techniques effectively when opening a speech.
- This time we are learning about: The purpose and impact of using 'You, We, Us', opinion disguised as fact, and undermining the opposition.



KEY IDEA

- These three techniques make your speech more powerful by shaping how your audience thinks and feels.
- 'You, We, Us': We include the audience using these words to involve, motivate and unite them. We use them in the opening and throughout our speech to create a sense of togetherness. This makes the audience feel included and more likely to support our ideas.
 - Opinion disguised as fact: We present our opinions as if they are proven truths. We use this in the main body of our speech to sound assured and confident. This makes the audience trust our ideas and see them as credible.
 - Undermining the opposition: We question or weaken the other side's ideas to show why our point of view is stronger. We use this in the main body when comparing ideas. This makes our arguments seem more valid and convincing.



IMPORTANT MISCONCEPTION

- ✗ Misconception: 'You, we, us' can be overused anywhere in the speech. Why this is incorrect: Overusing them can sound repetitive or forced. Use them naturally, especially in the opening and key moments.
- ✓ Misconception: Opinion as fact means making things up. Why this is incorrect: It means confidently stating your opinion without saying 'I think' or 'I believe'. It should still be realistic and believable.
- ⚠ Misconception: Undermining the opposition means being rude. Why this is incorrect: It means logically explaining why their ideas are weak, not insulting people.

WHEN TO USE THIS

- Use these techniques when you want to persuade or inspire.
- Example question
Write a speech to the members of society about how kindness every day can change our communities.
- Key words: to the members of society, and kindness, and change communities



THINKING STEPS

- 1 Have I involved, motivated or made my reader feel a sense of unity?
- 2 Have I stated my opinion using confident language?
- 3 Have I acknowledged a different opinion and proved why it's wrong?



WRITING STEPS

- 1 Include 'you, we, us' to involve and unite your audience.
- 2 To present your opinion as fact, start with 'Undoubtedly...', 'Unequivocally...', 'It is certain that...', followed by your opinion.
- 3 To undermine a different point of view, say 'It may be argued that...', however..., 'Some may think, but it is in fact...', followed by your opinion.
- 4 Link your ideas together to show why your view is the stronger and better choice.

GOLDEN THREAD

- Last time we learned about how to use 'you/we/us' in the opening of a speech.
- Today we are identifying the purpose and impact of this, as well as 'opinion as fact', and 'undermining the opposition'.



Example

"Good morning everyone, we're gathered here today because we all care about the state of our community. After recent events, it is clear that it needs transformation. It needs love. For too long, we have allowed jealousy to fill our hearts and hatred to bleed through our streets. Some think it's life's challenges that have torn us apart, but it's our unchecked pride that has drawn these battle lines. Children against children, fathers competing for the title of No.1 Dad. Undoubtedly, we have an issue on our hands. We must acknowledge it. We must challenge it. Only then, can we overcome it."

Non-Example

"Good morning guys, the community is really bad right now. It lacks kindness. For too long, we have allowed jealousy to fill up hearts and hatred to bleed through the streets. It is unchecked pride that has drawn these battle lines. Children against children, fathers competing for the title of No.1 Dad. Undoubtedly, I think that we have an issue on our hands. It should be acknowledged. It could also be challenged. Only then, might we be able to overcome it."

What is good about this?

- ✓ Establishes unity by using "us" throughout the text.
- ✓ Motivates the reader by involving them in each action through the use of the word "we"
- ✓ Certain language used "Undoubtedly".
- ✓ Acknowledges the other point of view, and proves why this is wrong, firmly yet respectfully.

What is wrong with this?

- ✗ Does not use you/we/us often, so there is no unity created.
- ✗ Uses "undoubtedly" followed by "I think". This dilutes the strength of the assertion.
- ✗ Does not sound confident when stating opinions.
- ✗ Doesn't undermine the opposition.



POST TASK: The 'YOU' in YOUFEAR



Task 1: Guided Comparison

What will I do?

In this task, practise identifying the persuasive technique and explaining the purpose and impact of it.



Remember:

When identifying the "YOU" techniques, ask yourself:

- Is the speaker using "you", "we" or "us" to involve or unite the audience?
- Is the speaker presenting an opinion as if it is definitely true?
- Is the speaker acknowledging another viewpoint and explaining why it is weaker?

YOU / WE / US

→ Makes the audience feel involved, motivated and united.

OPINION AS FACT

→ Sounds confident and certain.

UNDERMINING THE OPPOSITION

→ Acknowledges a different viewpoint before explaining why it is wrong or weaker.

TASK 1: QUICKFIRE – FIND THE TECHNIQUE

Read the sentences and identify which technique is being used.

A.

"We all have the power to improve our school community if we choose to work together."

Technique: _____

B.

"Undoubtedly, every student deserves access to a safe and supportive learning environment."

Technique: _____

C.

"Some may believe school rules are too strict; however, they help keep everyone safe."

Technique: _____

TASK 2: HIGHLIGHT, ANNOTATE and EXPLAIN

Read each mini speech extract.

Highlight the persuasive technique(s) and annotate what technique is being used. Write one sentence underneath to explain the **purpose**, and the **impact** of that speech on the reader.

EXAMPLE:

"We all deserve to feel safe in our community."

YOU / WE / US - The speaker uses "we" to **create unity** and make this **makes the audience feel included**.

A. Highlight or underline all of the 'YOU' techniques that you can find in each paragraph, annotate this and explain the purpose and impact like in the example above.

"We all want our community to be a safe and welcoming place. Some people may think that kindness makes very little difference; however, even small acts can improve someone's day. Undoubtedly, choosing kindness creates a stronger and happier society for everyone. Together, we can make a positive change."

B. Highlight or underline all of the 'YOU' techniques that you can find in each paragraph, annotate this and explain the purpose and impact like in the example above.

"Undoubtedly, every young person deserves access to high-quality education. A successful future depends upon the opportunities students receive today. Schools play a vital role in helping children achieve their ambitions and develop important life skills."

C. Highlight or underline all of the 'YOU' techniques that you can find in each paragraph, annotate this and explain the purpose and impact like in the example above.

"We can all contribute to a more positive school environment by treating others with respect. Some may think that one person's actions cannot influence others; however, positive behaviour often encourages those around us to act in the same way. By making better choices, we help create a happier community for everyone."

★ Challenge Task

What will I do?

This task is designed to try one paragraph by yourself with these two new poems. Remember to use your writing steps!

Create your own example of undermining the opposition.

Debate Topic:

Should mobile phones be banned during lessons?

Step 1

Choose whether you agree or disagree, and start with the opposite view.

Start with:

"Some may think that _____"

Step 2

Add:

"however..."

Step 3

Explain why that viewpoint is weaker.

Step 4

Finish with your own opinion presented confidently.

Example Structure:

"Some may think that mobile phones should be allowed in every lesson; however, they can distract students from learning. Undoubtedly, classrooms are more productive when students focus on their work."

Now write your own:

YEAR 7 | ENGLISH

PREP FOCUS: KO6

Persuasive Techniques



GOLDEN THREAD

- **Last time we recapped:** The purpose and impact of using 'You, We, Us', opinion disguised as fact, and undermining the opposition.
- **This time we are preparing for:** Identifying the difference between opinion and fact.



KEY IDEA

Opinion is what someone thinks or believes. Fact is something that can be proven as true or false.

To identify the difference when writing: if a statement cannot be proven with evidence, numbers or reliable sources, it is opinion. Present opinions as if they are the truth in your persuasive writing.



This image shows the difference between opinion and fact.



IMPORTANT MISCONCEPTION

Misconception: Opinion as fact means making things up.

Why this is incorrect: It means confidently stating your opinion without saying 'I think' or 'I believe'. It should be assertive but not misleading.



WHEN TO USE THIS

Use this in the main body of your speech, as this is when you need to make your opinions sound strong and convincing, not just sharing facts.

Example question

Write a speech to the **members of society** about how **kindness every day** can **change our communities**.

Key words: to the members of society, kindness, and change communities



THINKING STEPS

- 1 Am I stating this as if it is the truth?
- 2 Have I shared the facts or just my opinion based on the facts?



WRITING STEPS

- 1 Use a discourse marker: unequivocally or undoubtedly.
- 2 Follow this by writing down your opinion based on the facts.
- 3 Check your work – have you included statistics or facts? If you have remove these.



PREP TASK: Opinions disguised as fact



What are we practising today?

Today we will practise identifying the difference between an opinion and a fact.

QUICK RECAP

When writing a persuasive speech, writers sometimes present an opinion as if it is a fact. This does not mean making something up. It means confidently stating an opinion without using phrases such as *"I think"* or *"I believe"*.

Fact: A statement that can be proven true or false using evidence.

Opinion: A personal belief, feeling, or judgement that cannot be proven.

Opinion Disguised as Fact: An opinion written as if it is definitely true.

Example:

Fact	Opinion	Opinion Disguised as Fact
Exercise can improve physical health.	I think exercise is important.	Exercise is the most important habit for a healthy life.



Remember: The statement may sound factual, but if it cannot be proven for everyone, it is still an opinion.

TASK 1: Spot the Difference

Read each statement and decide whether it is a **Fact (F)** or an **Opinion (O)**.

1. Drinking water helps the body stay hydrated. _____
2. Kindness is the most valuable quality a person can have. _____
3. The Earth travels around the Sun. _____
4. School uniforms make students behave better. _____
5. A week has seven days. _____
6. Every student learns best in a quiet classroom. _____

TASK 2: Which Opinions Are Disguised as Facts?

Put a ✓ next to the statements that are **opinions disguised as facts**.

☐

Reading is the best way to improve intelligence.

☐

Australia is located in the Southern Hemisphere

- ☐ Every community becomes stronger when people show kindness.
- ☐ Water freezes at 0°C.
- ☐ Social media causes more harm than good.

TASK 3: Create Your Own

Turn these opinions into **opinions disguised as facts**.

Example

Opinion:

I think school trips are useful.

Opinion disguised as fact:

School trips are one of the most valuable parts of education.

1. I believe kindness should be shown every day.

2. I think students should read more books.

3. I believe exercise is important for young people.

★ Challenge Task

Read the paragraph below:

Kindness is the most powerful force in any community. Research shows that helping others can improve wellbeing. People who are kind create stronger friendships and better neighbourhoods. In my opinion, everyone should make kindness a daily habit.

Challenge questions.

1. Which statement is a **fact**?

2. Which statement is **an opinion disguised as a fact**?

3. Re-write the final sentence so that it becomes **opinion disguised as fact** instead of a clear opinion.

SELF-QUIZZING TO STRENGTHEN MEMORY

HOW IT WORKS

- 1 Cover your learning box and answer the questions from memory.
- 2 Do not look at your notes — think hard.
- 3 After answering the questions, check the learning box and correct anything you missed.
- 4 Cover the answers and try again from memory.
- 5 Repeat this three times.
- 6 Then leave a one-day gap and test yourself again to see what you remember.

EXPLANATION



Retrieval means pulling information out of your memory without looking at your notes.

Each time you do this, you make the memory in your brain stronger.

SECTION 1: K06 – ‘YOU’ PERSUASIVE TECHNIQUES

What do I know? (Declarative Knowledge)	How do I use it? (Procedural Knowledge)	When do I use it? (Conditional Knowledge)	Mistakes students make
1 What are the key features of the ‘YOU’ persuasive techniques? 2 What are the main reasons we use ‘you/we/us’ and undermine the opposition?	1 What steps do you follow when you undermine the opposition? 2 Out of these ‘YOU’ techniques, which one do we typically use first?	1 What type of question or situation tells you to apply these techniques? 2 What would the key words be in the question or topic that signals you should use them?	1 What mistake do students often make when using ‘you/we/us’ and undermining the opposition? 2 What misunderstanding should you therefore avoid when using these techniques?

SECTION 2: K06 – OPINION DISGUISED AS FACT

What do I know? (Declarative Knowledge)	How do I use it? (Procedural Knowledge)	When do I use it? (Conditional Knowledge)	Mistakes students make
1 What is opinion disguised as fact? 2 What are the key features that make an opinion sound like a fact?	1 What questions should you be asking yourself when applying this idea? 2 What is the first step when incorporating opinion disguised as fact into your speech?	1 What part of your speech should you apply opinion disguised as fact? 2 What would the key words be in your sentence when you use this technique?	1 What mistake do students often make with opinion disguised as fact? 2 What misunderstanding should you therefore avoid when using this technique?

KO7: TiPToP PARAGRAPHING

What makes effective paragraphing?

WHAT IS TiPToP?

TiPToP = Time, Place, Topic, Person

It helps writers know when to start a new paragraph.

Start a new paragraph when there is a change in:

-  **TIME** – a different moment or event
-  **PLACE** – a new location or setting
-  **TOPIC** – a new idea or focus
-  **PERSON** – a different speaker, character or viewpoint

★ Strong paragraphs guide the reader through your ideas.

PARAGRAPHS ARE LIKE STOPS ON A JOURNEY



Paragraphs are like stops on a journey – they help the reader follow your ideas.

WHAT TiPToP IS NOT

- ✗ Paragraphs are not just random spaces in your writing.
- ✗ A new paragraph should not start because you have written a certain number of sentences.
- ✗ A paragraph should not contain lots of unrelated ideas.
- ✓ Each paragraph should have a clear purpose and develop one main idea.

WHEN SHOULD I USE IT?



Stories

Use TiPToP when there is a:

-  • New setting
-  • New event
-  • New character focus



Essays

Use TiPToP when discussing a new:

-  • Point
-  • Idea
-  • Method or argument

QUICK CHECK

Before starting a new paragraph, ask:

HAS THE...

-  Time changed?
-  Place changed?
-  Topic changed?
-  Person changed?

If **YES** → Start a new paragraph!

BUILDING A STRONG PARAGRAPH



1

TOPIC SENTENCE
Introduce your main idea.



2

SUPPORTING DETAIL
Add evidence, description or examples.



3

DEVELOPMENT
Explain why your idea is important.



4

LINK FORWARD
Prepare the reader for the next idea.



GOOD EXAMPLE

PARAGRAPH 1

The old wooden door creaked open as I stepped into the abandoned house. Dust covered every surface, and the silence felt uncomfortable. I looked around the dark hallway, unsure of what I might discover.

PARAGRAPH 2

Suddenly, a loud noise came from upstairs. My heart raced as I slowly climbed the staircase towards the mysterious sound. Each step made the wooden floorboards groan beneath my feet.

WHY IS IT SUCCESSFUL?

- ✓ Clear paragraph change because the topic changes (introduction of the setting → discovery of a new event)
- ✓ Each paragraph has one clear purpose
- ✓ Ideas are organised logically
- ✓ The reader can easily follow the story



NON-EXAMPLE

The old wooden door creaked open as I stepped inside. The house was dark and dusty. I heard a noise upstairs. My heart started beating faster. I walked upstairs slowly. The floorboards creaked beneath my feet. I found a mysterious box. It was old and covered in dust. I wondered what was inside.

WHAT'S WRONG?

- ✗ No clear paragraph structure.
- ✗ Different ideas are mixed together.
- ✗ The setting, action and discovery should be separated.
- ✗ The reader is not guided through the changes in the story.
- ✗ TiPToP changes are not used effectively.

SUCCESS CRITERIA



- ★ I use TiPToP correctly
- ★ Each paragraph has one clear focus
- ★ Ideas are organised in a logical order
- ★ My reader can easily follow my writing



KEY VOCABULARY

Paragraph	A group of sentences focused on one main idea.
Structure	The organisation of writing.
Focus	The main idea or purpose of a paragraph.
Develop	To add detail and explain ideas further.
Transition	A link between ideas or paragraphs.

Task 1: TiPToP Detective – Where should the paragraphs change?

Remember: TiPToP helps writers know when to start a new paragraph

-  Time – Has the moment changed?
-  Place – Has the location changed?
-  Topic – Has the main idea or focus changed?
-  Person – Has the person/character being focused on changed?

The paragraph below is too long. It should be split into 4 separate paragraphs.

Your task:

1. Add // where each new paragraph should begin.

Extract

The rain poured heavily as Leo walked through the empty streets after school. He pulled his jacket closer and looked around nervously, wondering why the town felt so quiet. The old clock tower in the distance appeared darker than usual, and Leo wondered what secrets it might be hiding. Suddenly, he noticed a strange envelope lying on the ground beside the pavement. The next morning, Leo returned to the clock tower to investigate the mysterious letter. The building looked even more intimidating in the daylight, with cracked walls and broken windows surrounding the entrance. As he stepped inside, Leo discovered a hidden staircase leading underground. Deep beneath the tower, Leo found a small room filled with old photographs and forgotten objects. His attention was drawn to a picture of a young girl standing beside the tower many years before. Meanwhile, the girl's brother, Daniel, had been searching for answers about what happened to his sister. Daniel had followed the same clues and eventually arrived at the tower, hoping to uncover the truth.

Task 2: A writer has created four paragraphs, but they have not explained why each paragraph starts.

Read each paragraph and decide which TiPToP change has happened.

Label each: Time, Place, Topic, Person

Paragraph A

Later that evening, Mia returned to the mysterious house with a torch in her hand. The wind had become stronger, and the darkness made every shadow appear frightening.

This paragraph changes because: _____

Paragraph B

Mia entered the abandoned kitchen and noticed that everything was covered in dust. The broken plates and empty cupboards showed that nobody had lived there for years.

This paragraph changes because: _____

Paragraph C

While Mia searched the house, her brother Jack waited outside by the gate. He watched carefully, worried that she might need help.

This paragraph changes because: _____

Paragraph D

Mia discovered a hidden diary underneath an old wooden table. The pages revealed secrets about the person who had lived in the house many years before.

This paragraph changes because: _____

Task 3: Fix the Paragraphing 🛠️ – Improve the Writer's Story

Common Mistake Challenge

The writer below has forgotten to use TiPToP. Their ideas are all mixed into one paragraph.

Weak Example

The old castle stood at the edge of the forest and Jack slowly walked towards it because he wanted to discover what was inside. The castle was dark and covered in ivy and the doors creaked as he pushed them open. Later that night Jack returned to the castle because he had found a mysterious map in the woods. Inside the castle, he discovered a hidden room filled with strange objects and old books. His sister Emma was also searching for the castle because she wanted to find out what happened to their missing grandfather.

What is wrong with this example?

- ✗ Ideas are mixed together.
 - ✗ The reader is not guided through the story.
 - ✗ Time, place, topic and person changes are not separated.
 - ✗ The paragraph has too many different focuses.
-

Your Challenge: Rewrite the Story Using TiPToP 📝

Story Prompt:

Write a story opening about discovering a mysterious place.

Your story must have 4 paragraphs.

Each paragraph must use a different TiPToP change

Paragraph 1 – 📍 Place Change: Focus on describing the mysterious place.

Starter ideas:

- Beyond the edge of the forest stood...
- Hidden between the mountains was...
- The abandoned building looked...

Include:

- ✅ Setting description
 - ✅ Atmosphere
 - ✅ Details about the location
-
-
-
-

Paragraph 2 – 🕒 Time Change

Move to a different moment.

Starter ideas:

- Hours later,...
- The following morning,...
- As the sun began to set,...

Include:

- ✓ What has changed?
- ✓ What happens next?

Paragraph 3 – 💡 Topic Change: Introduce a new problem, discovery or mystery.

Starter ideas:

- However, something unexpected caught their attention...
- Suddenly, they noticed...
- What they discovered next changed everything...

Include:

- ✓ A new focus
- ✓ A mystery or event
- ✓ Details to develop the idea

Paragraph 4 – 👤 Person Change: Shift focus to another character. Starter ideas:

- Meanwhile, across the village, another person was...
- Unknown to them, someone else had been watching...
- Elsewhere, Emma was searching for...

Include:

- ✓ A different character
- ✓ Their thoughts/actions
- ✓ How they connect to the story

K06: UNDERMINING THE OPPOSITION



Persuasive Writing



WHAT IS IT?

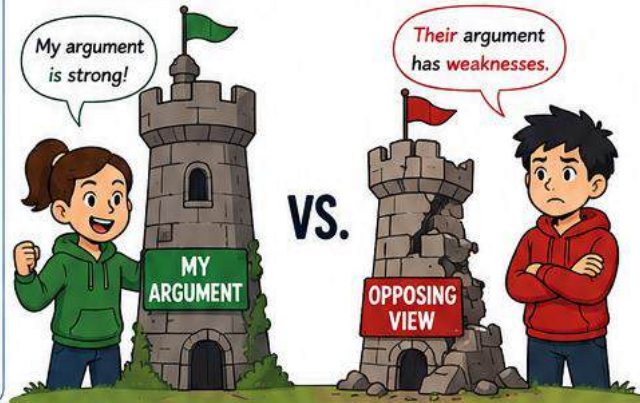
Undermining the Opposition = making an opposing viewpoint seem weaker or less convincing.

When writing persuasively, you can:

- ✓ acknowledge another opinion
- ✓ challenge its weaknesses
- ✓ prove why your argument is stronger

★ This makes your argument appear more thoughtful and convincing.

PERSUASIVE WRITERS BUILD STRONGER ARGUMENTS BY WEAKENING OPPOSING VIEWS.



WHAT IT IS NOT

- ✗ Simply saying "I disagree" without explaining why.
- ✗ Ignoring other opinions completely.
- ✗ Attacking people instead of challenging ideas.
- ✗ Using emotional language without evidence.
- ✓ Effective writers respectfully challenge ideas by explaining their weaknesses.

THE STRUCTURE OF UNDERMINING THE OPPOSITION

1 ACKNOWLEDGE

Show you understand the opposing view.

Example:

"Some people may argue that..."

2 CHALLENGE

Explain why this view is flawed.

Example:

"However, this ignores the fact that..."

3 STRENGTHEN

Return to your own argument.

Example:

"Therefore, it is clear that..."

WHEN SHOULD I USE IT?

Use undermining the opposition when:

- ✎ Writing a speech.
- 📄 Writing an argument.
- 🔊 Trying to persuade an audience.
- 👥 You want your viewpoint to appear stronger.

EXAMPLE QUESTION:

"Write a speech arguing whether school uniforms should be compulsory."

EXAMPLE ANSWER:

"Some people believe uniforms restrict students' freedom. However, this ignores how uniforms create equality and reduce pressure to compete through clothing."

THINKING STEPS

- 1 Identify the opposing viewpoint. What might someone who disagrees say?
- 2 Explain why this viewpoint is weak. What evidence or reasoning challenges it?
- 3 Return to your own argument. Why is your viewpoint stronger?
- 4 Consider your audience. Will this make them trust your argument more?

WRITING STEPS

- 1 Introduce the opposing viewpoint. "Some people argue that..."
- 2 Challenge the idea. "However, this fails to consider..."
- 3 Provide a stronger reason or evidence. "Instead, we should recognise..."
- 4 Link back to your main argument. "Therefore, it is clear that..."

CHECKING STEPS

- 1 Have I included another viewpoint?
- 2 Have I explained why it is weaker?
- 3 Have I supported my argument with reasoning?
- 4 Have I persuaded my audience?

★ GOOD EXAMPLE

QUESTION: Write a speech arguing that heroes should be role models.

Some people argue that heroes should only entertain us and do not need to be perfect examples. However, this ignores the influence they have on young people who look up to them. Heroes represent values such as courage and responsibility, meaning their actions can inspire others to make positive choices. Therefore, heroes should recognise the responsibility that comes with their influence.

WHAT IS GOOD ABOUT IT?

- ✓ Recognises an opposing viewpoint
- ✓ Challenges the weakness in the argument
- ✓ Uses reasoning to strengthen the writer's view
- ✓ Maintains a persuasive tone
- ✓ Returns to the main argument



✗ NON-EXAMPLE

Some people think heroes are not important. I disagree because heroes are good and everyone should like them. Villains are wrong and heroes are better.

WHAT IS WRONG WITH IT?

- ✗ Does not explain the opposing viewpoint.
- ✗ Simply says "I disagree".
- ✗ Does not provide reasons or evidence.
- ✗ Uses basic opinions instead of persuasive techniques.
- ✗ Does not show the audience why the writer's argument is stronger.



SUCCESS CRITERIA

- ★ Acknowledge the opposition
- ★ Explain why it is weaker
- ★ Strengthen your own viewpoint
- ★ Persuade the audience



KEY VOCABULARY

Opposition	An opposing opinion or viewpoint.
Acknowledge	To recognise or show understanding of something.
Challenge	To question or weaken an idea.
Persuade	To convince someone to agree.
Viewpoint	A person's opinion or perspective.
Counterargument	An argument that disagrees with your main point.

Task 1: Create the Opposition

Worked Example

Question:

Should heroes always be seen as role models?

Writer's argument:

Heroes should be seen as role models because they inspire people to make positive choices.

Opposing viewpoint:

Some people argue that heroes do not need to be role models because they are only fictional characters created for entertainment.

How the writer could undermine it:

However, this ignores the fact that heroes often influence audiences and represent important values such as courage and responsibility.

Your Turn

For each statement, write an opposing viewpoint.

Remember:

Opposition = the opinion of someone who disagrees with your argument.

Use the sentence starters to help you.

1. Question: Should villains always be seen as bad characters?

Your argument: Villains can teach audiences important lessons about choices and consequences.

Opposing viewpoint:

Some people argue that _____

2. Question: Should heroes always be perfect?

Your argument: Heroes can still inspire people even when they make mistakes.

Opposing viewpoint 1:

Some people believe that _____

Task 2: Undermine the Opposition 📌

Question:

“Should villains be understood rather than simply hated?”

A writer has made this argument:

“Villains should be understood because their experiences and choices can teach audiences important lessons about society, morality and human behaviour.”

Your Task:

Write a paragraph where you undermine the opposition.

Imagine someone disagrees with the argument above.

Your paragraph should:

- ✓ Introduce the opposing viewpoint
- ✓ Explain why this viewpoint is weaker
- ✓ Strengthen your own argument

Sentence Starters:

Some people argue that ...

However, this ignores ...

Although this may seem true,...

Therefore...

Challenge

Rewrite your opening sentence to make your argument sound like a powerful speech from a hero:

Instead of:

“Some people think heroes are more important.”

Try:

“Those who underestimate the power of heroes fail to recognise...”



YEAR 7 ENGLISH | PREP FEEDFORWARD: HOW TO IMPROVE



TASK 1: CREATE THE OPPOSITION

Use this sheet to reflect on your prep task and identify the most important next step to improve your writing.

REMEMBER THE TASK



1. State the writer's argument.



2. Create an opposing viewpoint.



3. Explain how the writer could undermine that viewpoint.

Opposition = the opinion of someone who disagrees with your argument.

1. STATEMENTS OF IMPROVEMENT



Tick the statements that apply to you.

UNDERSTANDING THE TASK

- ☐ 1a I need to make the writer's argument clear before I write the opposition.
- ☐ 1b My opposing viewpoint needs to directly disagree with the original argument.
- ☐ 1c I need to explain how the writer could undermine the opposing viewpoint.

BUILDING A STRONG OPPOSITION

- ☐ 2a My opposing viewpoint needs more detail and explanation.
- ☐ 2b I should use sentence starters such as 'Some people argue that...' or 'Some people believe that...'.
- ☐ 2c I should explain why someone might hold that viewpoint.

WRITING WITH CLARITY

- ☐ 3a I should write in clear, full sentences.
- ☐ 3b I should use precise words linked to the question.
- ☐ 3c I should make sure my answer stays focused on the exact debate.

2. NEXT STEP



Choose the step that will make the biggest difference to your learning.

- ☐ Write the writer's argument in one clear sentence.
- ☐ Write an opposing viewpoint that directly disagrees with the argument.
- ☐ Add a sentence explaining how the writer could undermine the opposition.
- ☐ Improve one answer by adding more explanation after your viewpoint.
- ☐ Check that your answer clearly matches the question.

3. ACTION PLAN



One small change I will make next time I write an opposition paragraph:

SENTENCE STARTERS TO HELP

- Some people argue that...
- Some people believe that...
- However, this ignores the fact that...
- This overlooks the idea that...
- This view is weak because...



SUCCESS CRITERIA



- ✓ My opposition clearly disagrees with the original argument.
- ✓ My answer stays focused on the question.
- ✓ I explain why someone might think that.
- ✓ I explain how the writer could undermine the opposing view.
- ✓ I use clear, accurate sentences.



I will check my improvement by:

- Re-reading my next answer carefully
- Checking that my opposition really disagrees
- Making sure I explain how the writer could undermine it
- Asking a teacher or partner for feedback



PRACTISE THE TWO QUESTIONS

1. Should villains always be seen as bad characters?

Original argument: Villains can teach audiences important lessons about choices and consequences.

Opposing viewpoint: _____

2. Should heroes always be perfect?

Original argument: Heroes can still inspire people even when they make mistakes.

Opposing viewpoint: _____



4. REFLECTION CHECK

What went well?

What was difficult?

What will I do differently next time?

What is my goal?



Small improvements today lead to stronger arguments tomorrow.



KO1 Self-Quizzing: Inference Skills – Antonio (*The Merchant of Venice*)

Self-Quizzing Instructions

1. Read the learning box carefully.

Make sure you understand the key idea, examples and thinking steps.

2. Cover the learning box.

Do not look at your notes.

3. Answer the questions from memory.

Complete the grid below.

4. Check your answers.

Uncover the learning box and correct anything you missed.

5. Repeat this process three times.

Each retrieval attempt strengthens your memory.

6. Return after one day and test yourself again.

Self-Quizzing Grid

Question	My Answer
What does “undermining the opposition” mean?	
Why do persuasive writers include opposing viewpoints?	
What are the three steps of undermining the opposition?	
What sentence starter can you use to introduce another viewpoint?	
What should you do after acknowledging the opposition?	
How do you make your own argument appear stronger?	
When should you use undermining the opposition in persuasive writing?	
What type of writing often uses this technique?	
Why is “I disagree because they are wrong” a weak response?	
What is missing from an argument that only gives one viewpoint?	
Write a sentence that acknowledges an opposing viewpoint.	

YEAR 7 ENGLISH

KO1: MAKING EXCELLENT INFERENCES USING FACING, FEELING & FUTURE

Understanding what is implied rather than directly stated



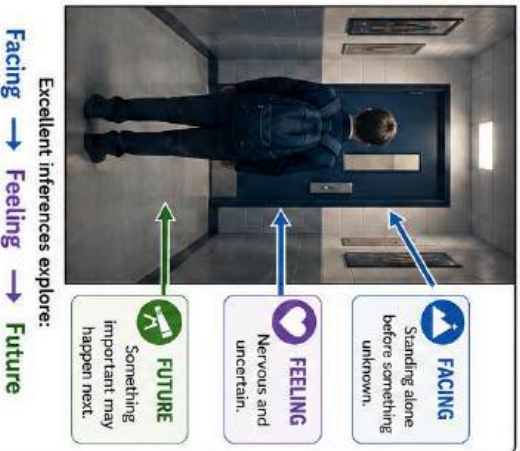
KEY IDEA

WHAT IS AN INFERENCE?

Inference is using evidence and reasoning to understand ideas that are implied rather than directly stated.

STATED INFORMATION
= What the text tells us.

INFERENCE
= What the text suggests.



COMMON MISCONCEPTION

Inference is NOT guessing.

Strong inferences are always rooted in evidence from the text.

GUESSING
No evidence

INFERENCE
Evidence + reasoning

WHEN TO USE THIS

Use the Facing, Feeling, Future framework when questions ask:

- "What do you infer about...?"
- "What does the writer suggest about...?"
- "How does the writer present...?"

Important: If a question asks what is directly stated, use stated information skills instead.

ANALYTICAL VOCABULARY

conveys	communicates an idea or feeling
reinforces	strengthens an idea
establishes	introduces an idea clearly
highlights	draws attention to something important
foreshadows	hints at future events
evokes	creates a feeling or image

THINKING STEPS

- 1 Identify evidence.
- 2 What is the character facing?
- 3 How might they be feeling?
- 4 What could happen next?
- 5 How does the reader respond?

WRITING STEPS

- 1 → 2 → 3 → 4 → 5 → 6
- 1 Embed evidence.
- 2 Explain literal meaning.
- 3 Explore Facing.
- 4 Explore Feeling.
- 5 Explore Future.
- 6 Explain the reader's response.

REMEMBER

Strong inference = Evidence + Facing + Feeling + Future

YEAR 7 ENGLISH

KO1: WHAT IS AN EXCELLENT INFERENCE?

Using evidence and reasoning to understand what is implied



EXAMPLE: AN EXCELLENT INFERENCE

As the narrator anxiously reflects, 'his hands trembled as he reached for the door', the writer establishes an atmosphere of uncertainty. The trembling reinforces the idea that the character is facing a situation beyond his control. This physical reaction conveys fear and apprehension, suggesting that he feels vulnerable and overwhelmed. The writer may further foreshadow later conflict, prompting the reader to anticipate a threatening encounter.



WHY IS THIS AN EXCELLENT EXAMPLE?

- 1 Evidence is embedded using a quotation structure. [Writing Step 1]
- 2 The literal meaning is explained (the character's hands are shaking). [Writing Step 2]
- 3 Facing is explored — the character is in a situation beyond his control. [Writing Step 3]
- 4 Feeling is explored — fear and apprehension are identified. [Writing Step 4]
- 5 Future is explored — foreshadowing of later conflict. [Writing Step 5]
- 6 Reader response is explained — the reader is prompted to anticipate. [Writing Step 6]

THIS EXAMPLE USES THE SIX WRITING STEPS

- 1 Embed evidence.
- 2 Explain the literal meaning.
- 3 Explore Facing.
- 4 Explore Feeling.
- 5 Explore Future.
- 6 Explain the effect on the reader.

NON-EXAMPLE: NOT AN INFERENCE

As the narrator describes, 'his hands trembled as he reached for the door', the character's hands are shaking.



WHY IS THIS NOT AN INFERENCE?

- 1 Only repeats what is directly stated — there is no interpretation. [Writing Step 2 incomplete; Steps 3–6 missing]
- 2 Facing is not explored. [Writing Step 3 missing]
- 3 Feeling is not explored. [Writing Step 4 missing]
- 4 Future is not explored. [Writing Step 5 missing]
- 5 No reader response is considered. [Writing Step 6 missing]

WHAT IS MISSING?

- 1 Embed evidence.
- 2 Explain the literal meaning.
- 3 Explore Facing.
- 4 Explore Feeling.
- 5 Explore Future.
- 6 Explain the effect on the reader.

KEEP IN MIND

An excellent inference goes beyond what is directly stated. It uses evidence + reasoning to explore meaning.

Always use the Facing, Feeling, Future framework to build depth in your inferences.

The best inferences show insight, not just description. Explain the implied meaning and its effect.



RED POST · K01: MAKING EXCELLENT INFERENCES

SPACED RETRIEVAL



Cover the Learning Box before you begin. Answer from **memory only**.

A
B
C

DECLARATIVE KNOWLEDGE (WHAT?)

- 1 In Year 7 Summer 2, you learned to identify information that is directly stated in a text. What is the difference between stated information and an inference?

- 2 What are the three elements of the Facing, Feeling, Future framework? Give a brief definition of each.
Facing: _____
Feeling: _____
Future: _____
- 3 Name three analytical vocabulary words that could introduce the effect of evidence on a reader. Write each in a sentence.
Word 1: _____
Sentence: _____
Word 2: _____
Sentence: _____
Word 3: _____
Sentence: _____



STRETCH & CHALLENGE: A student writes: "The character walks slowly."
Is this an inference or directly stated information? Explain your answer.



PROCEDURAL KNOWLEDGE (HOW?)

Using the six Writing Steps, construct a full inference below.

“A writer describes a character:
“She sat alone at the edge of the room,
her fingers tracing the same pattern
over and over.”

1
Embed
evidence.



2
Explain
literal
meaning.



4
Explore
Feeling.



5
Explore
Future.



6
Effect on
the reader.



1 Step 1 — Embed the evidence:

2 Step 2 — Explain the literal meaning:

3 Step 3 — Explore Facing:

4 Step 4 — Explore Feeling:

5 Step 5 — Explore Future:

6 Step 6 — Effect on the reader:



CONDITIONAL KNOWLEDGE (WHEN & WHY?)

A student writes: "The character is sad."



1 Explain why this is not yet an excellent inference.

2 Which Writing Steps are missing?
List them by number.

3 Rewrite this as a full inference
using Facing, Feeling, Future.
Choose your own quotation.



CHALLENGE TASK: MULTIPLE INTERPRETATIONS

As the narrator vividly describes, "she laughed as the headteacher called her name," what might the laughter convey?

Interpretation 1:



Interpretation 2:



Which interpretation is more convincing and why?

Consider: which interpretation does the word "laughed" make more likely, and why?



YEAR 7 ENGLISH | K06: USING YOU TECHNIQUES TO BEGIN A SPEECH



GOLDEN THREAD

Last year we explored persuasive language and rhetorical devices.



Next lesson we will learn how speech writers immediately engage audiences using **YOU** techniques.



VISUAL EXAMPLE



KEY IDEA

YOU techniques help speakers involve, persuade and influence an audience.

They work by making the audience feel included, by presenting opinions as facts, or by making opposing views seem unreasonable.

- The three techniques are:
- **YOU / WE / US**
 - **OPINION DISGUISED AS FACT**
 - **UNDERMINING THE OPPOSITION**



COMMON MISCONCEPTION

Persuasive speeches do **not** simply express opinions. Effective speeches carefully influence audiences through deliberate language choices.



WHEN TO USE THIS

- Use your knowledge of **YOU** techniques when:
- You are asked to write a persuasive speech for an audience.
 - You are asked to analyse how a speaker engages or influences an audience.
 - A question asks: "How does the writer or speaker use language to persuade?"



Important: If a question asks you to analyse imagery or sentence structure, those skills belong to a different KO. **YOU** techniques are specifically for persuasive, audience-facing writing.



TECHNIQUE VOCABULARY

Technique	Plain-language definition
You / We / Us	Words that directly address or include the audience to create a sense of shared identity or responsibility.
Opinion Disguised as Fact	A statement that sounds like a fact but is actually an opinion — often uses phrases like "everyone knows" or "it is clear that".
Undermining the Opposition	Language that dismisses or challenges the other viewpoint — often uses phrases like "some people claim..." but they ignore..."
Inclusive	Including the audience so they feel part of a shared group or cause.



THINKING STEPS

- 1 Identify the audience.
- 2 Identify the technique.
- 3 Consider why it was chosen.
- 4 Consider its effect on the audience.



WRITING STEPS

- 1 Spot the technique.
- 2 Name the technique.
- 3 Explain its purpose.
- 4 Explain its effect on the audience.



REMEMBER

Great speeches connect with audiences. Use **YOU** techniques to **include, convince and influence**.



YEAR 7 ENGLISH | K06: USING YOU TECHNIQUES

EXAMPLE & NON-EXAMPLE: SPOT THE DIFFERENCE



Your goal: Recognise how excellent speakers use **YOU** techniques effectively to engage, persuade and influence their audience.

THE THREE **YOU** TECHNIQUES

- **YOU / WE / US** – include and connect with the audience
- **OPINION DISGUISED AS FACT** – present opinions as facts
- **UNDERMINING THE OPPOSITION** – challenge the other side

EXAMPLE: EFFECTIVE USE

This speaker uses **YOU** techniques effectively.

"We all want a school where everyone can learn and succeed. It is clear that when we invest in mental health support, we all benefit – not just a few students, but our entire community. Some people say we cannot afford more support, but that view ignores the costs of anxiety, stress and lost potential. You have the power to make a real difference. Together, we can build a school where every student feels valued, supported and ready to achieve."



WHY THIS IS EFFECTIVE:

- Includes the audience
Uses **You / We / Us** to make the audience feel involved and part of a shared goal.
- Presents **opinions as facts**
Uses phrases like "it is clear" to present opinions as if they are obvious and widely accepted.
- Challenges opposing views
Acknowledges the other side but shows why their argument is weak or incomplete.



KEY TAKEAWAY: This speaker connects with the audience, presents strong opinions as facts and weakens the other side.

NON-EXAMPLE: WEAK USE

This speaker does not use **YOU** techniques effectively.

"I think we should get rid of homework. It is my opinion that homework is pointless and a waste of time. Some people think homework helps, but they are wrong. Students have better things to do after school."



WHY THIS IS WEAK:

- Does not include the audience
Hardly uses **You / We / Us**. The audience is not invited to be part of the speaker's view.
- States **opinions, not facts**
Says "I think" and "my opinion" – this is weak and does not sound convincing.
- Does not challenge the opposition well
Says "they are wrong" – this is too direct and does not explain why their view is weak.



KEY TAKEAWAY: This speaker shares opinions instead of presenting them as facts, does not include the audience and does not challenge other views effectively.

WHY IT MATTERS

- Excellent speakers:
Make the audience feel part of the message.
Make their opinions sound obvious and trustworthy.
Address other views and show why theirs is stronger.
Leave the audience feeling persuaded and inspired.



ANALYTICAL VOCABULARY

Inclusive	Including the audience; making them feel part of the message.
Persuasive	Making someone believe, agree with or do something.
Convincing	Strong and believable; likely to make people agree.
Undermine	To weaken or damage a position or argument.

CHALLENGE: IMPROVE IT!

Read the weak speech on the right. Rewrite the opening (2–3 sentences) to make it stronger using all three **YOU** techniques.

"I think we should get rid of homework. It is my opinion that homework is pointless and a waste of time. Some people think homework helps, but they are wrong."

Your improved opening:



TIP When analysing or writing a speech, always ask yourself: How does this include the audience, make opinions seem obvious and challenge other views?



REMEMBER: Great speeches connect, convince and challenge.

Use **YOU** techniques to make your message powerful.





Complete these tasks **before** your next lesson.

This will help your brain become familiar with the key techniques and how they are used in speeches.



TASK 1: MATCH THE TECHNIQUE

Write the correct letter next to each sentence.

A**YOU / WE / US**

Directly addresses or includes the audience.

B**OPINION DISGUISED AS FACT**

Presents an opinion as though it is a widely accepted truth.

C**UNDERMINING THE OPPOSITION**

Weakens or dismisses the other side's argument.

1

"Everyone knows exercise improves health."

2

"We all deserve equal opportunities."

3

"Some people argue reading is pointless, but they ignore the opportunities it creates."

4

"You have the power to make a difference."

5

"Everybody understands that education changes lives."



TASK 2: COMPLETE THE SENTENCE

Complete each sentence using the technique shown in brackets. The first word has been given to help you.

1

[You / We / Us]

"We _____"

2

[Opinion Disguised as Fact]

"Everyone _____"

3

[Undermining the Opposition]

"Some people claim _____
However, they ignore _____"

4

[You / We / Us]

"You _____"



TASK 3: WRITE THE BEGINNING OF A SPEECH

Write the opening of a short persuasive speech on one of the topics below. Use all three YOU techniques. Underline each technique and label it (You / We / Us, Opinion Disguised as Fact, or Undermining the Opposition).

CHOOSE ONE TOPIC:

**Topic A: Reading for Pleasure**

Persuade your audience that reading for pleasure is one of the most valuable activities for young people.

OR

**Topic B: Ban on Mobile Phones**

Persuade your audience that mobile phones should be banned in school.

OR

**Topic C: Protecting the Environment**

Persuade your audience that taking action to protect the environment today will create a better future for everyone.

WRITE HERE:



TIP: A good opening of a speech:

☒ Grabs attention ☒ Includes the audience ☒ Presents a strong viewpoint ☒ Shows why it matters ☒ Sets up the rest of your speech





SELF-QUIZZING

KO6: USING YOU TECHNIQUES
Retrieval Practice



HOW SELF-QUIZZING WORKS

1



Read the
Learning
Boxes.

2



Cover them
completely.

3



Answer
from
memory.

4



Check and
correct.

5



Repeat.

Every successful retrieval strengthens memory.



DECLARATIVE KNOWLEDGE (WHAT?)

1

What does the YOU technique involve?

2

What is Opinion Disguised as Fact?

3

What is the purpose of Undermining the Opposition?

4

Give one example of Emotive Language.

5

Why do speakers use YOU techniques in speeches?



PROCEDURAL KNOWLEDGE (HOW?)

1

List the three YOU techniques.

1. _____
2. _____
3. _____

2

Complete the sentence.

YOU techniques help a speaker
_____, _____ and
_____ their audience.

3

Put the steps in the order a speaker might use them in a paragraph.

- ☐ Include facts or statistics
- ☐ Undermine the opposition
- ☐ Connect with the audience (You/We/Us)
- ☐ Present opinion disguised as fact
- ☐ Use emotive language

4

Give one sophisticated opening sentence using a YOU technique.



CONDITIONAL KNOWLEDGE (WHEN? WHY?)

1

When should you use 'We' instead of 'You'?

2

When might it be most effective to undermine the opposition?

3

Why is presenting an opinion as a fact often powerful?

4

Which statement uses a YOU technique most effectively?

A

"I think we should act now."

B

"Some people say change is impossible, but they ignore the evidence."

C

"Change is good for the environment."

Circle your answer: **A / B / C**

Explain why: _____



CHALLENGE RETRIEVAL

Quotation:

"We don't have a choice. Our future depends on our actions today."

1

Which YOU technique(s) are used here?

2

How does this sentence try to persuade the audience?

3

How might this make the audience feel?



MEMORY CHECK

☐

I answered from memory.

☐

I checked my answers.

☐

I corrected mistakes.

☐

I can identify all three YOU techniques.

☐

I can explain their purpose and effect.

☐

I can use them in my own writing.

☐

I am ready for the next lesson.



REMEMBER: Strong speeches **connect**, **persuade** and **influence**.



YOU / WE / US



OPINION DISGUISED AS FACT



UNDERMINING THE OPPOSITION



EFFECT ON AUDIENCE





YEAR 7 ENGLISH | K06: USING YOU TECHNIQUES

FEEDFORWARD: HOW TO IMPROVE



Feedforward is about what to do next.

Use the statements below to reflect on your learning and identify the most important area to improve.

1. STATEMENTS OF IMPROVEMENT



Tick the statements that apply to you.

☐

I need to identify You / We / Us accurately.

☐

I need to identify Opinion Disguised as Fact accurately.

☐

I need to identify Undermining the Opposition accurately.

☐

I need to explain how persuasive techniques influence audiences.

☐

I need more practice using these techniques in my own writing.

2. NEXT STEP



Choose the step that will make the biggest difference to your learning.

F6A

Improve how I identify YOU techniques in sentences.



F6B

Improve how I explain the purpose and effect of techniques.



F6C

Improve how I use YOU techniques in my own writing.



3. ACTION PLAN



One small change I will make next time I write or analyse a speech:



I will check my improvement by:

- Reviewing my next piece of work.
- Asking a peer or teacher for feedback.
- Checking the techniques I used.
- Self-assessing using the success criteria.



4. REFLECTION CHECK

After your next assessment, ask yourself:



What went well?
Which techniques did I use effectively?



What was difficult?
Which parts did I find hardest to explain or apply?



What will I do differently?
What is my focus for next time?



What is my goal?
What do I want to improve most before next lesson?



5. REMEMBER

YOU techniques help speakers involve, persuade and influence an audience.
The more you practise, the more confident and effective you will become.



YOU / WE / US

Include or address your audience directly to create connection and shared identity.

Makes the audience feel included and involved.



OPINION DISGUISED AS FACT

Present an opinion as though it is a widely accepted truth.

Makes the opinion seem obvious and hard to disagree with.



UNDERMINING THE OPPOSITION

Challenge or dismiss the other side's argument.

Weakens opposing views and strengthens your position.



FINAL THOUGHT

Small improvements today lead to big results tomorrow.
Keep practising. Keep reflecting. Keep improving.





— YEAR 7 —

GEOGRAPHY

POST AND PREP LEARNING MAP



Post tasks help you recap knowledge that you have learned in the past.

The **red boxes** cover previous knowledge you learned in other terms.

The **green boxes** help you recap what you are learning this term.

POST

.....



PREP

.....



1

Week 1

.....

PAGES

88 - 94

3

Week 3

.....

PAGES

95 - 101

5

Week 5

.....

PAGES

102 - 108



Prep tasks teach you important knowledge, vocabulary and skills to prepare you for the lessons ahead.

Your prep tasks will always be in an **orange box**.



YEAR 7 GEOGRAPHY

KO1: Geographical Skills

GOLDEN THREAD

LAST TIME

We learned **what geography** is and the difference between physical and human geography.

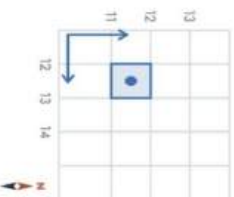
THIS TIME

We are learning to **read maps** using grid references, compass directions, scale and symbols to locate fantastic places.

KEY IDEA

A **map** is a bird's-eye-view drawing of a place. We use four tools to find and describe locations accurately:

- **Grid references:** read along the corridor (eastings), then up the stairs (northings).
- **Compass:** 8 points of direction (N, NE, E, SE, S, SW, W, NW).
- **Scale:** turns map distance into real-life distance.
- **Symbols & key:** pictures that stand for real features.



The grid shows we read **along the corridor** (eastings) then **up the stairs** (northings) to find a square.

MISCONCEPTION

Students often think...

you read a grid reference **up first, then across**.

Why it's incorrect...

always go **along the corridor** (eastings, bottom numbers) **then up the stairs** (northings, side numbers).

WHEN TO USE THIS

Use map skills to **locate or describe a place** on an OS map, or to measure the **direction and distance** between two places.

Signal words / question types: "give the grid reference", "in which direction...", "how far...", "what does this symbol show", "locate".

THINKING STEPS

- 1 What am I asked to find: a **place**, a **direction** or a **distance**?
- 2 Which tool do I need: grid reference, compass, scale or the key?
- 3 Have I read **along** before **up**, and checked the key?

WRITING STEPS

- 1 State the **eastings** first (read along the bottom).
- 2 Then state the **northings** (read up the side).
- 3 Give the **direction** using the compass (e.g. north-east).
- 4 Use the **scale** to give the real distance in km.

GEOGRAPHY · GEOGRAPHICAL SKILLS

Example vs non-example.

STRONG EXAMPLE

To find the church I read **along the corridor** first for the easting (13), then **up the stairs** for the northing (12), giving the four-figure grid reference **1312**. The church is **north-east** of the school. Using the **scale**, 2 cm represents 1 km, so it is about **3 km** away. I checked the **key** to confirm the symbol shows a church.

WEAKER RESPONSE

The church is up and across a bit on the map. It is near the school, sort of to the right. You can tell it is a church from the picture. It looks quite far away.

WHAT IS GOOD ABOUT THIS?

- ✓ Reads **along the corridor** before **up the stairs** (eastings then northings)
- ✓ Gives a correct **four-figure grid reference** (1312)
- ✓ Uses **compass directions**, not "left" or "right" (north-east)
- ✓ Uses the **scale** to work out the real distance (2 cm = 1 km)
- ✓ Checks the **key** to read the symbol correctly
- ✓ Links skills logically (locate → direction → distance → symbol)

WHAT IS WRONG WITH THIS?

- ✗ No **grid reference** given, so the square cannot be found
- ✗ "Up and across" is the **wrong order** (should be along then up)
- ✗ Uses "**right**" instead of a compass direction
- ✗ No **scale** used, so "far away" is not measured
- ✗ Guesses the symbol instead of **checking the key**
- ✗ Vague words ("a bit", "sort of") **lack precision**

THINKING STEPS

- 1 Am I finding a **place**, a **direction** or a **distance**?
- 2 Which number is the **eastings** and which is the **northings**?
- 3 Which **compass direction** links the two places?
- 4 What does the **scale** tell me about the real distance?

WRITING STEPS

- 1 Give the **eastings** first, then the **northings** (e.g. 1312).
- 2 State the **compass direction** (e.g. north-east).
- 3 Use the **scale** to give the real distance in km.
- 4 Check the **key** to name the symbol correctly.



Section 2: 5-Minute Task

5 MINS

**PREP TASK** Answer from memory before you begin.

- 1 Read first in a grid reference: eastings or northings? _____
- 2 Name two compass directions. _____
- 3 A map's key (legend) shows you... _____

Use the table above and your **KO1 organiser** to help you. Write your answers on the lines.

- 1 **Define:** What is a four-figure grid reference?

A four-figure grid reference is _____

- 2 **Sort:** Put each map feature into the correct column.

WORD BANK

River

Mountain

Forest

Church

Road

School

PHYSICAL

Natural features

HUMAN

Built by people

- 3 **Explain:** Why do geographers use compass directions instead of "left" and "right"? Use an example.



CHALLENGE

A church is at grid reference 1312 and a school is at 1614. In which direction is the school from the church, and roughly how many squares apart are they?



SELF-QUIZZING TO STRENGTHEN MEMORY

HOW TO SELF-QUIZ EFFECTIVELY

- 1 Cover your learning box and answer the questions from memory.
- 2 Do not look at your notes. Think hard.
- 3 After answering, check the learning box and correct anything you missed.
- 4 Cover the answers and try again from memory.
- 5 Repeat this three times.
- 6 Then leave a one-day gap and test yourself again to see what you remember.



Retrieval means pulling information out of your memory without looking at your notes. Each time you do this, you make the memory in your brain stronger.

IMPORTANT RULE: QUESTIONS ONLY

- Do NOT include answers anywhere.
- Do NOT add any hints or clues.
- Do NOT explain the answers.
- Do NOT include extra information.

KO1: GEOGRAPHICAL SKILLS

What do I know? (Declarative knowledge)	How do I use it? (Procedural knowledge)	When do I use it? (Conditional knowledge)	Mistakes students make
What is a four-figure grid reference?	How would you find a place using eastings and northings?	When describing where a place is, when should you give a grid reference?	Why is it wrong to read up the stairs before along the corridor?
What do the symbols in a map's key show?	How would you use the scale to work out a real distance?	When a question asks for direction, which tool should you use?	Why is it incorrect to use "left" and "right" instead of compass points?



YEAR 7 GEOGRAPHY · KNOWLEDGE ORGANISER

Scale & Compass Points

GOLDEN THREAD

LAST TIME

We learned **what a map is** and how to use grid references to find a place.

THIS TIME

We are learning to use **compass points** for direction and a map's **scale** to measure real distance.

KEY IDEA

Compass points tell us **direction**. The **scale** tells us how map distance equals **real distance**.

- The compass has **8 points**: N, NE, E, SE, S, SW, W, NW.
- Read **direction from your start point** to where you are going.
- Scale example: **1 cm = 1 km** on the map.
- Measure in cm with a ruler, then use the scale to find real km.



The **compass rose** shows the 8 directions; the **scale bar** shows how map distance becomes real distance.

MISCONCEPTION

Students often think...

you can use "**left**" and "**right**" to describe direction on a map.

Why it's incorrect...

left and right change depending on which way you face. Always use **compass points** (N, NE, E...).

WHEN TO USE THIS

Use **compass points** to describe the direction from one place to another, and the **scale** to measure the real distance between them.

Signal words / question types: "In which direction..." "how far..." "measure the distance", "describe the route", "north / south of".

THINKING STEPS

- 1 Am I describing a **direction** or measuring a **distance**?
- 2 For direction: which **compass point** goes from start to end?
- 3 For distance: what does the **scale** say 1 cm equals?

WRITING STEPS

- 1 Find your **starting point** on the map.
- 2 For direction: give the **compass point** (e.g. north-east).
- 3 For distance: **measure** with a ruler in cm.
- 4 Use the **scale** to give the real distance in km.



Example vs non-example.



STRONG EXAMPLE

The lake is **north-east** of the campsite. I lined up the two points and read the **eight-point compass** to get the direction. On the map the lake is **4 cm** from the campsite. The **scale** shows 1 cm represents 1 km, so I multiplied 4 by 1 to give a real distance of **4 km**.



WHAT IS GOOD ABOUT THIS?

- ✓ Uses an **eight-point compass direction** (north-east), not "left" or "right"
- ✓ Reads direction **from the start point** (campsite) to the destination
- ✓ Measures the map distance **in cm with a ruler** (4 cm)
- ✓ Uses the **scale** correctly (1 cm = 1 km)
- ✓ Multiplies map distance by the scale to give **real distance** (4 km)
- ✓ Gives a **precise answer** with both direction and distance



THINKING STEPS

- 1 Am I giving a **direction**, a **distance**, or both?
- 2 Which **compass point** goes from the start to the end?
- 3 How many **cm** is it on the map?
- 4 What does the **scale** say 1 cm equals?



WEAKER RESPONSE

The lake is *up and to the right* of the campsite.

It is quite far away.

You would walk a while to get there.

It looks close on the map.



WHAT IS WRONG WITH THIS?

- ✗ Uses "**up and to the right**" instead of a compass direction
- ✗ Direction **changes** depending on which way you face
- ✗ No **measurement** taken in cm
- ✗ No **scale** used, so the distance is only a guess
- ✗ "Quite far" is **vague**, not a real distance
- ✗ Does not give **both direction and distance** clearly



WRITING STEPS

- 1 Give the **compass direction** (e.g. north-east).
- 2 Measure the map distance **in cm** with a ruler.
- 3 Check the **scale** (e.g. 1 cm = 1 km).
- 4 Multiply to give the **real distance** in km.