

## Y9: Blood Brothers T5

Disciplinary Vocabulary	Target Vocabulary
<p><b>Modification:</b> changing the quality of nouns or verbs using additional information, usually adjectives and adverbs.</p> <p><b>The Passive Voice:</b> a sentence where the subject is the recipient of the verb's action, rather than the other way around, e.g. <i>they ate the food (active)</i> vs <i>the food was eaten (passive)</i></p> <p><b>Fragmentation:</b> when a sentence is not complete because it doesn't have a subject or verb or both.</p> <p><b>Motif:</b> a repeated image or idea</p>	<p><b>Words to explore tension and atmosphere in a text:</b></p> <ul style="list-style-type: none"> <li>intensity</li> <li>impending</li> <li>anticipating</li> <li>building</li> <li>declining</li> <li>deteriorating</li> <li>waning</li> </ul>
Academic Writing	Grammar Knowledge
<p><b>ACADEMIC WRITING</b></p> <p>Thesis statement, authorial intent and influence, language exploration, links and development, character journey, <b>text structure and tension:</b></p> <p>...creates <b>tension</b> for the reader...</p> <p>...<b>builds</b> to the moment when...</p> <p>This is a <b>dramatic climax</b> for the reader...</p> <p>In the <b>opening</b>, the writer establishes...</p> <p>...is a <b>moment of shift</b> because...</p>	<p><b>dialect:</b> a form of a language which is particular to a specific group of people, e.g. we say 'Ey up' in Yorkshire, but this is only used in this area of the country.</p> <p><b>accent:</b> the way users of a language differ in how they pronounce certain sounds and words, e.g. in a Yorkshire accent we say 'bath' with a short 'a', whereas in the South of England they might say 'barth' with a longer 'ar' sound (to rhyme with calf).</p> <p><b>idiolect:</b> an individual person's speech habits - how one person might use language in a way which is specific to them and different to other people.</p> <p><b>Standard English:</b> the most formal variety of English which uses formal tone, regular spellings and punctuation, and doesn't use any features of regional or non-standard dialect.</p>

## Y9: Social Justice Poetry T5

Disciplinary Vocabulary	Context
<p><b>anaphora:</b> when a poet begins a number of lines with the same phrase</p> <p><b>apostrophe:</b> when the speaker in a poem speaks to a person who is absent from the poem</p> <p><b>enjambment:</b> a line break where the sentence or thought continues on to the next line</p> <p><b>end-stopping:</b> where a line ends with a full stop or on a natural break in the sentence</p> <p><b>end Rhyme:</b> when a poem has lines ending with words that sound the same</p> <p><b>internal Rhyme:</b> rhyme that occurs within a single line of verse, rather than at the end of lines</p> <p><b>consonance:</b> repetition of consonant sounds</p> <p><b>assonance:</b> repetition of vowel sounds</p> <p><b>euphony:</b> a line of text which is pleasing to the ear</p> <p><b>cacophony:</b> a line of text which is a harsh, discordant mixture of sounds</p>	<p><b>Romanticism</b> was a poetic and artistic movement of the late 18<sup>th</sup> and early 19<sup>th</sup> centuries that explored nature, emotion, anti-authority and revolution.</p> <p><b>William Blake</b></p> <p>He was one of the key figures of the Romantic movement in England.</p> <p>Blake was a great artist and often illustrated his poems.</p> <p>Blake claimed to experience visions throughout his life.</p> <p>Blake believed that authorities such as the church, monarchy and government were corrupt and misused their power over common people.</p>