

Sticky Knowledge New Terminology and Vocabulary	Sticky Knowledge	Reading Suggestions	KS2
<p><b>Themes</b></p> <p><b>Oppression</b>- prolonged cruel or unjust treatment or exercise of authority</p> <p><b>Tyrannical</b>- exercising power in a cruel way</p> <p><b>Revolution</b>- a forcible overthrow of a government or social order, in favour of a new system</p> <p><b>Concepts and Terms</b></p> <p><b>Dialect</b>- is a form of English language with distinct features of vocabulary, grammar, and pronunciation.</p> <p><b>Regional dialect</b> – a form of English language with distinct features of vocabulary, grammar and pronunciation relating to a specific geographical region</p> <p><b>Accent</b> – the way we pronounce words depending on our upbringing or geography.</p> <p><b>Sociolect</b> – is a variety of language associated with a particular social group. For example, teenagers have the own sociolect. Age, economic status, occupation and gender can influence the style of English used.</p> <p><b>Idiolect</b> – is the variety of language used by a specific person.</p> <p><b>Pronunciation</b> – how we say words</p> <p><b>Register</b> – how we change the style of speech or writing depending on the context</p> <p><b>Formal</b> – a style of English we use when we are unfamiliar with a person, or the situation is serious</p> <p><b>Informal</b> – a style of English we use when we are familiar with a person and a situation is relaxed</p> <p><b>Slang</b> – words or phrases which are informal</p> <p><b>Convergence</b> – when a person mirrors the way another person speaks</p> <p><b>Divergence</b> – when a person makes their style of language different to the person, they are talking to</p>	<p><b>Structuring an argument</b></p> <ul style="list-style-type: none"> <li><b>Pathos</b> – appealing to the emotions of the reader / audience</li> <li><b>Logos</b> – explaining the logic reason behind the argument</li> <li><b>Ethos</b> – explaining why you are the best person to discuss this issue</li> </ul> <p><b>Paragraph Structures</b></p> <div> <div>I ... You... We...</div> <div>Fact Opinion</div> </div> <div> <div>Question X3 Answer</div> <div>Number 1 Number 2 Number 3 Link</div> </div> <div> <div>Describe Explain difference Describe</div> <div>Adjective, adjective, adjective Statement</div> </div> <div> <div>Question Answer</div> <div>Imagine... Imagine... Imagine ...</div> </div> <div> <div>Fact 1 Fact 2 Fact 3 Link all together</div> <div>At first they were... Now, they are...</div> </div> <div> <div>Begin with a narrative / story Then link to a fact</div> <div>Feeling, feeling, feeling Question Attach to a fact</div> </div>	<p>Roll of Thunder Hear My Cry – Mildred Taylor</p> <p>Things Fall Apart – Chinua Achebe</p> <p>Mohinder’s War – Bali Rai</p> <p>The Wheel of Surya – Jamila Gavin</p> <p>Freedom – Catherine Johnson</p> <p><b>Local Context</b></p> <p><b>The Orphanage Slaves of Monsal Dale</b></p> <p><b>Tissington Hall, Ashbourne – owners owned four plantations in Jamaica</b></p> <p><b>George John Scipio Africanus – slave who became a entrepreneur in Nottingham</b></p> <p><b>Links to other subjects</b></p> <ul style="list-style-type: none"> <li>Geography – migration and colonisation</li> <li>History – revolutions- French and Russian</li> </ul>	<p>Building on the knowledge and experience of genres taught in KS2 and looking at how language is used to create meaning</p> <p><b>Cultural Capital</b></p> <p>Martin Luther King</p> <p>Barak Obama</p> <p>William Wilberforce</p> <p>Grace Nichols</p> <p>Edward Kamu Brathwaite</p> <p><b>Deeper Thinking</b></p> <p>Can we define a text to be fitting on just one genre?</p> <p>Can a genre define and confine the direction of a text?</p>
<p>Nice to know ...</p> <ul style="list-style-type: none"> <li>Different rhetorical devices for persuasive writing</li> <li>What Kairos means</li> <li>The rules of a formal debate</li> </ul>			

