**Year 8 – Travel Writing**

**Examples of Travel Writing:**

* *Neither Here nor There: Travels in Europe* – Bill Bryson
* *Pictures from Italy* – Charles Dickens
* *Peak* – Roland Smith
* *Apricots on the Nile* – Colette Rossant
* *Diary of a Tokyo Teen* – Christine Mari Inzer

**Key terms:**

* **Colloquial language** – informal language, usually spoken
* **Figurative language** – a general term used to describe images such as metaphor, personification and simile
* **Informal register** – when a writer uses informal words/ phrases to create a more relaxed, conversational style
* **Tone** – the style/ mood of a piece of writing (e.g. light-hearted/ humorous)
* **Perspective** – the point of view from which something is seen or described eg. a text written from a first-person perspective will use the word ‘I’
* **Subjective** – based on or influenced by personal feelings, tastes, or opinions
* **Superlative** – expressing the highest degree of a quality eg. best, tallest, fastest
* **Connotation** – the ideas associated with a particular word/phrase that are beyond its given definition

**Big question** – what makes for an engaging description of a place and how can we implement these conventions in our writing?

**Key details**

**Link to NC:** Reading (non-fiction)/ writing for a range of purposes/ organising and planning ideas/ using ambitious vocabulary/ using literary devices

**Nature of assessment:** Travel writing task inspired extracts studied throughout the topic

**Assessment task:** Travel writing task inspired by a holiday or trip

**Stretch and Challenge:**

Read at least one of the suggested titles from the reading list and write a review.

Research and produce a fact file for chosen holiday/ travel destination including a range of information e.g. on aspects of history/ culture. Include words/phrases of the local language.

**Key skills:**

|  |  |  |  |
| --- | --- | --- | --- |
| You will be able to: | Not yet confident | Quite confident | Really confident |
| Select relevant and interesting information |  |  |  |
| Recognise and use a range of effective literary techniques used to create specific effects eg. appeal to the senses |  |  |  |
| Structure and organise a narrative piece of writing effectively |  |  |  |
| Combine description of thoughts/ feelings with action |  |  |  |
| Recognise and use the conventions of travel writing |  |  |  |
| Use language effectively to create vivid images and accurately describe a scene |  |  |  |

At the end of the module, tick to indicate how confident you are in terms of each skill.

As I sauntered down the bustling, sunny street, I was overwhelmed by the vast array of shops and market stalls, each one offering a mouth-watering selection of treats. As I ventured in, I was engulfed by the heat and confusion: all around me people were shouting; I was being pushed to one side by a matronly grandmother; from all directions streams of people flowed in and out of the cramped space. And yet, I was in heaven. The smell of pastry filled my nostrils, irresistibly warm and fresh…

**Assessment tasks to be completed by all Year 8 classes:**

|  |  |
| --- | --- |
| **Task** | **Assessment**  |
| Find example of travel writing e.g. article from a weekend newspaper supplement and highlight/ label conventions | Self-assessed |
| Brief account of a travel experience which creates a lively, humorous tone | Teacher assessed |
| Comparison of two texts offering a different viewpoint of the same place, exploring how each writer’s viewpoint is conveyed. | Self-assessed |
| Final assessment – a piece of writing inspired by pupils’ reading of a range of different travel writing extracts. | Teacher assessed |

**Success criteria**

* well-chosen, interesting detail
* clear, convincing viewpoint
* thoughtfully organised ideas
* figurative language for impact
* range of sentences for effect
* range of punctuation
* ambitious vocabulary
* accuracy of tenses
* direct speech laid out correctly

**End of unit assessment:** Developing/ Secure/ Outstanding **Effort grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Target 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Target 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**