## Year 9 - English

|  | **Diversity** | **Power and Conflict** | **Oppression** |
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| **Unit 1: Analysing Writer’s Craft** | **Unit 2: Writing to argue and persuade** | **Unit 3: Poetry Comparison** | **Unit 4: Writing a report** | **Unit 5: Novel Study - Descriptive Writing** | **Unit 6: Novel Study - Theme** |
| Learning outcomes/ composite knowledge:Pupils will be able to… | * LO1: analysing writer’s craft and the effect it has on the reader.
* LO2: analyse selected extracts from seminal world literature novels.
* LO3: gain a deeper understanding of the cultural, historical, and literary significance of these texts.
* LO4: developing critical reading and interpretative skills.
 | * LO1: analyse and evaluate a range of written examples of reviews and speeches to identify key components and writer’s craft in order to replicate this in their own writing.
* LO2: develop vocabulary to be able to write rich and precise non-fiction texts written for specific audiences and purposes.
* LO3: apply structural and linguistic and grammar knowledge to a written narrative to engage the reader.
 | * LO1:enhance your skills in critical analysis and comparative evaluation of poetry
* LO2: examine the thematic content, ideas, and language choices in multiple poems
* LO3: identify patterns which deepen understanding of the poems studied
 | * LO1: Develop the ability to conduct comprehensive research.
* LO2: communicate findings effectively in a written report format
* LO3: understand and evaluate the behaviour management systems within educational institutions
 | * LO1: plan and write a full piece of descriptive writing.
* LO2: compose and sequence sophisticated descriptive paragraphs.
* LO3: enhance vocabulary to create compelling settings that captivate the reader
* LO4:apply a range of punctuation and structures to add detail and coherence.
 | * LO1: comment and explain how a theme is presented to the reader
* LO2: provide insights into the connections between characters and themes.
* LO3: provide a personal response to a common theme.
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| Knowledge Components | Literary Studies | * Know how writer’s use language to have an effect on the reader.
* Know how the writer's style affects the reader’s interpretation.
* Know how to unpick the writer’s intention.
* Know how context influences a writer.
 | * Know how to read and understand a report and review (Comprehension skills)
* Know how contemporary non-fiction texts reflect and influence our world.
 | * Know how to research time period
* Know how to link research findings to likely audience response
* Know how to note taking
* Know how literary timelines connect
* Know how to use social/historical context knowledge to explore writer’s intention
 | * Know how to read and understand a report (Comprehension skills)
* Know the differences between two eras when looking at the same topic (Victorian era based upon school behaviour systems currently).
 | * Know how writers employ a range of literary methods in their descriptive writing.
* Know how writers utilise language to convey significance to the reader.
 | * Know how the the central themes or ideas are presented in the novel
* Know how to find and cite specific textual evidence to support their interpretation of the theme
* Know how to develop skills in drawing meaningful conclusions from the novel
* Know how to evaluate the author's choices, the characters' actions, and the overall message of the novel
* Know how understanding the historical, cultural, and social context of the novel is crucial for a deeper exploration of its themes
* Know how to compare themes within the novel
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| Linguistics & grammar | * Know how a writer uses vocabulary, imagery and other devices for effect.
* Know how dialogue, structural devices, opening and endings are employed by writers.
* Know how writer’s create a narrative voice throughout the text.
 | * Know how the language features of review and speech writing.
* Know how to deploy a range of punctuation to enhance and emphasise meaning.
* Know how to deploy a range of sentence structures to enhance and emphasise meaning.
 | * Know how comparing the sentence structures in different poems can reveal variations in style and tone.
* Know how to examine the choice of words (diction) in poems.
* Know how to compare the use of figurative language devices (AM SHOP: adjectives, metaphor, simile, hyperbole, onomatopoeia, personification)
* Know how to analyse sound devices like alliteration, consonance, and assonance
* Know how extended metaphors are used
* Know how to make inferences
* Know how look for two or more layers of meaning
* Know how connotations, motifs, irony, symbolism are employed
* Know the background knowledge of tier 2 vocabulary
 | * Know the language features of report writing.
* Know how to identify specific features in a report
* Know how writers adapt language for the audience.
 | * Know how connective words and phrases are used in descriptive language.
* Know how writers use punctuation with clauses to craft specific effects.
* Know how writers employ their vocabulary to develop concepts throughout.
 | * Know how analysing the choice of words, sentence structure, and syntax can relate to themes presented
* Know how to analyse the figurative language devices such as metaphors, similes, personification, and symbolism can help uncover deeper thematic meanings
* Know how the narrative point of view (first-person, third-person, etc.) affects the reader's engagement
* Know how sentence structure and punctuation can identify patterns in the author's writing style.
* Know how dialogues between characters often reveal their personalities, conflicts, and beliefs, which can be tied to the novel's themes.
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| Complex composition | * Know how writer’s use structure to have an effect on the reader.
* Know now how short story forms can be applied in writing for effect.
* Know how to write analytically.
* Know how to plan a non-fiction text.
* Know how to structure a PEA
* Know the language and structural features when writing advice texts.
 | * Know how writers adapt language for the audience.
* Know how to create a clear and logical viewpoint.
* Know how to shape and craft language with purpose and audience in mind.
* Know how to select words carefully to suit task, purpose, and reader.
* Know how to format reviews and speech..
* Know how layout is used to guide the reader.
* Know how to effectively open and close non-fiction texts.
 | * Know how presentational devices set mood and tone
* Know how poetic devices develop structure: rhyme, metre, extended metaphor, juxtaposition, shift in tone/mood/atmosphere, viewpoint.
* Know how to comment on the effect of the above.
 | * Know how to create a clear and logical viewpoint.
* Know how to deploy a range of punctuation to enhance and emphasise meaning.
* Know how to deploy a range of sentence structures to enhance and emphasise meaning.
* Know how to shape and craft language with purpose and audience in mind.
* Know how to select words carefully to suit task, purpose, and reader.
* Know how to format reports.
* Know how layout is used to guide the reader.
* Know how to structure a non-fiction text.
 | * Know how to generate descriptive writing ideas.
* Know how to organise ideas within paragraphs.
* Know how to confidently structure paragraphs to link ideas.
* Know how to vary sentence length to incorporate suitable levels of detail into descriptions.
 | * Know how to embed evidence in writing and explain its significance.
* Know how to critically analyse the text and its themes, including evaluating the author's choices and considering alternative interpretations
* Know how to use transitional words and phrases to ensure that writing flows smoothly
* Know how to expand vocabulary and understand rhetorical devices (e.g., parallelism, anaphora, irony)
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| Rhetoric  | * Know how writers create and sustain viewpoints in short stories.
 | * Know how to identify rhetorical features in a review (DAFOREST)
* Know how ideas are structured in a review/speech to create and sustain a viewpoint.
 | * Know viewpoint, bias, rhetorical shift
 | * Know how a report can persuade the reader
 | * Know how writers can present a social or historical perspective through fiction writing.
 | * Know how writers can present a viewpoint through fiction writing.
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| National Curriculum reference  | * develop an appreciation and love of reading
* read increasingly challenging material independently
* understand increasingly challenging texts through: learning new vocabulary
* make inferences and refer to evidence in the text
* study setting, plot, and characterisation, and the effects of these
* pay attention to accurate grammar, punctuation and spelling
* study the effectiveness and impact of the grammatical features of the texts read
* organise paragraphs around a theme, controlling the order and sequence
* participate in formal debates and structured discussions, summarising and/or building on what has been said
* recall/retrieve knowledge about writing from prior units
 | * write accurately, fluently, effectively and at length for pleasure and information through: writing for a wide range of purposes and audiences
* plan draft, edit and proof-read
* consolidate and build on their knowledge of grammar and vocabulary
 | * foster a comprehensive understanding of diverse literary forms, including poetry, post-1914 prose, and non-fiction
* compare and contrast themes, ideas, and language choices in the poems
* analyse how language choices
* think critically about the poems by evaluating the choices made by the poets
* provide evidence from the texts to support their analyses.
* identify and understand the central themes and ideas
* demonstrate language skills, including vocabulary, comprehension.
* express comparative analysis in writing.
* provide specific textual evidence from the poems
* link themes or ideas in the poems to historical events, cultural contexts, or other subjects like history or social studies.
 | * write accurately, fluently, effectively and at length for pleasure and information through: writing for a wide range of purposes and audiences
* taught how to structure a report, including the use of headings, subheadings, and paragraphs
* use formal language and tone
* gather information from various sources, such as books, articles, or websites, to support their reports
* analyse information, making connections, and drawing conclusions
* plan, draft, edit and proof-read
* consolidate and build on their knowledge of grammar and vocabulary
 | * know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
* study setting, plot, and characterisation, and the effects of these.
* draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
* amend the vocabulary, grammar and structure of writing to improve its coherence and overall effectiveness.
 | * analyse the language, form, and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate
* understand increasingly challenging texts through learning new vocabulary
* use a wide range of vocabulary, and grammar, punctuation, and spelling, accurately
* analyse and evaluate the themes presented in the novel critically.
* discuss how themes relate to real-life issues and experiences
* provide historical and cultural context for the novel, helping students to understand how societal changes and historical events influence the themes and characters in the text.
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| Common misconceptions | * Reading cannot be for pleasure
* Literature is full of hidden meaning
* Short stories can be limited and not engaging
* Lacking concrete character detail
* Not understanding the POV
* Over identifying the content with the author
* Separating writer’s craft from reading - examining how authors use language, structure and techniques to achieve specific effects.
 | * Writing in the wrong form of presentation
* Writing in the wrong form of presentation
* Limited vocabulary choice
* Limited sentences structures leading to difficulties in expressing ideas effectively and coherently
* Limited use of generating ideas and planning in advance
 | * That all poems have to rhyme
* That poems can’t be short
* To understand difference between speaker and poet
* Clarify terminology eg. Stanza vs paragraph
* Comparison goes beyond similarities
 | * Reports are just a summary of information: reports should not only summarise the information but also analyse and evaluate it.
* Reports should be written in a casual style
* Reports do not require evidence
* Reports should not have opinions
* Reports do not require planning: planning
* Reports should not be persuasive.
 | * Recognising the differences in descriptive and narrative writing but understanding how narratives include description
* Description only applies to characters.
 | * Assuming that a theme can be reduced to a single word or phrase.
* Missing the presence of sub themes within a novel
* Overlooking the importance of reader interpretation
* Ignoring character development through the themes selected
* Neglecting context and how it can impact the interpretation of a theme
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| Exemplar Composite Task(s) | * List four things you learn about the park in the paragraph.
* How has the writer used language to show the relationship between the two boys?
* How has the writer structured the text to interest you as a reader?
 | * Write sections of reviews and a speech that argues a viewpoint.
* Write a review for the new iphone 14 Pro Max
* Write a persuasive speech about racism.
 | * How do themes, ideas and language choices compare between the poems you have read?
* How does Wilfred Owen use language to describe the effects of war on the soldiers in stanza 1?
* How are the two poems studied different?
* What do you think the purpose of Owen’s poem was?
 | * How does the writer create a distinctive voice and viewpoint, which is sustained throughout the text?
* Discuss the similarities and differences between modern school systems and Victorian schooling.
* Write a report on the behaviour system in schools.
 | * Plan and write a full description based on a moment/ character in the novel.
* Write a sophisticated description of a specific setting.
 | * How is the writer’s intention portrayed through the development of a specific theme?
* How do the characters in the text link to the theme of …..?
* Debate about a theme running through the novel.
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