## 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. |
| 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 |
| 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. |
| 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) |
| 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. |
| 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. |
| 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 |
| 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. |