

## Teaching and Learning Content: English Year Group : 9

### Autumn Term

#### Unit 1: “The Other”

**Half term One: Extended newspaper article (broadsheet style) based on novel being studied. Writing objectives a, b and c.**  
**Half term Two: Analytical essay on the core text studied. Literature objectives AO1, AO2, AO4 and marked for literacy.**  
**(note: texts will be different depending on the group and teacher)**

#### **Key Questions:** (A list of key questions)

- How is “the Other” presented in prose, poetry and drama?
- What is meant by the term “the Other” and how does this impact on literature?
- How can the key features of a newspaper be used effectively?
- What makes an effective newspaper article?
- How is bias presented in newspapers?
- Why is bias used in newspaper articles?
- How can we infer/deduce ideas from texts?
- How do we use evidence to support our ideas?
- How do writers use language to create precise and deliberate effects on the reader?
- How do writers create interesting characters and situations?
- How do we, as readers, respond to texts?
- How do writers create interesting and imaginative worlds for characters?
- How do writers explore themes and ideas in their writing?
- How do writers develop a character throughout a text?
- How does a writer’s narrative perspective influence the content of their texts?

**Students will:** (A short description of outcomes)

- **Be able to locate/retrieve appropriate textual details.**
- **Be able to use bias effectively to present a viewpoint.**
- **Be able to make inferences and deductions based on textual evidence.**
- **Be able to use P.E.E effectively in order to analyse a text.**
- **Be able to structure an argument in an essay.**
- **Be able to use an introduction and conclusion appropriately in an essay.**
- **Be able to select/highlight relevant information.**

**Spring Term**

**Unit 2: "History"**

**Half Term One: A narrative based upon History text. Writing objectives a, b and c.**

**Half Term Two: Evaluative essay based on core text. Literature objectives AO1, AO2, AO4 and marked for literacy.**

**(note: texts will be different depending on group and teacher)**

**Key Questions:**

- How does historical and social context influence writing?
- How does the language of texts influence perception?
- How is comedy/drama/tension created in texts?
- How can we infer/deduce ideas from texts?
- How do we use evidence to support our ideas?
- How do writers use language to create precise and deliberate effects on the reader?
- How do writers create interesting characters and situations?
- How do we, as readers, respond to texts?
- How do writers create interesting and imaginative worlds for characters?

- How do writers explore themes and ideas in their writing?
- How do writers develop a character throughout a text?
- What makes an effective narrative?
- How can vocabulary be used to create precise meaning or for effect?
- How can paragraphs be used to control the pace and detail of writing?

**Students will:**

- **Be able to locate/retrieve appropriate textual details.**
- **Be able to make inferences and deductions based on textual evidence.**
- **Be able to use P.E.E effectively in order to analyse a text.**
- **Be able to structure an argument in an essay.**
- **Be able to use an introduction and conclusion appropriately in an essay.**
- **Be able to select/highlight relevant information.**
- **Be able to analyse language.**
- **Be able to write an effective narrative**
- **Be able to use narrative techniques, such as the speech and description.**
- **Be able to use vocabulary for precise meaning and/or effect.**
- **Be able to use paragraphs appropriately**

## **Summer term**

### **Unit 3: "Women"**

**Half term One: A letter written in the style of one of the characters from the core text. Writing objectives a, b and c.**

**Half term Two: Comparative essay. Literature objective AO3 (I, ii, iii) and marked for literacy.**

**(note: texts will be different depending on group and teacher)**

#### **Key Questions:**

- How have women influenced writing?
- How can we infer/deduce ideas from texts?
- How do we use evidence to support our ideas?
- How do writers use language to create precise and deliberate effects on the reader?
- How do writers create interesting characters and situations?
- How do we, as readers, respond to texts?
- How do writers create interesting and imaginative worlds for characters?
- How do writers explore themes and ideas in their writing?
- How do writers develop a character throughout a text?
- How does a writer's narrative perspective influence the content of their texts?
- How is an effective formal letter presented?
- How does context influence writers?
- How does gender and/or subject influence writers?

**Students will:**

- **Be able to use empathy to show understanding of a character**
- **Be able to structure a letter effectively**
- **Be able to identify the key structural features of texts**
- **Be able to explore how a writer creates tension**
- **Be able to use these ideas in their own writing.**
- **Be able to identify and explain similarities and differences between texts.**
- **Be able to use appropriate evidence to support their ideas.**
- **Be able to evaluate the writer's point of view.**
- **Be able to locate/retrieve appropriate textual details.**
- **Be able to make inferences and deductions based on textual evidence.**
- **Be able to use P.E.E effectively in order to analyse a text.**
- **Be able to structure an argument in an essay.**
- **Be able to use an introduction and conclusion appropriately in an essay.**
- **Be able to select/highlight relevant information.**

**Suggested resources to support your child's learning:**

<http://www.bbc.co.uk/skillswise/english>

<http://www.bbc.co.uk/schools/ks3bitesize/english/>

<http://www.bbc.co.uk/schools/gcsebitesize/english/creativewriting/>

<http://www.sparknotes.com/>

<http://www.nosweatshakespeare.com/resources/shakespeare-facts/>

[http://www.thekidswindow.co.uk/Kids-pages/William\\_Shakespeare.htm](http://www.thekidswindow.co.uk/Kids-pages/William_Shakespeare.htm)

[http://library.thinkquest.org/J001156/forms%20of%20writing/em\\_descriptive.htm](http://library.thinkquest.org/J001156/forms%20of%20writing/em_descriptive.htm)

<http://www.online-literature.com>