

Year 9 LTP			
Key Question	How does social and historical context influence a writer's work?	How do writers use different narrative structures for effect in texts and media?	How does Shakespeare explore interesting characters and themes through his use of language in his plays?
<p>Key knowledge Students will learn...</p>	<ul style="list-style-type: none"> <li>• <b>To know, discuss, explore and apply key thematic concepts to the text</b> <i>Students will know about the following concepts:</i> <b>The ranch setting used by Steinbeck a microcosm for 1920s and 1930s America Relationships</b> <b>Loneliness and isolation.</b> <b>Hierarchy and power</b> <b>Gender, the role of women and misogyny.</b> <b>Discrimination and racism</b> <b>Otherness</b></li> <li>• <b>How to read a whole novel.</b> <i>Students will know:</i> <i>How to read out loud for clarity, fluency and expression.</i> <i>How to read for precise meaning and analysis.</i> <i>How to hone procedural knowledge of inference, focusing on selecting precise evidence for analysis and comment.</i> <i>How to talk about a novel using precise and relevant subject terminology.</i> <i>How to track characters and themes across a novel. E.G. Look at the development of CW/Crooks. Produce timelines for characters and their significant events.</i></li> <li>• <b>How to discuss the narrative structure of the whole novel and of relevant sections.</b> <i>Students will know:</i> <i>About the structural features of the whole-text; how the narrative is constructed and how to write about this effectively. E.G. using the opening and ending of OMAM to look at the cyclical structure.</i></li> <li>• <b>How to analyse the language of a literature text.</b> <i>Students will know:</i> <i>How to analyse and annotate key passages of text looking at themes, character and setting</i> <i>How to talk and write about a writer's use of language in literature, including close textual analysis. E.G. Looking at important extracts from the novel that focus on key characters and events and 'zooming' in on language choices for effect.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>To understand the context, content, themes and language of the following GCSE anthology poems:</b> Hawk Roosting Ozymandias And an unseen poem of your choosing</li> <li>• <b>How to analyse and respond to fiction texts (short stories) with a focus on narrative structure and theme</b> <i>Students will know:</i> <i>Revise and recap knowledge of narrative structure from previous years.</i> <i>Revise and recap knowledge of narrative voice.</i> <i>Explore how writers use complex narrative structures and their effects (e.g. linear structure, non-linear structures, cyclical structure, flashback/forward, time shifts).</i> <i>Revise and recap other terminology used to talk about narrative and character.</i> <i>Revise and recap knowledge of how a writer creates character</i></li> <li>• <b>How to write an effective narrative.</b> <i>Students will know:</i> <i>Revision of narrative structure and techniques from previous years.</i> <i>Focus on developing descriptive detail within paragraphs. Link back to the effective models from the short stories and students' work.</i> <i>How to plan an effective narrative.</i> <i>How to write narratives in timed conditions.</i></li> <li>• <b>How to read and analyse a non-fiction text.</b> <i>Students will know:</i> <i>How to purpose and audience for non-fiction.</i> <i>Writer's use of language and methods in 21<sup>st</sup> Century non-fiction texts.</i> <i>How a writer builds argument and structure in 21<sup>st</sup> century non-fiction texts.</i> <i>Revise strategies to deal with unfamiliar and new vocabulary.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>How to actively read a whole Shakespeare play.</b> <i>Students will know:</i> <i>How to read out loud for clarity, fluency and expression. Opportunities for small group work and drama to bring Shakespeare 'from the page to the stage.'</i> <i>How to read for precise meaning and analysis.</i> <i>Opportunity to develop oracy.</i> <i>How to hone procedural knowledge of inference, focusing on selecting precise evidence for analysis and comment.</i> <i>How to talk about a play using precise and relevant subject terminology.</i></li> <li>• <b>How to track character and theme across a play.</b> <i>Students will know:</i> <i>How to track characters and themes across a novel. E.G. Look at the development of characters across the play using timelines.</i></li> <li>• <b>How Shakespeare uses language in his plays.</b> <i>Students will know:</i> <i>How to analyse and annotate key passages of the play looking at character, setting and themes. Focus on building confidence with a Shakespeare text.</i> <i>How to talk and write about a writer's use of language in literature, including close textual analysis. E.G. Looking at important extracts from the play that focus on key characters and events and 'zooming' in on language choices for effect</i></li> <li>• <b>How to plan and write an article.</b> <i>Students will know:</i> <i>Looking at examples of article writing for different audiences and effects.</i> <i>Writing reviews for purpose and audience.</i> <b>To understand the context, content and language of the following GCSE anthology poems:</b> Valentine Afternoons And an unseen poem of your choice</li> </ul>

	<p>WHAT/HOW/WHY. Tentative language and analytical verbs. Link to the writer's purposes and intentions</p> <ul style="list-style-type: none"> <li><b>The importance of historical context of a novel and how to read, analyse and respond to 21<sup>st</sup> century non-fiction writing.</b> Students will know: Relevant social, historical, political information about setting/place/time period and how this influences a writer's work and how to use this in analysis of a text. Relevant information about the author's life and how this might influence a writer's work and how to make use of this in the analysis of a text. E.G. Students could produce an author profile on JS. How to use non-fiction materials to produce creative writing pieces to explore characters. E.G. Writing in role as Crooks/Curley's wife.</li> <li><b>How to write a report.</b> Students will know: What an effective report looks like. What the purpose of a report is. How to structure an effective report and how to write for an appropriate audience and purpose. E.G. Students could write a report on the conditions of the bunkhouse in OMAM.</li> <li><b>To understand the context, content and language of the following GCSE anthology poems:</b> Living Space London And an unseen poem of your choosing.</li> </ul>	<ul style="list-style-type: none"> <li><b>How to write and deliver a written presentation/speech.</b></li> <li><b>How to write and deliver a written presentation/speech.</b> Students will know: Strategies for good speaking, delivery of speeches How to plan write and deliver a speech to a specific target audience. How to identify effective presentation devices in other speeches Revise how to develop an argument across a speech. Revise OREO, the Aristotelean triad: ethos, logos, pathos. How to structure an argument across paragraphs; cohesion.</li> </ul>	
Key texts	<ul style="list-style-type: none"> <li>Of Mice and Men John Steinbeck</li> <li>Extract from Of Men and their Making</li> <li>Examples of reports</li> <li>A range of Non-fiction texts to explore context of OMAM</li> </ul>	<ul style="list-style-type: none"> <li>The Story of an Hour Kate Chopin</li> <li>Invisible Mass of the Back Row. Claudette Williams.</li> <li>Newspaper reviews and articles (The Guardian/The Day)</li> <li>'You Can't Say That! Stories Have To Be About White People' by Darren Chetty.</li> <li>'The Dangers of a Single-Story' Chimamanda Ngozi Adichie</li> <li>Speech examples</li> </ul>	<ul style="list-style-type: none"> <li>A Midsummer Night's Dream/Much Ado About Nothing</li> <li>Examples of articles</li> <li>Valentine and Afternoons</li> </ul>
Assessment and key marked pieces	<p>Three in-class assessments across the block to assess knowledge in the <b>Key Knowledge Document</b></p> <p>Marked tasks:</p>	<p>Three in-class assessments across the block to assess knowledge in the <b>Key Knowledge Document</b></p> <p>Analytical paragraph task</p>	<p>Three in-class assessments across the block to assess knowledge in the <b>Key Knowledge Document</b></p> <p>Marked Tasks</p>

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for formative feedback.	Report writing task Analytical paragraph task	Narrative writing GCSE spoken language assessment is prepared and assessed at the end of this unit.	Article Task (marked paragraph) Analytical paragraph on
Key Vocabulary	See Key Knowledge Document	See Key Knowledge Document	See Key Knowledge Document
Grammar and technical language	<u>Word Classes</u> <u>Active and passive voice</u> <u>Standard English</u> <u>Apostrophes of omission and possession</u> <ul style="list-style-type: none"> <li>• <u>Subjunctives</u></li> </ul> Character Description, action, dialogue	<u>Speech punctuation</u> <u>Discourse markers</u> <u>Synonyms</u> <u>Antonyms</u> <u>Punctuation</u> Narrative arc: exposition, rising action, conflict, climax, falling action resolution Linear narrative, non-linear, circular narrative, flashback. Cyclical structure	<u>Syllables</u> <u>Stress and unstressed syllables</u> Rhyming couplets, iambic pentameter, prose Oxymoron, pun <u>Word classes</u> <u>Etymology</u> <u>Punctuation specific to</u> play scripts <u>Modal verbs</u>
Homework tasks	See SOL for details	See SOL for details	See SOL for details

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