

**WHAT ARE THE BIG AIMS OF YEAR 9?**

- To develop the skills learned in Year 8
- To explore the theme of power
- To build a sense of social justice
- To be able to identify and sympathise with characters/ times outside their own experience

**WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 9?**

Learners will create independent, personal and passionate responses to texts and topics covered. They will gain an increased understanding of society and its impact on literacy texts/styles.

**WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?**

- Language and conventions specific to rhetoric
- A range of literacy symbols/symbolism
- A range of literary contexts
- Language development over time
- Structure and conventions of specific texts
- Structural conventions of written text types

**WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?**

- Close reading including inferring
- Adapting good models for their own writing
- Plan accurately for task/purpose
- Conscious crafting
- Write in a range of styles from various specific viewpoints

**WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?**

Learners might:

- Feature spot without explaining writer's methods and intentions
- Focus on the quantity/length of their writing rather than accurate and quality writing that will make them successful

**WHAT ASSESSMENTS WILL BE USED ACROSS THE YEAR TO DEMONSTRATE HOW THE PUPILS HAVE ACQUIRED THE KNOWLEDGE AND DEVELOPED THE SKILLS?**

- **Analysis of a piece of rhetoric – to demonstrate knowledge of rhetorical language and conventions and apply the skill of selecting appropriate textual detail in order to evaluate the effectiveness of the text.**
- **Write a commemorative article- to demonstrate knowledge of conventions of rhetoric conventions and effective persuasive language devices and develop the skill of consciously crafting a text for purpose and audience.**
- **Analysis of the theme of power in Shakespeare and one other text– to demonstrate knowledge of how writer's use language to convey a theme (language of power) and develop analysis and comparison of vocabulary and its effects.**
- **Empathetic writing (character's feelings) – to demonstrate knowledge of a chosen character's feelings, relationships and action and to develop the skill of maintaining their voice in an extended piece of writing.**
- **Create a study guide based on the GCSE text A Christmas Carol- to demonstrate knowledge of events, characters and themes presented by Dickens, and to develop skills in decoding Dickens' vocabulary**