

WHAT ARE THE BIG AIMS OF YEAR 9?

Having explored a plethora of different genres and viewpoints in Year 7 and Year 8, in Year 9 we will solidify students' ability to effectively communicate, read and respond analytically to texts and themes and to craft fiction writing confidently and with flair. 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 literary texts and styles. We continue explore Shakespearean literature, as well as themes of identify and viewpoint, power and relationships. We aim to increase their ability to precisely and critically examine various texts from fiction and non-fiction, skilfully craft pieces of viewpoint and descriptive writing and apply ambitious vocabulary with accuracy. We aim to prepare pupils with the foundations of KS4.

WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 9?

A pupil achieving excellence will select appropriate reading strategies in order to read, decode, examine and explain a range of challenging texts from different genres, including Shakespeare's *The Tempest* or *Richard III*. A pupil showing excellence will understand how writers use rhetorical methods to create meaning and will examine and explain the impact this has on an audience in various impressive speeches; they will be able to consider how characters demonstrate a range of different types of power and its implications on others; they will explore how poetry conveys ideas about familial relationships.

A pupil achieving excellence will demonstrate a range of analytical techniques when studying pieces of rhetoric, the theme of power and familial relationships in poetry. They will craft creative pieces showcasing their ability to identify impressive rhetorical features and descriptive techniques and will replicate these skills in their own writing. The student will use ambitious vocabulary and grammatical structures precisely appropriate to the purpose, audience and format of the pieces.

WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?

- An understanding of language and conventions specific to rhetoric e.g. ethos, pathos, logos
- An understanding of a range of literary symbols and symbolism
- An understanding of different types of power
- An understanding of familial relationships
- An understanding of a range of literary contexts
- An understanding of language development over time
- An understanding of the structure and conventions of specific texts including poetry

WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?

- Selecting and applying various reading skills, close reading and inference in particular.
- The ability to identify success in rhetoric and adapt and apply good models for their own writing.
- The ability to identify types of power and explain a range of interpretations of the writers' methods, justifying ideas with a range of evidence from the text.
 - The ability to craft a description using a wide range of writer's methods appropriate to purpose and form.
 - The ability establish and maintain a convincing viewpoint in formal, non-fiction writing selecting a wide range of appropriate writer's methods.
 - The ability to accurately and ambitiously apply appropriate vocabulary to various writing styles.
 - The ability to investigate, identify and explore various language and structural methods which a poet may employ in order to decipher and comment on meaning.

WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?

Pupils may focus on the length of their writing rather than the quality or success of their writing.

Pupils will have difficulty identifying the effect of a method on the reader and may believe that being able to identify methods shows success rather than having to explain the effects of the method.

They may have knowledge of different purposes and formalities but may not be able to apply the conventions in a holistic convincing manner.

There may be general misconceptions about the genres and historical contexts of the Elizabethan Era, perhaps due to a lack of cultural capital.

There may be language barriers due to the use of abstract metaphor in the love and relationships poems.

There may be a lack of ability to empathise with speakers in poems.