

Year 9 – ENGLISH Programme of Study

How do writers craft language to create setting and atmosphere?

Key Concepts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>1. Read and make points about a text</p> <p>2. Analyse the effect of language, structure and form to understand writers' meaning.</p> <p>3. Explore contextual influences and links between texts</p> <p>4. Offer evaluative comment</p> <p>5. Consider the impact a text has on key questions as defined below</p> <p>5. Craft writing for audience and purpose</p> <p>6. Communicate clearly with technical accuracy</p> <p>What does this teach me about myself and my identity? What does this teach me about humanity? What does this teach me about relationships and power?</p>	<p>Exploring a text: Of Mice and Men</p> <ul style="list-style-type: none"> - build on language/ structural analysis skills and link to AQA Language paper 1 -develop exam procedural knowledge in preparation for Jan paper and KS4 - explore contextual understanding - consider themes of power <p>(context, comprehension, analysis, evaluation, crafting writing, technical accuracy)</p> <p>[Assessment: Qu 4 Paper 1]</p>	<p>Exploring a text: Lord of the Flies</p> <ul style="list-style-type: none"> - consider use of setting to create atmosphere - consider contextual influences - explore authorial intention and the text as a conscious construct - consider themes of power, humanity and relationships <p>(context, comprehension, analysis, evaluation, crafting writing, technical accuracy)</p> <p>Assessment: Language P1 Qu5</p>	<p>EXAM: AQA Language Paper 1</p> <p>Non fiction: writing]</p> <ul style="list-style-type: none"> - understanding editorials - structuring a response - build on language skills from Year 8 - link to AQA Language Paper 2 <p>(crafting writing, technical accuracy, speaking and listening)</p> <p>[Assessment:spoken language]</p>	<p>Exploring a text - Poetry: marginalised voices</p> <ul style="list-style-type: none"> - building independence in analysis - consideration of cultural understanding and empathy for others - opportunity for independent study of an unseen poem and comparison - consider themes of identity <p>(context, comprehension, inference, analysis, comparison)</p> <p>Assessment: How have the poets presented ideas in two poems?</p> <p>N.B For challenge with this milestone, pupils can compare two unseen poems: <i>Blessing</i> and <i>Island Man</i> or <i>Half Caste</i></p>	<p>Exploring a text: A View from the Bridge.</p> <ul style="list-style-type: none"> - consider theme of masculinity as presented in the play - explore contextual influences: developing awareness of minority voices - analyse language and structure with a focus on setting to understand mood and atmosphere - evaluation of presentation of character - consider relationships and power <p>(context, comprehension, inference, analysis, evaluation)</p> <p>Assessment: How has Miller presented the theme of masculinity in this play? OR How has Miller presented the character of Eddie Carbone?</p>	<p>Power and Conflict Cluster poetry (contextual exploration)</p> <ul style="list-style-type: none"> - analysis of language, structure and form - consider contextual ideas surrounding power and conflict - use poetry as a stimulus for descriptive response - consider ideas of humanity and power. <p>(context, comprehension, analysis, evaluation, crafting writing, technical accuracy)</p> <p>Assessment: narrative writing using poetry as a stimulus</p>