Programme of study for Year 9 Language

Autumn (1st term) **Autumn (2nd term)**	**Spring (1st term)** **Spring (2nd term)**	**Summer (1st term)**	**Summer (2nd term)**
From: September **To: December**	**From:** January **To:** April	**From:** April **To:** May	**From:** June **To:** July
Autumn 1 Topic: Hopes and Dreams **Text: '**Of Mice and Men' - John Steinbeck **Autumn 2 Topic:** Creative writing	**Topic:** Loss and Acceptance **Texts:** A collection of short stories and non-fiction texts	**Topic:** Current affairs **Texts:** A collection of non-fiction texts	**Topic:** Art of Rhetoric **Texts:** A collection of non-fiction texts
Skills(students should be able to do): • Recognise and understand both overt and suggested information and concepts. • Analysis of language and structure used for impact, using subject terminology to support their views. • Convey ideas with precision, impact, and creativity, choosing and adjusting tone, style, and language register to suit various formats, intentions, and readerships. • Using structural and grammatical features to ensure writing is logical and consistent. • Using a variety of sentence types and vocabulary to ensure writing is clear and purposeful, along with accurate spelling and punctuation.	**Skills(students should be able to do):** • Recognise and understand both overt and suggested information and concepts. • Analysis of language and structure used for impact, using subject terminology to support their views. • Convey ideas with precision, impact, and creativity, choosing and adjusting tone, style, and language register to suit various formats, intentions, and readerships. • Using structural and grammatical features to ensure writing is logical and consistent. • Using a variety of sentence types and vocabulary to ensure writing is clear and purposeful, along with accurate spelling and punctuation.	**Skills(students should be able to do):** • Recognise and understand both overt and suggested information and concepts. • Analysis of language and structure used for impact, using subject terminology to support their views. • Analyse the concepts and viewpoints presented by writers and examine their methods of communication across multiple texts. • Critically evaluate texts ensuring that textual references are made to support ideas. • Convey ideas with precision, impact, and creativity, choosing and adjusting tone, style, and language register to suit various formats, intentions, and readerships. • Using structural and grammatical features to ensure writing is logical and consistent.	**Skills(students should be able to do):** • To be able to express sophisticated ideas and feelings using a variety of sophisticated vocabulary. • To be able to organize and structure a presentation using an effective range of strategies to meet the needs of the audience. • To achieve the purpose of a speech and engage the audience.

		• Using a variety of sentence types and vocabulary to ensure writing is clear and purposeful, along with accurate spelling and punctuation.	
Key Learning Outcomes (students should know): • To develop students' ability to select relevant textual details. • To develop students' language and structural analysis. • To develop students' creative writing skills using language and structural devices they have analyzed in the text 'Of Mice and Men'. • To challenge students to write creatively based on a range of topics.	**Key Learning Outcomes (students should know):** • To develop students' ability to select relevant textual details. • To develop students' language and structural analysis. • To write non-fiction texts using effective language and structural techniques. • To express own viewpoints/ perspectives in a piece of writing.	**Key Learning Outcomes (students should know):** • To identify writers' viewpoints and perspectives. • To select relevant textual details. • To summarize information. • To analyse language and structural techniques used by the writers. • To write non-fiction texts using effective language and structural techniques. To express own viewpoints/ perspectives in a piece of writing.	**Key Learning Outcomes (students should know):** • To be able to articulate thoughts so that others will listen. • To understand the role of expressions, body language and intonation in supporting rhetoric. • To understand and evaluate how facts, statistics, expert opinions, anecdotes, and other methods can establish an argument. • To understand how to craft an engaging opening and ending.
Term 1 assessment to cover: (needs to change according to calendar) • Character development analysis • Creative writing	Marked Classwork: • Language analysis	**Marked Classwork:** • Language analysis	**End of Year Marking:** • Non-fiction writing
Building understanding: Rationale / breakdown for your sequence of lessons: Year 9 begins with the study of the text 'Of Mice and Men'. This is a text which students will use to develop their understanding of Language skills, such as similes and metaphors.	**Building understanding: Rationale / breakdown for your sequence of lessons:** This unit of study encourages students to revise and develop language and structural skills from last term. This will be achieved through the study of short	**Building understanding: Rationale / breakdown for your sequence of lessons:** In this unit students will be exposed to a range of extracts related to Current Affairs. They will be exposed to	**Building understanding: Rationale / breakdown for your sequence of lessons:** In this unit, students will study the art of rhetoric to develop their oracy skills, empowering, and

The lessons have been created so that students revise the language skills taught earlier at KS3 (re-word: earlier at KS3?), whilst developing their understanding of those skills. Reading and writing lessons are interleaved in Aut 1 so that students can see language skills modelled in the text that they are studying. Students spend a half term analysing the impact of those language and structural skills to consider their effectiveness. Consequently, in Aut 2, students will then consider the effect that they are creating on readers when producing their own writing. We start this term with a whole text as opposed to extracts, so students gain insight into how the language and literature skills are co-teachable – therefore encouraging them to use the skills learnt in these lessons within their Literature lessons, whilst also experiencing the enjoyment of reading an American literary text. The creative writing unit will allow students to apply the techniques covered during Autumn 1 while developing their confidence in building more sophisticated descriptive pieces. Students will recall previously learned techniques, such as pathetic fallacy, figurative language and flashbacks, while also learning more advanced ways of characterisation, creation of motifs and use of monosyllabic language.	stories which focus on the theme of loss and acceptance. Students will explore a range of texts enabling them to see the different ways in which the skills are used by a variety of writers and for different effects. There will be interleaving between fiction and non-fiction texts. The non-fiction texts will inform students' ideas about loss and acceptance in the short stories being studied. This will help to enhance their knowledge of the writers' big ideas. Students will also understand how language can be used to convey tones in non-fiction texts, whilst structural techniques such as opening and endings can also be used to emphasise key ideas and create effective non-fiction texts.	debatable issues and provided with examples of how writers convey their viewpoints and perspectives. Through the unit, students will continue to advance their understanding of how to identify tone through the writer's language, the foundations of which were set up in the Spring Term. Students will also have the opportunity to revise language techniques, such as verbs, adverbs and adjectives, learnt in the Autumn Term, whilst consolidating techniques such as rhetorical questions in the Spring Term. Students would have identified writers' perspective in the Spring Term and will now be given the opportunity to create their own non-fiction texts.	teaching them that their voice has value and that they should have the ability to articulate their thoughts so others will listen. They will be exposed to examples of famous speeches from politicians, to evaluate credibility and unpick strategies used effectively. Students will recall their previous knowledge in KS3 of logos, pathos and ethos and explore its importance in appealing to the reader, whilst consolidating the importance of a counterargument. This unit of study also precedes the Let Your Voice Be Heard unit in Year 10, where students will be learning to articulate their voice and ideas through the writing of non-fiction texts and helps to prepare students for the Spoken Language unit at the end of Year 10.
Reading / literacy: • Reading of text • Discussion-based activities • Retrieval of information • Introduction of new vocabulary • Writing activities	**Reading / literacy:** • Reading of texts • Discussion-based activities • Retrieval of information • Introduction of new vocabulary • Writing activities	**Reading / literacy:** • Reading of texts • Discussion-based activities • Retrieval of information • Introduction of new vocabulary • Writing activities	**Reading / literacy:** • Reading of texts • Discussion-based activities • Retrieval of information • Introduction of new vocabulary • Writing activities
Numeracy: • Shapes • Flow charts	**Numeracy:** • Use of statistics	**Numeracy:** • Summarising information to meet a word count	**Numeracy:** • Use of statistics

• List ordering			

Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):

- There will be ample opportunity for students to develop their cultural capital as they read a wide range of non-fiction texts covering important topics such as patriarchy, diversity and representation in UK politics, science and technology and corrupt leadership. Students will also explore moral issues such as discrimination in 'Of Mice and Men' and develop their empathy by looking at complex relationships in the short stories' unit.