



### Subject: English Year 9: Autumn Half Term 2, *Think like a Writer*

Overarching Topic:			
<p>Why is this topic being studied at this time?</p> <p>How does it fit into the wider subject curriculum?</p>	<p>Creativity is the key to success. After reading <i>Of Mice and Men</i> and looking at structure, narrative voice and emotions we turn our attention to openings and endings. How important is it to grab the reader from the outset? Who says what an effective ending is? What do we want readers to be left with a sense of? Does it matter? This unit of work will allow students to look at all the elements of what makes a really good piece of writing, from vocabulary, sentence types and having a real sense of genre.</p> <p>Creative writing is a discipline that it is essential to harness, if students are to succeed in accessing the highest grades. Furthermore, creativity promotes the notion of finding your own unique and individual view and voice, enabling you to stand out of the crowd when it comes to performance and in assessment. Fluency of thought and the weaving of ideas are key skills to master and this is just the ticket.</p>		
	Critical	Core	Pinnacle
<p><b>The Big Questions</b> (What questions will students be able to answer upon mastery of the topic?)</p>	<ul style="list-style-type: none"> <li>• What is an effective opening?</li> <li>• What is an effective ending?</li> <li>• How can I vary my sentence types to engage a reader?</li> <li>• Can I learn new vocabulary and apply it correctly to my work?</li> <li>• What is Standard English and am I using it in my work?</li> <li>• What does technical accuracy mean in terms of writing?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I understand the difference between writing something and 'crafting' something?</li> <li>• What makes something a good' linguistic device?</li> <li>• Can I look at my work objectively and understand how to make it better?</li> <li>• Adapting our writing: Can I adopt the correct style, in line with character and context?</li> <li>• Planning for success – do I know where my writing will end, before I start?</li> <li>• Can I include a structural feature in my own writing? (E.G. ending with a word or phrase from the opening)</li> <li>• Is my writing crafted and sustained?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I find my own writing style?</li> <li>• Can I write in a particular genre or even subvert certain features of a genre in my work?</li> <li>• Does it matter whether or not a writer is trying to make a wider point through their writing? Should a reader be aware of a writer's political beliefs for example?</li> <li>• If a character was the opposite sex, how would they be viewed differently?</li> <li>• Can fictional characters ever be as powerful as those in non-fiction?</li> </ul>

<b>The Key Skills/ Techniques</b>	<b>The sophistication and application of skills will become more advanced as students' progress through the critical, core and pinnacle knowledge.</b>		
	<b>Skill/Technique</b>	<b>How will this skill be developed?</b>	
	<ul style="list-style-type: none"> <li>Structural techniques: beginnings and endings and linking the two</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and discussing examples from a range of classic texts.</li> </ul>	
	<ul style="list-style-type: none"> <li>Planning – where will my piece finish? Knowing the desired finish before you start to aid focus and quality of sustained piece.</li> </ul>	<ul style="list-style-type: none"> <li>Modelling of planning ( in terms of both its importance but making it quick and easy) and how to use our plans in lessons.</li> <li>Creating plans and ensuring students adhere to them.</li> </ul>	

**Texts:** A range of extracts:

‘The Wanderer’

‘The Bees’

‘Fahrenheit 451’

‘Lamb to the Slaughter’