

## Year 9 Unit 1 Overview: Creative Reading and Writing

**Completion date: December 2021**

**Target grade for tests:**

**You will learn how to:**

- select relevant information in a text
- support ideas by using relevant quotations
- analyse how a writer uses language to achieve specific effects
- analyse how a writer uses structure to achieve specific effects
- evaluate a text, giving a personal response
- communicate imaginative ideas clearly using paragraphs and a range of techniques
- write accurately using clear and varied sentence structures and accurate spelling and punctuation

### An expert in English is:

Inquisitive and perceptive, an appreciative reader, who enjoys reading and responding analytically to a wide range of texts.

Confident and creative, a compelling writer, able to adapt their style to suit a range of audiences, forms and purposes.

Engaging and thoughtful, a fluent communicator, confident to articulate their own opinions and responds to others with sensitivity and skill.

<p><b>Unit Overview</b> During this unit, you will focus on developing the following skills:</p> <ul style="list-style-type: none"> <li>• selecting relevant information and quotes.</li> <li>• analysing language and structure</li> <li>• evaluating a writers' ideas and methods</li> <li>• constructing a personal response</li> <li>• creating imaginative descriptive and narrative texts</li> <li>• use paragraphs and other techniques to accurately structure ideas</li> <li>• using a variety of sentences and linguistic devices</li> <li>• improving accuracy of spelling and punctuation</li> </ul>	<p><b>Yellow Key Words: Subject terminology</b>  <u>foreshadowing</u>: hints in the narrative of what is to come.  <u>dramatic irony</u>: the full significance of a character's words or actions is clear to the audience or reader although unknown to the other characters  <u>pathetic fallacy</u>: a literary device that attributes human qualities and emotions to inanimate objects or nature  <u>protagonist</u>: the leading character or one of the major characters in a play, film or novel  <u>cyclical structure</u>: where a chapter/story starts and ends with the same setting/idea/description  <u>framed narrative</u>: a story within a story  <u>linguistic devices</u>: features of language  <u>structural devices</u>: features of structure  <u>senses</u>: using touch, taste, hearing, sight and smell to enhance description  <u>simile</u>: comparing using as or like  <u>metaphor</u>: making a more direct comparison than a simile  <i>(You may want to make a subject terms book on Book Creator with the terms you cover for language and structure or use the flashcards app -too many devices to list here)</i></p>																																			
<p><b>Cross curricular:</b>  SMSC: understand and appreciate the wide range of cultural influences and the various prejudices of society. Literacy: re-drafting and proof-reading; reading for meaning. Numeracy: using diagrams to plan writing</p>	<p><b>Purple Key words: Ambitious vocabulary</b></p> <table border="1"> <thead> <tr> <th>Group 1</th> <th>Group 2</th> <th>Group 3</th> </tr> </thead> <tbody> <tr> <td>loneliness</td> <td>crestfallen</td> <td>pugnacious</td> </tr> <tr> <td>novella</td> <td>itinerant</td> <td>condescending</td> </tr> <tr> <td>isolation</td> <td>prejudice</td> <td>flirtatious</td> </tr> <tr> <td>aloof</td> <td>microcosm</td> <td>fraternal</td> </tr> <tr> <td>scorn</td> <td>omniscient</td> <td>dehumanised</td> </tr> <tr> <td>callous</td> <td>derision</td> <td>symbolic</td> </tr> <tr> <td>cynical</td> <td>supremacy</td> <td>laconic</td> </tr> <tr> <td>dismissive</td> <td>segregation</td> <td>institutionalised</td> </tr> <tr> <td>cantankerous</td> <td>sexism</td> <td>sanguine</td> </tr> <tr> <td>inevitable</td> <td>patriarchal</td> <td>resigned</td> </tr> </tbody> </table>			Group 1	Group 2	Group 3	loneliness	crestfallen	pugnacious	novella	itinerant	condescending	isolation	prejudice	flirtatious	aloof	microcosm	fraternal	scorn	omniscient	dehumanised	callous	derision	symbolic	cynical	supremacy	laconic	dismissive	segregation	institutionalised	cantankerous	sexism	sanguine	inevitable	patriarchal	resigned
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<p><b>Suggested reading or support available:</b> Suggested reading -</p> <ul style="list-style-type: none"> <li>• BBC Bitesize for the novel you are studying</li> <li>• <a href="http://www.pobble365.com">www.pobble365.com</a> –this has images on which you can use to practise narrative and descriptive writing as well as specific writing activities and story openings for you to continue.</li> </ul> <p><b>iPad opportunities:</b></p> <ul style="list-style-type: none"> <li>• Pic Collage (visualising storylines)</li> <li>• SimpleMind (mind mapping planning tool)</li> <li>• Showbie</li> <li>• iMovie</li> <li>• Padlet</li> </ul>																																				