

Year 9 Unit 3 Overview: Non-Fiction Writing

Completion date: April 2022

Target grade for tests:

You will learn how to:

- create an effective piece of writing to argue
- incorporate a range of linguistic and structural devices for effect
- use accurate vocabulary, sentence structures 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>Unit Overview During this unit, you will focus on developing the following skills:</p> <ul style="list-style-type: none"> • use increasingly sophisticated vocabulary • using biased word choices to emphasise your viewpoint • knowledge of the features to use for different formats of writing i.e. letter, article, speech • using paragraphs to structure writing logically and coherently • using a range of simple, compound and complex sentences securely for effect, varying sentence openings • spelling complex and irregular words accurately • using a range of advanced punctuation accurately • recognise audience, purpose, form • consider tone and register, satire and irony 	<p>Yellow Key Words: Subject terminology</p> <p>anecdote: a short amusing or interesting story about an incident or person</p> <p>emotive language: words chosen to provoke a specific emotion in the reader e.g. anger, pity</p> <p>hyperbole: exaggeration, often for comic effect</p> <p>rule of three (triple): using three words or ideas for effect</p> <p>superlative: a comparative adjective describing the extreme of something e.g. <u>greatest</u>, <u>most</u> famous</p> <p>counter argument: recognise an alternative point of view and argue against it</p> <p>rhetorical question: a question which does not require an answer but provokes thought.</p> <p>direct address: using pronouns (you, we) to refer to an individual or group directly.</p> <p>bias: a strong opinion either very in favour or very against something</p> <p>intensifier: using an adverb as a modifier to strengthen or weaken another word. Common intensifiers include 'very', 'extremely' and 'incredibly'. They add extra strength to your sentence.</p> <p>expert opinion: referencing the viewpoint of a relevant expert to add weight to your argument.</p>		
<p>Suggested reading or support available:</p> <ul style="list-style-type: none"> • Resources on Showbie • Practice questions • Reading non-fiction texts in the library and articles online or in newspapers/magazines 	<p>Purple Words:</p> <p>Group 1</p> <ol style="list-style-type: none"> 1. despise 2. beneficial 3. vile 4. tremendous 5. abhor 6. tedious 7. appreciate 8. loathe 9. admire 10. inadequate 	<p>Ambitious Vocab</p> <p>Group 2</p> <ol style="list-style-type: none"> 1. aversion 2. myriad 3. lamentable 4. commendable 5. despicable 6. lurid 7. heinous 8. elated 9. atrocious 10. revolting 	<p>Group 3</p> <ol style="list-style-type: none"> 1. plethora 2. panacea 3. acquiesce 4. penchant 5. deride 6. repudiate 7. fractious 8. extol 9. hypocrisy 10. indolent
<p>iPad opportunities:</p> <ul style="list-style-type: none"> • SimpleMind (mind mapping planning tool) <p>Research on 1800s</p> <p>Cross curricular:</p> <p>SMSC: develop a personal response to statements and topical issues.</p> <p>Literacy: argument writing; proof-reading;</p> <p>Numeracy: using diagrams (mind maps/tables) to plan writing</p>			