



Year 9 Unit 5	Key Stage 3 Unit Overview for Year 9 – Unit 5
Learning outcomes	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Understanding of persuasive writing and writers’ viewpoints/perspectives • Identification of linguistic methods • Understanding of how to compare writers’ viewpoints and methods <p>Skill set:</p> <ul style="list-style-type: none"> • Inference – the ability to make inferences based on characters’ actions • Retrieving and selecting quotations – the ability to identify appropriate quotations and use them to support their points • Writing analytically – the ability to analyse a writer’s use of language in an extract from a text; the ability to structure an analytical paragraph • Writing to compare – the ability to draw comparisons between texts and structure a comparative response
Key Question	Compare the similarities and/or differences between the writers’ attitudes to...
Knowledge	<p>Knowledge:</p> <ul style="list-style-type: none"> • Understanding of persuasive writing and writers’ viewpoints/perspectives • Identification of linguistic methods • Understanding of how to compare writers’ viewpoints and methods <p>Skill set:</p> <ul style="list-style-type: none"> • Inference – the ability to make inferences based on characters’ actions • Retrieving and selecting quotations – the ability to identify appropriate quotations and use them to support their points • Writing analytically – the ability to analyse a writer’s use of language in an extract from a text; the ability to structure an analytical paragraph • Writing to compare – the ability to draw comparisons between texts and structure a comparative response <p>Key Terminology: explicit implicit inference synthesise juxtaposition phantasmagoria</p>



	<p>anthropomorphism perspective tone form</p> <p>Areas of sensitivity and language to avoid:</p>
Ongoing Assessment	<p>Assessment: Working towards an evaluation question in which students are comparing writers’ attitudes and perspectives.</p> <ul style="list-style-type: none"> • Use of mini white boards, hands down questioning, informal assessment of written work through teacher circulation. • Live marking of practice responses in class using visualiser and/or MS Teams • Response to practice questions • Peer and self-assessment • Marked assessment <p>Homework:</p> <ul style="list-style-type: none"> • Learn key definitions and spellings • Produce full response to a practice comparative question
Key Assessment	<p>How will we know that pupils can answer the key question?</p> <ul style="list-style-type: none"> • Marked work • Live marking of practice responses • Marked assessment • Visualiser and/or MS Teams for live marking
Clear sequencing of content	<p>Sequencing:</p> <ol style="list-style-type: none"> 1. Information retrieval/evidence gathering 2. Understanding the difference between explicit and implicit information 3. Understanding how language is used for effect 4. Identifying similarities and differences between subject matter in two sources 5. Identifying similarities and differences between writers’ viewpoints and how these are presented <p>Key themes/ concepts</p> <ul style="list-style-type: none"> • Students will examine a range of non-fiction texts exploring a range of themes



	<p>How does this help students access future learning?</p> <ul style="list-style-type: none"> This unit links directly to GCSE English language Paper 2, which students will study in Years 10 and 11.
Links to Careers	Teaching, journalism/communications, law, editing
Diversity and Inclusion	<ul style="list-style-type: none"> Students examine a range of non-fiction texts in which differing viewpoints are expressed on a range of themes/issues, encouraging students to understand perspectives that may be different from their own
Support	<ul style="list-style-type: none"> Students are provided with an outline sheet which includes definitions of key terms Key learning resources can also be found on SharePoint
Challenge	<ul style="list-style-type: none"> All student books contain a recommended reading list All students are encouraged to complete the ‘13 by 13’ reading challenge Spelling lists contain some ambitious vocabulary that students are encouraged to use in their written work Students should read a range of both fiction and non-fiction texts outside of lessons