



ENGLISH SPECIFIC LEARNING INTENTIONS

YEAR GROUP:	Year 9 – 2025-2026										
	Autumn Term	Spring Term	Summer Term								
	Topic/Unit: READING: Of Mice and Men Sept – Nov 2025 Assessment 1: 10 - 21 Nov.2025	Topic/Unit: READING: Animal Farm	Topic/Unit: SPEAKING AND LISTENING: Speeches								
Granular learning intentions/success criteria (What will pupils know, be able to do and understand)	Know: ▪ The context of 1930s America: The Great Depression; Wall St. Crash; Dust Bowl etc. ▪ John Steinbeck's biographical information. ▪ The structure, characters and events of 'Of Mice and Men'. ▪ Tier 2 and Tier 3 vocabulary definitions and spellings. ▪ Word classes from this half-term: nouns, adjectives; verbs and adverbs; subject, verb and object. Do: ▪ Read, understand and respond to a text ▪ Analyse how the writer uses details, words and structure to create particular effects. ▪ Explain what you think/feel about the text and discuss how the writer has created these feelings. ▪ Show an understanding of the relationships between texts and the time in which they were written. Understand: ▪ Use context to discuss and write about the influences and intentions of a writer ▪ Scanning a text to look for particular detail. ▪ Use 'Comment-Quote' to write about the impressions created about a character from an unseen text. ▪ Write about a range of quotations, in the correct order all within a given timeframe. <table><tr><th>Tier 2 Vocab</th><th>Tier 3 Vocab</th></tr><tr><td> • Hostility • Precarious • Alienated/Detached • Futility • Inevitability </td><td> • Microcosm • Foreshadowing • Motif • Symbolism • Pathetic Fallacy </td></tr></table> SPaG Skills 1. Nouns (p. 2-3) & Adjectives (p. 4-5) 2. Verbs (p. 5) & Adverbs (p. 7-8) 3. Subject, Verb, Object (p. 9) 4. Capital Letters (p.10) & Full Stops (p.11) Sentence Structures Analytical Writing (Comment/Quote) – All sentences on the Skills Organiser	Tier 2 Vocab	Tier 3 Vocab	• Hostility • Precarious • Alienated/Detached • Futility • Inevitability	• Microcosm • Foreshadowing • Motif • Symbolism • Pathetic Fallacy	Know: The context of the Russian Revolution ▪ George Orwell's biographical information ▪ The structure, characters and events of 'Animal Farm' ▪ Tier 2 and Tier 3 vocabulary definitions and spellings Do: ▪ Read, understand and respond to a text, using supporting evidence. ▪ Analyse how the writer uses details, words and structure to create particular effects. ▪ Explain what you think/feel about the text and discuss how the writer has created these feelings. ▪ Show an understanding of the relationships between texts and the time in which they were written. Understand: ▪ Use context to discuss and write about the influences and intentions of a writer ▪ Scanning a text to look for particular detail. ▪ Use 'What/How/Why' to write about the impressions created about a character from a studied text. ▪ Write about a range of quotations, in the correct order all within a given timeframe. <table><tr><th>Tier 2 Vocab</th><th>Tier 3 Vocab</th></tr><tr><td> • Communism/Capitalism • Dictatorship • Oppressive • Equality/Inequality • Exploitation </td><td> • Allegory/Fable • Satire • Symbolism • Irony • Foreshadowing </td></tr></table> SPaG Skills 12. Apostrophes (p. 21-23) 13. Improving Vocabulary (p. 24-25) 14. Complex Sentences (p.26) Sentence Structures Analytical Writing (What How Why) – All sentences on the Skills Organiser	Tier 2 Vocab	Tier 3 Vocab	• Communism/Capitalism • Dictatorship • Oppressive • Equality/Inequality • Exploitation	• Allegory/Fable • Satire • Symbolism • Irony • Foreshadowing	Know: ▪ The conventions of speech writing and performance ▪ Persuasive techniques ▪ The criteria for effective speech delivery Do: ▪ speak clearly, confidently and effectively ▪ use Standard English confidently and appropriately ▪ adapt speech to a range of situations (including performance/formal presentation/asking and answering questions), expressing own ideas, justifying them with reasons and keeping to the point ▪ structure content of spoken work effectively ▪ improve, rehearse and perform presentations, in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. Understand: ▪ The effects of persuasive techniques on an audience ▪ Use pathos/logos/ethos effectively ▪ Use the conventions of speech delivery to engage your audience
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Assessment 1: Learning Checks:

- Of Mice and Men context quiz

Completed before half term and recorded.
Low performers to re-sit.

■ Reading Comprehension formative

In class formative assessment completed between Oct half term and first week back in Nov.
This assessment is to be marked using the assessment checklist.

*MAD time to follow in class

* Follow-up homework task to be peer assessed.

Persuasive Devices

Alliteration	Tricolon	Rhetorical Question	Imperative
The close reoccurrence of the same letter or sound. <i>Tragedy travelled through our trivial lives.</i>	Three parallel words or phrases. <i>I came, I saw, I conquered.</i>	Asking a question as a way of asserting a point. <i>Have you ever lied in your life?</i>	Giving an authoritative command. <i>Do not smoke.</i>
Anecdote	Direct Address	Collective Pronouns	Statistics
A short story about a real person or incident. <i>I remember when...</i>	Speaking directly to the audience using 'you'. <i>You must realise that animal testing is cruel.</i>	Linking yourself with the audience via 'we', 'our', 'us'. <i>We must act now.</i>	Using numerical evidence for support. <i>82% of adults are overweight in the UK.</i>
Counter Argument	Expert Reference	Simile	Prolepsis
Opposing a contradictory belief or opinion. <i>Although fireworks can be dangerous, professional displays ensure the public's safety.</i>	Quoting a professional. <i>Professor Arthur Knowles, an expert in _____, stated that "....."</i>	A comparison that uses 'like' or 'as'. <i>Energy drinks are like toxic waste – useless sewage that damages the body.</i>	Imagining an audience's response/objective. <i>Some of you might be thinking _____ however.....</i>
Extended Metaphor	Isocolon	Antithesis	Pun
A drawn-out metaphor that can last several sentences. <i>Homework is a prison. Your room is a cage. You're buried under your school books. You're chained to your pen.</i>	Creating sentences with parallel structures. <i>Many will enter, few will win.</i>	Contrasting relationship between two ideas. <i>That's one small step for man; one giant leap for mankind.</i>	A humorous play on words. <i>Now study of obesity looks far larger last group.</i>

Topic/Unit: WRITING: Narrative Writing

Know:

- Freytag's pyramid – structure and development of tension writing
- Key vocabulary
- How to develop a 'magnified moment' in narrative writing
- Circular narrative structure

Do:

■ Content and Organisation:

- Write creatively in a prose style
- Show an awareness of audience by adapting writing to suit the reader.
- Develop plot by including appropriate and sufficient detail.
- Plan, order and structure writing effectively by using paragraphs.

Vocabulary, sentence structure, punctuation and spelling:

- Use a variety of sentence styles.
- Use a range of punctuation effectively
- Spell correctly
- Use a wide and appropriate vocabulary
- Use tenses correctly
- Understand:
- Planning structure of fiction writing
- Editing of work through careful proof-reading

Topic/Unit: WRITING: Non-Fiction Writing

Know:

- Persuasive techniques (DAFOREST)
- Logos/Pathos/Ethos
- The impact of persuasive techniques on a reader/audience.
- Ways to explicitly engage with an audience.
- Sentence starters
- Definitions for persuasive techniques

Do:

■ Content and Organisation:

- Write with an awareness of the purpose of the writing task and the type of writing (article and speech writing) (Non-fiction).
- Show an awareness of audience and adapt your writing accordingly.
- Develop arguments by including appropriate and sufficient detail
- Use a range of persuasive techniques throughout the task
- Plan, order and structure writing effectively by using paragraphs.

Vocabulary, sentence structure, punctuation and spelling:

- Use a variety of sentence styles.
- Use a range of punctuation effectively
- Spell correctly
- Use a wide and appropriate vocabulary – focus on vocabulary development
- Use tenses correctly
- Understand:
- Planning an argument and the '5-paragraph' structure for non-fiction texts
- Editing work through careful proof-reading.

Topic/Unit: READING: Unseen Poetry

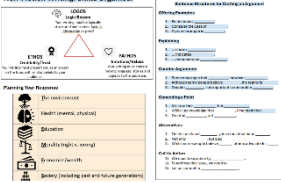
Know:

- Types of structure found in poetry
- Poetry techniques – recall from last year and consolidation of techniques with more challenging examples of metaphor, personification and pathetic fallacy.

Do:

- Read, understand and respond to a text, using supporting evidence.
- Analyse how the writer uses details, words and structure to create particular effects
- Understand:
- Dictionary work to understand difficult vocabulary.
- Scanning a text to look for specific detail.
- Writing in full sentences, using the words of the question.
- Highlighting and annotating of key lines in poetry
- Understanding the key messages from a poem

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