YEAR 9 - Poetry and Prose text

In this unit you will study the modern poetry text . You have previously studied texts, such as Of Mice and Men, which will give you the foundational knowledge you need. Additionally, skills such as analysing inside and outside the text will be developed as part of this unit of work.

The skills and knowledge you learn in this topic will be fundamental for your Literature studies, as it will give you core knowledge for the GCSE Literature texts, as well as developing high level skills which you can apply during your Key Stage 3 and GCSE years.

Key Vocabulary (T2)	Key Vocabulary (T3)	Core knowledge	Disciplinary Skills
Poetic conventions Catharsis Tragic Hero Free will Conflict Discrimination Prejudice Social cohesion	Sociolects Amelioration of language Nihilism Patriarchy Privilege Oxymoron Construct Inference Character tracking Exploratory talk Narrative perspective Figurative language Critical reading Alternative interpretations Simile Alliteration Hyperbole Metaphor Personification Oxymoron Repetition syntax	Social values Tragic conventions The role of discrimination, male attitudes and features of society Attitudes to prejudice. Character arc analysis Use of SHAMPOOERS	KLI 1a: Develops a conceptual interpretation using explicit and implicit evidence. KLI 1b: Selects, embeds and interprets quotations effectively. KLI 1c: Maintains a developed analytical paragraph with a clear argument. KLI 2a: Analyses language, form and structure. KLI 2b: Zooms in on words and imagery to explain meaning and foreshadowing later tragedy. KLI 3a: Explains relevant socio-historic context. KLI 3b: Evaluates the writer's wider intentions and messages.

Checkpoint: **Vocab/ Knowledge/ Disciplinary skill(s)**	**What does this assessment look like?**	**Which disciplinary skills do I need to be successful?**
Transition (baseline) skills:	You will be asked to read a very short extract. You then have to respond to the questions. Some will have multiple choice answers, while others will require complete sentences. This will allow your teacher to identify areas you may need further support with during the unit.	• Inference • Language • Structure • Context • Topic sentences • Evidence • Paragraphs • Concepts/big ideas • Conjunctions
Checkpoint 1: Vocabulary check	You will be given a list of words. Each of these words we have studied in the topic so far. You must summarise what each word means. This must be completed on a separate sheet of paper. You can not use your book or ask for help.	• Understanding key vocabulary • Spelling • Summary

Checkpoint 2: How do the poets use language and structure to present their views ?	You will be given an extract from the text, alongside the set question. Things to consider: • What is the writer saying in their poetry? • How does the structure and language reflect their views? • Consider big ideas/writer's intentions.	• KLI 1a: Develops a conceptual interpretation using explicit and implicit evidence. • KLI 1b: Selects, embeds and interprets quotations effectively. • KLI 1c: Maintains a developed analytical paragraph with a clear argument. • KLI 2a: Analyses language, form and structure. • KLI 2b: Zooms in on words and imagery to explain meaning • KLI 3a: Explains relevant socio-historic context. • KLI 3b: Evaluates the writer's wider intentions and messages.
Checkpoint 3: How is Will presented as a character?	You will not be given an extract from the text, as you will need to focus on the set question. Things to consider: • write an introduction that explains your overarching argument • use topic sentences for each paragraph that explain the main focus of the paragraph • use discourse markers, embedded quotations and an analysis of methods within your analytical paragraphs • Explode the quotes (in the diamond analysis style) • write a concluding sentence for each paragraph that summarises the main focus with a focus on the writer's intentions • write a conclusion that offers insight into the potential impact of the text	• KLI 1a: Develops a conceptual interpretation using explicit and implicit evidence. • KLI 1b: Selects, embeds and interprets quotations effectively. • KLI 1c: Maintains a developed analytical paragraph with a clear argument. • KLI 2a: Analyses language, form and structure. • KLI 2b: Zooms in on words and imagery to explain meaning and foreshadowing later tragedy. • KLI 3a: Explains relevant socio-economic context. • KLI 3b: Evaluates the writer's wider intentions and messages.
Checkpoint 4: Creative Writing; a narrative focused on dealing with the problem and pressure of mental health and well-being.	As a group, you will be expected to plan, discuss and then consider issues before individually writing. Things to consider: • Understanding the issues raised: • Thinking About Audience and Purpose • Draft, Revise, and craft a conscious impact • Consider syntax and vocabulary for effect; • Link to audience understanding.	• Use language for effect • demonstrate cultural understanding • Confident and clear structure • Evaluated vocabulary choices

Milestone assessment:

Oracy; group presentation focused on generational issues / crime?

Vocabulary:	Knowledge tasks:	Disciplinary skills:
Viewpoints Socio-historic aspects Perspectives Opinions Statistics Tripling Rhetoric Logos pathos	Understanding of key theme, its link to society, culture and the impact on the world and communities we live in	KLI 1a: Develops a conceptual interpretation using explicit and implicit evidence. KLI 1b: Selects, embeds and interprets quotations effectively. KLI 1c: Maintains a developed analytical paragraph with a clear argument. KLI 2a: Analyses language, form and structure. KLI 2b: Zooms in on words and imagery to explain meaning and foreshadowing later tragedy. KLI 3a: Explains relevant socio-historic context. KLI 3b: considers and delivers intentions and messages.

How can I achieve in this topic?

- Complete tasks as homework including:key quotes; character sketches; mindmaps
- Use revision support material to prepare you for assessments
- Use excellence models, scaffolds and success criteria