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| Year | **9** |
| Topic | **Non-Fiction** |
| **Lesson** | **Key aim/title/objective of the lesson?**  **These may stretch over a number of lessons as appropriate** |
| 1 | Reading – Language in editorials (Katie Hopkins immigrants) |
| 2 | Reading – Article |
| 3 | Reading - Article |
| 4 | Reading - Open Letter (Attitudes towards assisted dying) |
| 5 | Reading - Marked piece on attitudes in the open letter |
| 6 | Reading – Open Letter (Marcus Rashford) |
| 7 | Reading – Speech |
| 8 | Reading – Speech |
| 9 | Reading – Writing about speech (assessment) |
| 10 | Letter writing task |
| 11 | Letter writing task |
| 12 | Speech writing task – climate change statement (students) |
| 13 | Speech writing task |
| 14 | Assessment Preparation |
| 15 | Assessment – Speech Writing |
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| Key vocabulary and/or key reading:   * Non-fiction * Language * Attitudes * Purpose   Numeracy Opportunities: | |

**How does this topic build on *prior* learning?**

In Year 7 and 8, students look at writing schemes and types of texts. This scheme builds on the writing skills taught in 7 and 8. In the first part of the scheme, students will study the language of a range of texts from either an article, letter or speech. Students have previously studied language analysis and the effect, but in this scheme, students will be looking at specific language choices are used to present a writer’s feeling, attitudes and views. This is a build on prior skills of language analysis, as students are made to look at a text from within. In the second part of the scheme, students will look at writing for audience and purpose. In previous schemes, students have looked at writing skills needed for a particular purpose. Students will build on the skills learnt in the first 9 lessons and look to put those into practice in their own writing.

**How does the work during this topic prepare for future learning?**

The work in this scheme helps to prepare students for Paper 2 of the AQA English Language scheme. Students will be given non-fiction texts and will have to analyse their use of language within them. In the second part of the exam, students will have to write for audience and purpose. This scheme gives students the grounding in preparation for GCSE.

**How will learning be assessed and feedback provided in this scheme?**

Students will be assessed in lesson 5 with feedback provided. Students will then conduct a reading assessment in lesson 9. This will be marked against a grading criteria. Students will be assessed on writing skills in lesson 15. There will be opportunity for peer assessment throughout.

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| **Personal Development** | |
| How is this topic developed beyond the classroom? Eg **learning passport?** | Activities for non-fiction reading available in reading week. Purpose of the scheme is to get students interested in topical issues. |
| How are **Careers/ IAG** links built into this lesson sequence? | Journalistic writing – students consider the skills needed for journalistic writing. The consideration of |
| **Relationship Sex and Health Education.** | Ideas about welfare and immigration.  Ideas about human rights |
| **Fundamental British Values** (democracy, the rule of law, individual liberty and respect and tolerance) | Consideration of tolerance towards other cultures and races by exploring Hopkins’ article on immigrants (tolerance)  Ideas about lobbying governments to make a change and the ideals to stand up for what you believe – Marcus Rashford letter |

