

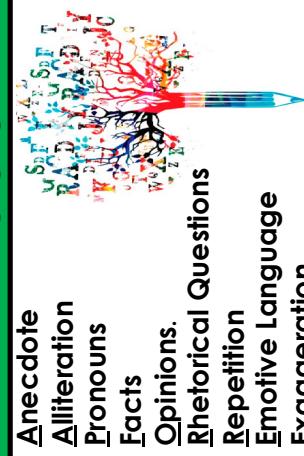
English Year 9 Writing

2. Planning writing

1. Key Terms

- Ethos:** to make yourself appear trustworthy, unbiased and credible, to your reader.
- Logic:** convince your audience through reason, facts and statistics.
- Pathos:** persuade your audience by appealing to their emotions
- Antithesis:** something that is the direct opposite of something else, e.g. love is the antithesis of selfishness.
- Rhetoric:** effective use of persuasion
- Anaphora:** repetition of a word or phrase at the beginning of successive clauses.
- Anadiplosis:** repeating the final word or phrase from one clause at the beginning of the next, e.g. when I give, I give myself.
- Nuance:** subtle or slight difference
- Perspective:** a way of looking at something, a viewpoint.
- Metaphor:** directly refers to one thing by describing something else
- Hyperbole:** extreme exaggeration to make a point

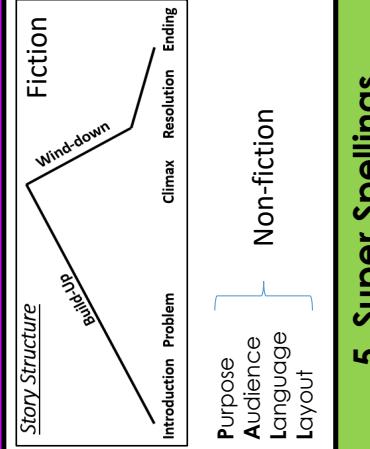
3. Ways to make your writing more persuasive and engaging



4. Useful rhetorical structures

- Not only, but also** **E.g.** Not only are holidays too infrequent, but they are also too short.
- So, so** **E.g.** Holidays are so infrequent, so short, that they feel as if they are over before they begin
- Brackets although** **E.g.** School holidays are too infrequent (although some kids will love to tell you otherwise) and the impact of this has been seen on students in the high anxiety rates among teenagers.
- Triple abstract noun colon** **E.g.** Fury, anger, dismay: the feelings felt by both staff and students at the end of the holidays are intense.
- Simile start** **E.g.** Like a child's first steps, holidays are something to be treasured.
- Verb beginnings** **E.g.** Considering the amount of time families spend apart, holidays are clearly too infrequent.
- More more more** **E.g.** The more time children have to relax, the more energised and engaged they will be in their studies, and ultimately the more they will achieve.
- Less less less** **E.g.** The less time spent with the family means the less time that is spent establishing family values, which means the less time a child is able to connect with their parents.
- Fortunately/unfortunately** **E.g.** Fortunately, the holiday companies are aware of the holiday dates and can adjust the capacity for those dates; unfortunately, this comes at a significant financial premium.
- Adverb beginnings** **E.g.** Typically, no one consults children on how they feel about holiday dates and the frequency of their breaks.

5. Super Spellings



6. SpaG: complete these

- Parentheses** are...and can be used to...
Ellipsis is used to...
An **exclamation mark** shows ...
Commas are used to...
A **dash** is used to ...
Brackets can ...
- Wind-down
 - Introduction Problem
 - Climax Resolution Ending
 - Build up
 - Non-fiction
 - Purpose Audience Language Layout
 - Abhorrent
 - Anticipatory
 - Vehement
 - Serendipity
 - Nonchalance
 - Imperative
 - Modicum
 - Jubilant
 - Repudiate
 - Myriad
 - Salient
 - Discorobobulating
 - Obsequious
 - Plethora
 - Panacea
 - Taciturn
 - Superfluous
 - Umbrage
 - Energetic
 - Truculent

1.Key Terms	English Year 9 Reading		4. Structuring your essay																		
	2. Super Spellings	3. Big questions																			
<p>1. Rising action: the part of the story where the plot becomes increasingly complicated.</p> <p>2. Climax: the most dramatic, exciting part of a story.</p> <p>3. Falling action: diminishing tension, leading towards a resolution.</p> <p>4. Foreshadowing: hints at events to come.</p> <p>5. Allusion: brief and indirect reference to a person, place, thing or idea of historical, cultural, literary or political significance. It does not describe in detail the person or thing to which it refers.</p> <p>6. Pun: a play on words – a joke - often when a word has more than one possible meaning,</p> <p>7. Juxtaposition: two contrasting ideas put next to each to make the difference clear.</p> <p>8. Alternative: different without interruption.</p> <p>9. Sustained: continues noticing things that aren't obvious.</p> <p>10. Perceptive: sensitive – noticing things that are common in this particular style of novel?</p> <p>11. Critical: analyzing faults and issues.</p>	<p>1. Vapid</p> <p>2. Implications</p> <p>3. Predominantly</p> <p>4. Anticipate</p> <p>5. Integral</p> <p>6. Persistent</p> <p>7. Conversely</p> <p>8. Presumption</p> <p>9. Underlying</p> <p>10. Dominant</p> <p>11. Significant</p> <p>12. Adequate</p> <p>13. Imprudent</p> <p>14. Condescending</p> <p>15. Contentious</p> <p>16. Compassionate</p>	<p>1. What did the writer want us to think of the main character?</p> <p>2. What was the final message the writer wanted us to remember?</p> <p>3. Which of these characters would you want to have a coffee with?</p> <p>Can you see any moments where the context influences the text?</p> <p>4. Does the writer deliberately mislead us at any point? Why?</p> <p>5. If you were creating a film of a scene, what music would you use?</p> <p>6. If you had a problem, which character would you want to help you and why?</p> <p>7. Which character would make the best prime minister?</p>	<p>Introduction What is the novel about? _____ by _____ is about... What is the aim of the author? _____ wanted to highlight/explore/expose... Developing an argument What is the question asking you? What is your answer? Which moments of the text will support your argument? At the start of the chapter/novel, the character/mood is... When we first meet _____ we are struck by.../ Initially, In the middle of the chapter/novel, the character/mood changes... As the novel progresses, the character... However, Furthermore, By the end of the chapter/novel, the character/mood is... Finally,</p>																		
<p>Author information: What do they usually write about, what influenced them, what was their life experience?</p> <p>Era: When was it written? What did people at the time believe about the world that was different to what we believe today?</p> <p>Historical Events: Were there any big events that will have affected the characters in the story?</p> <p>Location: Where was the book written or set? How does this affect what we can expect from the characters in terms of how they act the they way they do and why?</p> <p>Genre Are there any techniques that are used in the story that are common in this particular style of novel?</p> <p>Audience How would an audience in this time/location react differently to us?</p>	<p>Conclusion What are your overall thoughts? How successful was the writer? <i>Ultimately, I was left with a feeling of... main message was...</i></p>	<p>6. Ambiguity</p> <p>Explore alternative interpretations</p> <ul style="list-style-type: none"> • Could • May • Might • Perhaps • Possibly • Seems to • Probably 	<p>7. Further reading</p> <table> <tbody> <tr> <td>The Astonishing Colour of After - Emily X.R. Pan</td> <td>The Big Lie - Julie Mayhew</td> </tr> <tr> <td>After the Fire - Will Hill</td> <td>The Hobbit and The Lord of the Rings - JRR Tolkein</td> </tr> <tr> <td>George - Alex Gino</td> <td>The Kite Runner - Khalid Housseini</td> </tr> <tr> <td>Code Name Verity - E. Wein</td> <td>Noughts and Crosses series - Malorie Blackman</td> </tr> <tr> <td>THUG - Angie Thomas</td> <td>Lies We Tell Ourselves - R. Talley</td> </tr> <tr> <td>Gone Series - Michael Grant</td> <td>Pride and Prejudice - Jane Austen</td> </tr> <tr> <td>Orphan Monster Spy - Matt Killeen</td> <td>Oliver Twist - Charles Dickens</td> </tr> <tr> <td>The Children of Blood and Bone - Adeyemi</td> <td>The Help - Kathryn Stockett</td> </tr> <tr> <td>The Handmaids Tale - Margaret Atwood</td> <td>The Book Thief - Markus Zusak</td> </tr> </tbody> </table>	The Astonishing Colour of After - Emily X.R. Pan	The Big Lie - Julie Mayhew	After the Fire - Will Hill	The Hobbit and The Lord of the Rings - JRR Tolkein	George - Alex Gino	The Kite Runner - Khalid Housseini	Code Name Verity - E. Wein	Noughts and Crosses series - Malorie Blackman	THUG - Angie Thomas	Lies We Tell Ourselves - R. Talley	Gone Series - Michael Grant	Pride and Prejudice - Jane Austen	Orphan Monster Spy - Matt Killeen	Oliver Twist - Charles Dickens	The Children of Blood and Bone - Adeyemi	The Help - Kathryn Stockett	The Handmaids Tale - Margaret Atwood	The Book Thief - Markus Zusak
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English Year 9 Speaking and Listening

1. Key Terminology:

Sophisticated: having and expressed a developed knowledge on a particular topic.

Repertoire: a wide collection of items/terms/vocabulary.

Strategies: Methods and plan of action to achieve an overall aim.

Perceptive: Having or showing a sensitive insight into a key topic.

Elaborate: To develop further and in more detail.

Debate: A formal discussion on a particular matter or topic in which opposing arguments are put forward.

Biased: Unfairly prejudiced for or against someone/something.

Logical: Straight forward and making sense.

Reasoned: Based on logic or good sense.

4. PALL of Speaking and Listening Speech:

Purpose: To persuade and inform.

Audience: Year 9 students in your class.

Language: Formal but relevant to year 9s, engaging, persuasive and informative.

Layout: 6 paragraphs including an introduction, counter argument and conclusion.

2. Super Spellings

1. Dominant
2. Decline
3. Facilitate
4. Logic
5. Presumption
6. Enhanced
7. Explicit
8. Underlying
9. Implicit
10. Intervention
11. Hierarchical
12. Eliminate
13. Prohibited
14. Exploitation
15. Integrity

3. Success Criteria

- You can express sophisticated ideas/information/feelings using a sophisticated repertoire of vocabulary.
- You organise and structure your presentation using an effective range of strategies to engage the audience.
- You achieve the purpose of your presentation.
- You listen to questions and feedback responding perceptively and if appropriate elaborate with further ideas and information.

5. Key Topic Ideas

- Climate change and recycling
- Is Barbie a good role model?
- Is war ever justified?
- Should 16 year olds be allowed to vote?
- Video games cause violence
- Students from farming families should be given time off school to help with harvesting and silaging.
- Are beauty contests harmful?
- Is the death penalty ethical?
- Should we ban keeping animals in zoos?
- Should governments be allowed to sensor information on the internet?
- Mobile phones should be monitored and installed with tracking devices for under 16s.
- Police should be armed with guns.
- Should PE in school be compulsory?

6. Persuasive Techniques

Alliteration: starting 2 or more words with the same letter.

Anecdote: a short story to support your idea

Pronouns: I, you, he, she, we

Facts: something proven to be true

Opinion: a personal view.

Repetition: using the same word/phrase more than once.

Rhetorical Questions: a question that doesn't require an answer but encourages deeper thought.

Exaggeration: making an over the top statement.

Emotive Language: language that is designed to evoke an emotional response.

Statistics: numerical fractions and percentages.

Threes: using three words/phrases to support or describe.