

ENGLISH DEPARTMENT: SCHEME of WORK OVERVIEW
Year 9 Autumn Term: Fun With Writing

Overall Objectives	<p>Improve writing to write accurately, fluently and effectively</p> <p>Be able to write creatively</p> <p>Be able to apply knowledge, gained from reading, of how to write well</p> <p>Develop vocabulary and grammar techniques to improve writing</p> <p>Plan, draft, edit and proof read work</p>
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PLTS	Creative Thinkers
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CORE TASKS	ASSESSMENTS
<ul style="list-style-type: none"> • Mini story based on short film using writing techniques covered • Write 50 word story making clear a character • Write short extract creating tension and specific atmosphere • Write an effective opening • 100 Word story applying techniques (interim assessment) 	<p>Writing</p> <p>Re-creation</p> <p>Write a short story based on a poem you have read</p> <p>(There is only one main assessment this half term to give teachers and students the opportunity to build up skills)</p>

KNOWLEDGE	SKILLS and LITERACY
<p>Know/Revise – key terms and features of creative writing</p> <ul style="list-style-type: none"> - Alliteration - Simile - Emotive language - Descriptive detail – precise or unusual - Adverb - Interesting verbs - Repetition - Pronouns - Adjectives - Simile - Metaphor - Personification - Onomatopoeia - Senses 	<ul style="list-style-type: none"> • Be able to apply knowledge of features of writing • Be able to skim and scan to find evidence • Understand how details can build up idea of setting • Be able to select vocabulary to create atmosphere and tone • Be able to evaluate choices • Be able to apply ideas on creating character • Close reading to identify techniques used to create atmosphere and tension • Be able to apply ideas on varying sentences and creating

Know/revise different sentence structures and punctuation

- short sentence
- complex sentence
- listing
- speech punctuation
- exclamation
- semi colon
- colon

Know/Revise key term: synonym; antonym

Know devices that can help create character:

- appearance
- behaviour
- dialogue
- what they say and what others say about them
- reactions
- contrast/comparison with others

Know key terms: direct information; indirect (or explicit/implicit)

Know different ways in which to start sentences in order to vary

- reservations
- temporal connective (time)
- place (or preposition)
- Verb + ed (past tense)
- Verb + ing (present participle)

effective openings

Each class will also work to develop and improve their skills in accuracy prior to the main assessment.

The exact nature of the work will be dependent on the ability level of the class.