


Learning Plan 2		Subject/Pwnc: English		Year/Blwyddyn: 9			
<div><div><p><b><i>The Four Purposes in English:</i></b></p><p><b>Ambitious, capable learners</b>, who:</p><ul style="list-style-type: none"><li>• set themselves high standards; seek and enjoy challenge; are increasingly knowledgeable and skilful; ask questions; enjoy solving problems; communicate effectively; explain ideas and concepts.</li></ul><p><b>Enterprising, creative contributors</b>, who:</p><ul style="list-style-type: none"><li>• connect and apply knowledge and skills to generate ideas; express ideas and emotions through different media; give of their energy and skills so that other people will benefit.</li></ul><p><b>Ethical, informed citizens</b>, who:</p><ul style="list-style-type: none"><li>• find, evaluate and use evidence in forming views; know about their culture, community, society and the world.</li></ul><p><b>Healthy, confident individuals</b>, who:</p><ul style="list-style-type: none"><li>• are confident, resilient and empathetic; form positive relationships based upon trust and mutual respect; face and overcome challenge.</li></ul></div><div><p><b>Knowledge focus/what matters:</b></p><ul style="list-style-type: none"><li>• Understanding languages is key to understanding the world around us.</li><li>• Expressing ourselves through languages is key to communication.</li><li>• Literature fires imagination and inspires creativity.</li></ul></div></div>							
Learning objective/key question	What will I know and be able to do? I can...		How will I develop my skills? (Success Criteria)		Homework/Gwaith cartref to support progress		
Week 1 What makes a compelling villain?	<ul style="list-style-type: none"><li>• Identify and describe the traits, motives, and behaviours of villains in literature, film, and media.</li><li>• Explain how writers use language, tone, and structure to create fear, sympathy, or moral conflict.</li><li>• Make connections between different types of villains (e.g. tragic, manipulative, misunderstood).</li><li>• Introduce key vocabulary (e.g. malicious, deceitful, ambitious, conflicted) to discuss characterisation.</li></ul>		<ul style="list-style-type: none"><li>• I can explore and describe different types of villains using precise vocabulary.</li><li>• I can explain how writers use language and structure to shape characters.</li><li>• I can compare villains across texts and media, making connections.</li><li>• I can use evidence to support my ideas and reflect on how my understanding is developing.</li></ul>		<div>Wk 1</div> <div>Homework: Create a “Villain Profile” for a character from a book, film, or TV show.</div> <div>Set:</div> <div>Due:</div>		
Week 2 How do writers build suspicion and mystery?	<ul style="list-style-type: none"><li>• Recognise how writers create suspense and uncertainty using setting, pace, and description.</li><li>• Identify and explain the use of narrative techniques such as red herrings, foreshadowing, and unreliable narration.</li><li>• Analyse how perspective and withheld information influence the reader’s response.</li><li>• Write a short, focused paragraph that ends on a cliff-hanger.</li></ul>		<ul style="list-style-type: none"><li>• I can identify and explain techniques used to create suspense.</li><li>• I can analyse how narrative choices affect the reader’s experience.</li><li>• I can apply my understanding by writing a suspenseful paragraph.</li><li>• I can reflect on how writers influence emotions and expectations.</li></ul>				
Week 3 How can I use inference to create and evaluate suspects?	<ul style="list-style-type: none"><li>• Develop detailed character descriptions that hint at motive and guilt.</li><li>• Infer meaning from clues, witness statements, and physical evidence.</li><li>• Use language to suggest hidden emotions and intentions (e.g. evasive, calculated, guarded, trembled, forced).</li></ul>		<ul style="list-style-type: none"><li>• I can use clues and evidence to infer meaning and motive.</li><li>• I can create detailed character profiles that suggest guilt or innocence.</li><li>• I can apply descriptive language to show hidden emotions.</li></ul>		<div>Wk 3</div> <div>Homework: Write a short paragraph that builds suspense.</div> <div>Set:</div>		

	<ul style="list-style-type: none"> <li>• Use key vocabulary (e.g. malicious, deceitful, ambitious, conflicted) to discuss characterisation.</li> <li>• Present analytical and descriptive writing in a structured “Suspect Dossier.”</li> </ul>	<ul style="list-style-type: none"> <li>• I can structure my ideas clearly and reflect on how inference deepens understanding.</li> </ul>		Due:
<p><i>Week 4</i></p> <p>How do writers use language and structure to reveal hidden motives?</p>	<ul style="list-style-type: none"> <li>• Analyse how writers use imagery, metaphor, and perspective to suggest guilt or moral complexity.</li> <li>• Explain how structure (e.g. shifts in focus or pacing) builds suspicion.</li> <li>• Compare how different texts present villainous motives.</li> <li>• Apply analytical techniques in my own writing about a villain’s actions.</li> </ul>	<ul style="list-style-type: none"> <li>• I can analyse how writers use imagery and structure to suggest complexity.</li> <li>• I can compare how different texts reveal motives and moral ambiguity.</li> <li>• I can apply analytical techniques in my own writing.</li> <li>• I can reflect on how structure and language shape meaning.</li> </ul>		
<p><i>Week 5</i></p> <p>How can I write convincingly from a villain’s perspective?</p>	<ul style="list-style-type: none"> <li>• Write in role as a villain to reveal emotion, motive, and self-justification.</li> <li>• Use tone, pace, and language techniques to manipulate the reader’s sympathy.</li> <li>• Develop voice and register appropriate to the character’s personality.</li> <li>• Reflect on how villains explain or conceal their guilt.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write in role to explore motive, emotion, and justification.</li> <li>• I can use tone and language to influence the reader’s response.</li> <li>• I can develop a consistent voice that reflects character traits.</li> <li>• I can reflect on how perspective shapes narrative and reader sympathy.</li> </ul>	Wk 5	Homework: Choose one suspect from your mystery story and write a short witness statement <i>from their point of view</i> . Set:  Due:
<p><i>Week 6</i></p> <p>What makes a newspaper report effective and authentic?</p>	<ul style="list-style-type: none"> <li>• Identify and explain the key features and structure of newspaper reports (headline, lead, body, conclusion).</li> <li>• Recognise how bias, tone, and perspective are used to shape reader opinion.</li> <li>• Analyse how journalists report crime and villainy using evidence, quotations, and formality.</li> <li>• Begin to plan my own newspaper report based on my mystery narrative.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify and explain the features of a newspaper report.</li> <li>• I can analyse how bias and tone influence reader opinion.</li> <li>• I can apply my understanding to plan a report based on my narrative.</li> <li>• I can reflect on how structure and language affect credibility and impact.</li> </ul>		
<p><i>Week 7</i></p> <p>How can I write an engaging and realistic newspaper report?</p>	<ul style="list-style-type: none"> <li>• Complete Writing for Success planning document for the newspaper report.</li> <li>• Write a complete newspaper report using correct layout, tone, and tense.</li> <li>• Edit and proofread for accuracy, punctuation, and appropriate register.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use planning tools to organise my ideas effectively.</li> <li>• I can write a complete report using appropriate layout, tone, and tense.</li> <li>• I can edit and improve my work independently.</li> <li>• I can reflect on how my choices affect clarity, accuracy, and reader engagement.</li> </ul>	Wk 7	Homework: Find a real newspaper article about a crime or mystery. Set:  Due: