


Learning Plan 4		Subject/Pwnc: English	Year/Blwyddyn: 9
<p><u>The Four Purposes in English:</u></p> <p>Ambitious, capable learners who analyse how language is used to influence readers, explain ideas clearly using evidence, and develop confidence in reading and writing about poetry.</p> <p>Enterprising, creative contributors who express ideas about poems through discussion and writing, compare different viewpoints and texts, and respond thoughtfully to challenging ideas.</p> <p>Ethical, informed citizens who explore how language can persuade or manipulate, consider different viewpoints about war and responsibility, and understand how writers respond to historical events.</p> <p>Healthy, confident individuals who build confidence when approaching poetry, share ideas respectfully in discussion, and develop resilience when tackling challenging texts.</p> <p>Knowledge focus/what matters:</p> <ul style="list-style-type: none"> • Languages connect us. Understanding how language is used to persuade helps us understand the world around us. • Expressing ourselves through languages is key to communication. Writers choose words carefully to influence how readers think and feel. • Literature fires imagination and inspires creativity. Poetry can challenge ideas, question beliefs and present powerful viewpoints. 			
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
<p><i>Week 1</i> How does Jessie Pope use language to pressure the reader into supporting war?</p>	<ul style="list-style-type: none"> • Understand that poems are written for a purpose, not just to tell a story. • Identify who <i>Who's for the Game?</i> is written for and why. • Explain the poet's message and evaluate how successfully it persuades the reader. • Describe how the poet tries to influence the reader. 	<p>I can:</p> <ul style="list-style-type: none"> • Select short quotations to support my ideas. • Identify persuasive techniques such as questions and direct address. • Explain what the poet wants the reader to think or do. • Use ambitious vocabulary: manipulative, coercive, pressurising. 	<p>Wk 1 and 2</p> <p>Homework: Identify three poetic techniques and explain their effect on the reader.</p> <p>Set: W/B 16th February</p> <p>Due: W/B 2nd March</p>
<p><i>Week 2</i> How do specific language choices shape the reader's response to the poem?</p>	<p>SYL: How does Jessie Pope use language to influence the reader in <i>'Who's for the Game'</i>?</p> <ul style="list-style-type: none"> • Move from identifying techniques to analysing language. • Understand what is meant by <i>effect on the reader</i>. • Learn how to write an analytical paragraph using a model. • Zoom in on individual words and phrases. • Explain how language creates pressure or emotion • Improve my writing using feedback and modelling. • Explain how different readers might respond differently to the same language choice. 	<p>I can:</p> <ul style="list-style-type: none"> • Explain what the poem is about and what message the poet is trying to communicate. • Use short, relevant quotations from the poem to support my ideas. • Analyse the poet's language choices and explain their effect on the reader. • Comment on how the poet uses tone or imagery to influence the audience. • Include a reference to context that helps explain why the poem was written. 	

<p>Week 3 How do images and slogans persuade people differently from poems?</p>	<ul style="list-style-type: none"> • Understand how propaganda works. • Compare persuasion in a poem and an image. • Recognise similarities between Jessie Pope's poem and propaganda. • Explain the message of a WW1 propaganda poster. • Identify visual methods such as colour, gaze and slogan. • Compare how the poem and poster influence the audience. 	<p>I can:</p> <ul style="list-style-type: none"> • Identify how images target emotions. • Explain what information is included and what is missing. • Compare the effectiveness of a poem and a poster. • Use ambitious vocabulary: distorted, selective, authoritative. 	<p>Wk 3 and 4</p>	<p>Homework: Use ambitious vocabulary to explain how writers influence or manipulate readers.</p> <p>Set: W/B 2nd March</p> <p>Due: W/B 16th March</p>
<p>Week 4 How does Wilfred Owen use language to challenge what readers have been persuaded to believe?</p>	<ul style="list-style-type: none"> • Understand how Owen challenges earlier messages about war. • Analyse how imagery affects the reader. • Recognise contrast between Owen and Pope. • Explain the message of <i>Dulce et Decorum Est</i>. • Analyse how imagery creates shock or discomfort. • Explain why Owen wanted to expose the truth. 	<p>I can:</p> <ul style="list-style-type: none"> • Select powerful quotations. • Explain how imagery affects the reader. • Link language choices to Owen's purpose. • Use ambitious vocabulary: confrontational, subversive, unsettling. 		
<p>Week 5 How do different writers present opposing viewpoints to influence the reader?</p>	<p>SYL: Compare how Jessie Pope and Wilfred Owen present different attitudes towards war.</p> <ul style="list-style-type: none"> • Bring ideas from both poems together. • Write a structured comparative response. • Compare language, tone and purpose in two poems. • Use quotations from both poets. • Organise my ideas clearly in paragraphs. 	<p>I can:</p> <ul style="list-style-type: none"> • Compare how both poets present different attitudes towards war. • Use quotations from both poems to support each comparison point. • Explain how language or imagery is used differently by each poet. • Compare the poets' purposes and how they try to influence the reader. • Link ideas to context to explain why the poets' viewpoints are different. • Organise my response clearly so each paragraph compares both poems. 	<p>Wk 5</p>	<p>Homework: Find a poem, summarise its meaning, and explain why one quotation is significant.</p> <p>Set: W/B 16th March</p> <p>Due: W/B 13th April</p>