Year 9 Term 2 Learning Intentions

What? When? Why?	Lesson One Learning intentions (what can a student do at the end of the lesson)	Lesson Two Learning intentions (what can a student do at the end of the lesson)	Lesson Three Learning intentions (what can a student do at the end of the lesson)
Week 1 06/01/25	SNOW/ICE WEEK	SNOW/ICE WEEK	SNOW/ICE WEEK
Week 2 13/01/2025 Bildungsroman Protagonist Asperger's Syndrome	LI: To appreciate the opening of *The Curious Incident* and conventions of genre. Reading chapters 2, 3, 5, 7 WINTMTL: To form first look predictions/first chapter impressions/first character impression. To know the terms 'murder mystery genre' and 'bildungsroman'. To explain what is meant by 'murder mystery genre' and 'bildungsroman'. To use grammatical knowledge to analyse more challenging texts (detective fiction) using appropriate linguistic terminology. To consciously choose sentence structure for its effect on the reader writing for information texts.	LI: To understand how Haddon introduces character. Reading chapters 11, 13, 17, 19 WINTMTL: To explore if our impression of Christopher has developed from lesson 1. To explain understanding about autism and Asperger Syndrome. To comment on how the narrative voice reveals Christopher's autistic tendencies. To consciously choose sentence structure for its effect on the reader writing for information texts.	LI: To explore the methods used by Haddon to establish character. Reading chapters 23, 29 & 31 WINTMTL: To form opinions about characters. To explore how Haddon establishes characters in the opening chapters using what – how – why. To consciously choose sentence structure for its effect on the reader in analytical writing.
Week 3 20/01/2025 Analepsis Sympathy	LI: To create an opening to a mystery story. <mark>Marked piece</mark> WINTMTL: To reveal a crime has a been committed. To establish a 'detective'.	LI: To understand how Haddon creates sympathy for Christopher. Reading chapters 37, 41, 43 WINTMTL: To know what sympathy is.	LI: To examine the ways Christopher reacts to death. Reading chapters 47, 53 WINTMTL: To know Christopher's reaction to the death of Wellington and his mother's death.

	To outline an initial suspect or motive. To consciously choose sentence structure for its effect. To use inverted commas/colons/semi colons to relay/summarise/embed quotations to present information accurately.	To comment on how Haddon creates a sense of sympathy for Christopher's character. To form a judgement on if we can trust Christopher as a narrator. To consciously choose sentence structure for its effect on the reader writing for information texts.	To distinguish and comment on the differences in Christopher's reactions to death. To consciously choose sentence structure for its effect on the reader writing for information texts.
Week 4 27/01/2025 Analepsis Dialogue	LI: To appreciate Christopher's differences as a narrator. Reading chapters 59, 61 WINTMTL: To know what a narrator is. To explore Christopher's differences. To comment on Christopher's role as a narrator. To consciously choose sentence structure for its effect on the reader writing for information texts.	LI: To examine how Christopher is presented as a narrator. Reading chapters 67, 71, 73 WINTMTL: To know what a narrator is. To explore Christopher's differences. To comment on Christopher's role as a narrator through examining the use of lists. To consciously choose sentence structure for its effect on the reader writing for information texts.	<mark style="background:#00ff00">Green pen feedback</mark> WINTMTL: To improve the openings to your murder mystery story.
Week 5 03/02/2025 Infidelity Dialogue Tropes	LI: To explore the ways Haddon presents Christopher. Reading chapters 79, 83, 89 WINTMTL: To explore Christopher's emotional processes. To link structure to the presentation of character. To consciously choose sentence structure for its effect on the reader writing for information texts.	LI: To examine the way Christopher's father is presented. Reading chapter 97 <mark style="background:#ff0000">Marked piece</mark> WINTMTL: To form opinions about Christopher's father. To explore if opinions have changed after reading his chapter. To comment on Haddon's intent communicating this information.	LI: To understand conventions of genre. Reading chapters 101, 103 WINTMTL: To know what genre is. To build on mystery genre tropes and evaluate the genre of the novel. To use grammatical knowledge to analyse more challenging texts (detective fiction) using appropriate linguistic terminology.

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		To consciously choose sentence structure for its effect on the reader writing for information texts.	To consciously choose sentence structure for its effect on the reader writing for information texts.
Week 6 10/02/2025 Intertextuality Half-term (Week commencing 17/02/2025)	LI: To look at intertextuality. Reading chapters 107, 109 WINTMTL: To know what intertextuality is. To know what texts TCIOTDITNT links to. To make comparisons. To consciously choose sentence structure for its effect on the reader writing for information texts.	LI: To examine the use of minor characters to drive plot. Reading chapters 113, 127 WINTMTL: To know the minor characters. To comment on the impact of minor characters. To consciously choose sentence structure for its effect on the reader writing for information texts.	<mark>Green pen feedback</mark> WINTMTL: To improve opinions about Christopher's father.

Grammar LI expectation in every lesson:

- To use Standard English confidently in their own writing.

Oracy LI expectations in every lesson:

- To read confidently and coherently out loud, using expression to explore characters' personalities.
- To speak with appropriate formality for situations