

Year 9 Planning (based on PLS Year 4 planning)

Total number of Units: 11

Total number of exemplified Units: 7

Total number of weeks covered: 33–36

Narrative, plays and scripts 16–17 weeks	UNIT 1 Stories with historical settings (3 weeks) Y4N1	UNIT 2 Stories set in imaginary worlds (4 weeks) Y4N2	UNIT 3 Stories from other cultures (3 weeks)	UNIT 4 Stories which raise issues/dilemmas (4 weeks)	UNIT 5 Plays (2–3 weeks)
Non-fiction 13–15 weeks	UNIT 1 Recounts: newspapers/magazines (4 weeks) Y4NF1	UNIT 2 Information texts (3–4 weeks)	UNIT 3 Explanation (2–3 weeks) Y4NF3	UNIT 4 Persuasive texts (4 weeks) Y4NF4	
Poetry 4 weeks	UNIT 1 Creating images (2 weeks) Y4P1		UNIT 2 Exploring form (2 weeks) Y4P2		

Speaking	Offer reasons and evidence for their views, considering alternative opinions	Coverage			
		Respond appropriately to the contributions of others in the light of differing viewpoints			
	Tell stories effectively and convey detailed information coherently for listeners				
	Use and reflect on some ground rules for sustaining talk and interactions				
Listening and responding	Listen to a speaker, make notes on the talk and use notes to develop a role-play				
	Compare the different contributions of music, words and images in short extracts from TV programmes.				
	Identify how talk varies with age, familiarity, gender and purpose				
Group discussion and interaction	Take different roles in groups and use the language appropriate to them, including the roles of leader, reporter, scribe & mentor				
	Use time, resources and group members efficiently by distributing tasks, checking progress and making back-up plans				
	Identify the main points of each speaker, compare their arguments and how they are presented				
Drama	Create roles showing how behaviour can be interpreted from different viewpoints				
	Develop scripts based on improvisation				
	Comment constructively on plays and performances, discussing effects and how they are achieved				
Word recognition	There are no year group objectives for this strand as strand 5: <i>Word recognition : decoding (reading) and encoding (spelling)</i> only covers objectives from Foundation Stage to the end of Key Stage 1 . The expectation is that, for the majority of children, these learning objectives will have been covered by the end of Year 2.				
Word structure and spelling	Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words				
	Distinguish the spelling and meaning of common homophones				
	Know and apply common spelling rules				
	Develop a range of personal strategies for learning new and irregular words				
Some of the spelling objectives appear in both strands 5 and 6. This reflects that phonics should be the prime approach children use in both learning to read and learning to spell. The objectives in strand 6 also cover the wider approaches children need to learn and deploy to spell words accurately.	Understanding and interpreting texts	Identify and summarise evidence from a text to support a hypothesis			
		Deduce characters' reasons for behaviour from their actions and explain how ideas are developed in non-fiction texts			
		Use knowledge of different organisational features of texts to find information effectively			
		Use knowledge of word structures and origins to develop their understanding of word meanings			
		Explain how writers use figurative and expressive language to create images and atmosphere			

Engaging with and responding to texts	Read extensively favourite authors or genres and experiment with other types of text			
	Interrogate texts to deepen and clarify understanding and response			
	Explore why and how writers write, including through face-to-face and online contact with authors			
Creating and shaping texts	Develop and refine ideas in writing using planning and problem-solving strategies			
	Use settings and characterisation to engage readers' interest			
	Summarise and shape material and ideas from different sources to write convincing and informative non-narrative texts			
	Show imagination through the language used to create emphasis, humour, atmosphere or suspense			
	Choose and combine words, images and other features for particular effects			
Text structure and organisation	Organise text into paragraphs to distinguish between different information, events or processes			
	Use adverbs and conjunctions to establish cohesion within paragraphs			
Sentence structure and punctuation	Clarify meaning and point of view by using varied sentence structure (phrases, clauses and adverbials)			
	Use commas to mark clauses, and use the apostrophe for possession			
Presentation	Write consistently with neat, legible and joined handwriting			
	Use word processing packages to present written work and continue to increase speed and accuracy in typing			