



Key Stage Three English - Unit Overview

Year 9 – Autumn term – ‘Crime and detective fiction’

Enrichment – ‘Diversity’

- Resources – available in J drive (WA resources)



Unit rationale	In this unit, students will explore the crime and mystery genre through the study of three engaging texts. Students will examine how writers create tension, suspense and intrigue while developing their understanding of authorial intent. Through a range of reading and writing activities, students will explore how language and structural choices shape readers' responses and learn how to craft their own effective crime narratives. The unit places a strong emphasis on planning, drafting and refining writing, preparing students for the demands of GCSE English Language. Extended Reading: i. Exposure to a range of crime and mystery texts, exploring different approaches to suspense and detection. ii. Analysing how writers create atmosphere, tension and intrigue through language and structural choices. iii. Exploring characterisation, setting and viewpoint within the crime genre. iv. Developing understanding of authorial intent and how writers deliberately shape readers' responses. v. Revisiting and further developing core reading strategies, including inference, analysis and evaluation. Writing Opportunities: vi. Exploring the concept of "backwards writing" by identifying intended reader responses before selecting language and structural techniques. vii. Developing vivid imagery through the use of figurative language, sensory description and precise vocabulary choices. viii. Crafting structure for effect, including effective openings, shifts in focus, the withholding of information and impactful endings. ix. Opportunities to produce extended descriptive and narrative writing inspired by the crime genre. x. Developing planning skills to support the creation of a coherent and engaging crime narrative. xi. Focus on improving accuracy and effectiveness through editing, re-drafting and refining writing. xii. Opportunity to produce an extended original crime narrative that showcases the skills developed throughout the unit.
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	Oracy Skills: xiii. Developing physical, linguistic, cognitive and social communication skills through discussion and collaborative analysis of texts. xiv. Exploring alternative interpretations of events, characters and clues through paired and group discussion. xv. Justifying opinions and evaluating the effectiveness of writers' choices using subject-specific terminology. GCSE Links: The unit supports Year 9 transition priorities by reinforcing and further developing the skills needed to be successful at GCSE. • The study of the crime and mystery genre develops analytical skills required for both GCSE English Language and Literature. • A focus on authorial intent strengthens students' ability to explore how writers achieve effects and shape meaning. • Analysis of language and structural methods directly supports GCSE English Language Paper 1 and Literature assessment objectives. • Planning, drafting and refining extended narrative writing develops key skills for GCSE English Language Paper 1, Section B.	
Possible texts to explore	• The Tell Tale Heart • The Hound of the Baskervilles • The Mist in the Mirror	
Assessment Peer-assessment	Unit outcome: <u>Warm task:</u> To write a narrative response entitled <i>"The Crime Beneath the City"</i> Using the MPO planning format to structure your ideas.	Informal assessment and low-stakes testing: • Students to self and peer assess a range of short writing tasks with the emphasis on re-drafting for effect • Success criteria to be made available by teachers. Students must engage with this, redrafting their work on a regular basis
Core skills	1. To use a range of reading strategies independently: questioning, predicting, clarifying, summarising, skimming and scanning 2. To use a range of writing strategies independently: punctuation, sentence construction, vocabulary for effect. A focus on encouraging students to consider structural devices for effect in their own prose writing – order, openings and closings, links/cohesive devices, shifts in focus, pace and use of dialogue. 3. To use a range of strategies to communicate orally: rhetorical devices, tone of voice, gesture, vocabulary, active listening and appropriate response	
Key questions for the unit	• How do writer's build tension and suspense? • What are the conventions of a detective narrative? • How has the crime genre changed over time? • What are red herrings?	

	How is structure used effectively within the crime genre?	
Key vocabulary	<u>Unit vocabulary – tier 2 vocabulary</u> - Curious - Culprit - Red Herring - Detective - Suspense - Witness/es - Forensic - Tension - Motive - Suspect	<u>Unit terminology:</u> - Emotive language - Adjective - Verb - Adverb - Narrative Arc - Shifts of focus - Dialogue - Chronological - Flashbacks - Openings and closings