

Curriculum IntentSubject: EnglishYear 9

	What?	Why?	Why When?	NC Aims
Term 1-1	<p>Writing Skills</p> <ul style="list-style-type: none"> * Writing Techniques: SMART PERSON * Writing to Instruct: sequenced writing * Writing to Advise: tone and direction – AGONY AUNT * Writing to Persuade: tone and influence * Writing to Inform: perspectives and attitudes * Writing to Explain: detailed and extended writing * Writing to Argue: balanced approach <p>Reading Skills</p> <ul style="list-style-type: none"> * Terminology: understanding of unit specific terms * Inference: reading between the lines/connotations * Summary: * Analysis: PEE * Evaluation: opinions and PEE * Comparison: similarities and differences 	<p>During the Reading and Writing Skills unit, students will have the opportunity to consolidate and develop their learning on form, purpose and audience. The unit will explore a range of text forms and purposes, applying learning from analysing texts to writing them.</p> <p>Year 9 begins with a focus on reading and writing skills. This unit ensures students develop their understanding of form, language and structure in both fiction and non-fiction texts. Pupils then apply their growing knowledge to their own writing, with a focus on making conscious choices with their vocabulary, language and structural decisions.</p>	<p>Year 9 pupils begin the year with a focus on reading and writing skills. This consolidates the skills learnt over year 7 and 8, and allows them to develop further in preparation for their upcoming GCSE studies.</p>	<ul style="list-style-type: none"> • Write clearly, accurately and coherently, adapting to a range of contexts, purposes and audiences. • Acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing, and spoken language • Apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting appropriate form
Term 1-2	<p>Poetry Skills</p> <ul style="list-style-type: none"> * Terminology: understanding of unit specific terms * Lang Techniques: SMARTPERSON * Structure Techniques: FOPS 	<p>This unit offers an opportunity to explore an exciting range of poetry, analysing the language and structure of a variety of forms. Poetry Skills prepares students for the unseen poetry element</p>	<p>This unit begins the GCSE English Literature studies. Prior to their Power and Conflict poetry unit, it is important students develop</p>	<ul style="list-style-type: none"> • Acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic



	<p>* Analysis: PEE</p> <p>* Comparison: Similarities and Differences</p>	<p>of the GCSE English Literature exam, alongside the Poetry Anthology unit studied later in year 9.</p> <p>Pupils recap key poetic terms from previous years, while building an understanding of more complex techniques, such as caesura. The unit build pupils confidence in understanding the meanings behind poems, and discussing the choices writers make, and the <u>effects</u> of those choices.</p>	<p>their understanding of poetic techniques, forms, and structure.</p>	<p>conventions for reading, writing, and spoken language</p>
Term 2-1	<p>Macbeth</p> <p>* Context: Jacobean Era</p> <p>* Plot: Summary</p> <p>* Characters: Traits, motivations and impact</p> <p>* Themes: Links to other poems/character/events/attitudes</p> <p>*Quotations: PEE</p> <p>*Language Analysis: SMARTPERSON</p> <p>* Writers' methods: intentions and effect</p>	<p>In this unit pupils study the GCSE text Macbeth, building on learning from previous Shakespeare units. Pupils will explore the language, structure and performance of the play, supported by their learning of Macbeth in the Supernatural unit in year 8. Alongside discussions around context, plot, character, and theme, this unit will prepare students for the Shakespeare element of their GCSE English Literature exam.</p> <p>Pupils build on their learning on Shakespeare and Macbeth from year 8, closely rereading the playscript. Applying their understanding of context, pupils consider the deeper meanings and symbolism within the play. Furthermore, pupils focus on developing their written analysis when responding to questions or ideas within the text.</p>	<p>Having studied Shakespearean texts in year 7 and 8, year 9 students will now study their GCSE Macbeth unit. Pupils begin with the easiest chronological GCSE text, allowing them to develop an awareness of the development of the literary cannon through time. Their grounding in Shakespearean context, and their introduction to Macbeth in year 8, allow pupils to approach the text with greater confidence and understanding.</p>	<ul style="list-style-type: none"> • Appreciate our rich and varied literary heritage • Acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing, and spoken language • Develop the habit of reading widely and often • Rereading books encountered earlier to increase familiarity. • Understand how the work of dramatists is communicated effectively through performance • Reading of a whole text, and studying the author in depth.
Term 2-2	<p>Macbeth</p> <p>* Context: Jacobean Era</p> <p>* Plot: Summary</p> <p>* Characters: Traits, motivations and impact</p> <p>* Themes: Links to other poems/character/events/attitudes</p> <p>*Quotations: PEE</p> <p>*Language Analysis: SMARTPERSON</p> <p>* Writers' methods: intentions and effect</p>			



Term 3-1	<p>Poetry Anthology: ISLA</p> <p>Terminology: understanding of unit specific terms</p> <p>Context: How does context affect the meaning of the poem?</p> <p>Plot Overview: Summary</p> <p>Themes: Links to other poems/character/events/attitudes</p> <p>Comparison: Similarities and Differences</p> <p>Language Techs: SMARTPERSON</p> <p>Structure Techs: FOPS</p> <p>Key Quotations: PEE</p>	<p>In preparation for the poetry anthology element of their GCSE Literature exam, pupils study the power and conflict poetry cluster. Pupils will explore the meanings of each poem, relating them to their context. Their learning in the Poetry Skills unit aid them in their language and structural analysis.</p> <p>Building on their learning from the beginning of the year, pupils study their GCSE Power and Conflict poems. Pupils focus on meaning, language, structure, and form, applying their developed understanding of poetic techniques to their increasing sophisticated written analysis.</p>	<p>Having studied poetry skills at the start of the year, pupils now apply their learning to their GCSE Power and Conflict poetry. Their established understanding of poetic techniques, form and structure allow pupils to approach discussing and analysing poems with confidence.</p>	<ul style="list-style-type: none"> • Appreciate our rich and varied literary heritage • Acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing, and spoken language
Term 3-2	<p>Poetry Anthology: ISLA</p> <p>Terminology: understanding of unit specific terms</p> <p>Context: How does context affect the meaning of the poem?</p> <p>Plot Overview: Summary</p> <p>Themes: Links to other poems/character/events/attitudes</p> <p>Comparison: Similarities and Differences</p> <p>Language Techs: SMARTPERSON</p> <p>Structure Techs: FOPS</p> <p>Key Quotations: PEE</p>			