

<u>Timeline</u>	<u>Topic</u>	<u>Key concepts and knowledge</u>	<u>Skills development</u>	<u>Rationale</u>
<p>Half Term 1 7 weeks</p>	<p><u>'Diversity and Various Cultures'</u> <u>Fiction Reading</u></p>	<ul style="list-style-type: none"> To read with insight and engagement understanding writers' background, methods and techniques. A knowledge and appreciation of how peoples' experiences of life are reflected in their writing. How writers use language to influence the reader's opinion How writing changes and adapts to audience and purpose How language changes to reflect the time period it was written How to analyse effectively writers' methods Accelerated Reader Star Reading and quizzing <p>#FlashbackFriday – Range of SPAG activities - see faculty schedule</p> <p>Compulsory Reading:</p> <ul style="list-style-type: none"> Of Mice and Men The Hate You Give The Book Thief Love Simon My Polish Teacher's Tie <p><i>Staff will also be able to choose 2 from the following:</i></p> <ul style="list-style-type: none"> The Saturday Big Tent Party Murder Mystery The Chocolate War Tales from a Troubled Land I know why the caged bird sings 	<p><u>Pupil Skills List</u></p> <ol style="list-style-type: none"> I can state my opinion clearly at the start of my answer I can use a range of words to describe my thoughts and feelings I can use a range of synonyms for the words 'think' and 'feel' I can embed a range of short quotations I can identify how a writer makes me think/feel I can track the text and sum up my overall feelings from the whole story <p><u>Medium Term Plan</u></p> <ul style="list-style-type: none"> Reading and inference skills Critical analysis of writers' methods Extended independent writing Literacy Proof reading Exam skills Self-Evaluation 	<p>Building on from the study of fiction in years 7 and 8.</p> <p>A focus on a range of cultures, beliefs and contexts to widen their breadth of understanding.</p> <p>To build on their experience of other peoples' viewpoints and perspectives.</p> <p>Formal Assessment: Evaluation Question Based on a statement given to students, they have to write an answer stating whether they agree or disagree.</p>

		<ul style="list-style-type: none"> Welcome to Nowhere The Lemon Orchard The Gul The Flower The Difficult Path Refugee Boy Crongton Nights 		
<p>Half term 2 7 weeks</p>	<p>Fiction Writing</p>	<ul style="list-style-type: none"> To read, understand and analyse how other writers use structure, language and content to create original and interesting narratives. To construct an engaging narrative with interesting characters. To construct a cohesive plot. To be able to think creatively and with imagination then use and adapt language to write creatively To be able to respond to different titles. To be able to independently write for an extended amount of time. To be able to proof read and check their work against the skills criteria To be able to self-evaluate during the drafting process against the skills criteria <p>#FlashbackFriday – Range of SPAG activities - see faculty schedule</p> <p>Compulsory reading: Of Mice and Men Cornelius the Cat Exemplar</p>	<p>Pupil Skills List</p> <ol style="list-style-type: none"> I can plan an original and interesting narrative. My plot has a clear start which hooks the reader. My characters are believable and I show how they feel/think. I use a range of punctuation including speech marks, mostly accurately. My vocabulary is ambitious. I can use language devices to create description. <p>Medium Term Plan</p> <ul style="list-style-type: none"> Using and applying language skills Adapting language to suit a range of audiences Literacy Extended independent writing Proof reading Exam Skills Creativity Imagination Reading and inference skills Critical analysis of writers’ methods Self-Evaluation 	<p>Pupils will build on from their fiction study unit and will apply the skills taught previously to create their own piece of fiction writing.</p> <p>Formal Assessment: Narrative Writing Task based on a title stimulus.</p>
<p>Half term 3 6 weeks</p>	<p>Shakespeare 'Tragic Heroes'</p>	<ul style="list-style-type: none"> To study the context, methods, characters and stylistic features of a Shakespeare play To understand the construct of a tragic hero and the notion of tragedy and what makes a tragic character/text 	<p>Pupil Skills List</p> <ol style="list-style-type: none"> I can define the word ‘tragedy’ and use the term in my writing I can explain who the tragic hero is in the play 	<p>As the second of the Shakespeare texts studied at KS3, pupils will build on their previous knowledge of Shakespearean theatre, theatre conventions and drama as a genre.</p>

		<ul style="list-style-type: none"> • Key scene annotation • PEA responses to questions about characters/themes • Spoken language activities including performance and presentation • How writers use language for effect • How language changes to reflect the time period it was written • How to analyse effectively writers' methods • Contextual factors influencing Shakespeare's writing <p>#FlashbackFriday – Range of SPAG activities - see faculty schedule</p> <p>Compulsory reading:</p> <ul style="list-style-type: none"> • Heroes • Romeo and Juliet, OR • Hamlet, OR • Othello 	<ol style="list-style-type: none"> 3. I can include some facts about time in which Shakespeare was writing 4. I begin my answer with the word 'Shakespeare *creates' (or a synonym of) 5. I have used ambitious adjectives to describe the character 6. I can write about the text as a play with an audience <p>Medium Term Plan</p> <ul style="list-style-type: none"> • Reading and inference skills • Knowledge of context • Critical analysis of writers' methods • Extended independent writing • Literacy • Proof reading • Self-Evaluation 	<p>The focus of this unit will be the nature of tragedy and the tragic character. Pupils will explore this through texts such as Romeo and Juliet, Hamlet etc.</p> <p>This study of tragedy and tragic heroes within Shakespearean texts also acts as a foundation study for the KS4 GCSE set text, Macbeth.</p> <p>Formal assessment: Crafting an opening overview paragraph</p>
<p>Half term 4 6 weeks</p>	<p>'Heroes in Society' Non Fiction Reading</p>	<ul style="list-style-type: none"> • To read with insight and engagement, understanding writers' methods and techniques • Discussions about hook, building a narrative and perspectives. • How writers use language for effect • How writing changes and adapts to audience and purpose • How language changes to reflect the time period it was written • How to analyse effectively writers' methods <p>#FlashbackFriday – Range of SPAG activities - see faculty schedule</p> <p>Compulsory reading:</p> <ul style="list-style-type: none"> • Heroes • Child Labour Paper 	<p>Pupil Skills List</p> <ol style="list-style-type: none"> 1. comment on the context of both texts and apply this to the content 2. select quotations which match to show similarities/differences between the 2 texts 3. track the text and use a range of adjectives to describe the viewpoint 4. analyse how writers use language and structural features 5. demonstrate an understanding of writers' viewpoints and opinions <p>Medium Term Plan</p> <ul style="list-style-type: none"> • Reading and inference skills • Understanding bias and viewpoint • Extended independent writing • Literacy • Proof reading 	<p>Non-fiction is often one of the more challenging aspects of the English Language curriculum.</p> <p>We therefore want pupils to be confident when analysing non-fiction and to be able to apply the skills demonstrated by the range of writers studied in their own non-fiction and formal writing.</p> <p>Formal Assessment Tasks: Comparison of 2 texts: Nurses</p>

		<ul style="list-style-type: none"> Nurses Paper 	<ul style="list-style-type: none"> Exam skills Employability skills – the ability to decipher language and use and adapt language style to suit a range of formal settings 	
<p>Half Term 5 6 weeks</p>	<p>Non Fiction Writing</p>	<ul style="list-style-type: none"> Using the previous unit’s work as a foundation, pupils will now demonstrate the ability to use a range of language devices in a formal style Pupils will learn how to apply the persuasive and rhetorical devices Pupils will learn how to write, structure and present a viewpoint in a non-fiction format <p>#FlashbackFriday – speaking and listening skills</p> <p>Compulsory Reading: Pupils’ Accelerated Reader ERIC Books</p>	<p>Pupil Skills List</p> <ol style="list-style-type: none"> I effectively plan my ideas I have used a range of sophisticated linguistic devices and emotive language I have linked my ideas with paragraphs with a cohesive paragraph structure I have considered the impact of my sentence structure and variety My voice and viewpoint is clear and sustained <p>Medium Term Plan</p> <ul style="list-style-type: none"> Adapting language to suit a range of audiences Literacy Extended independent writing Proof reading Research skills Exam Skills 	<p>Pupils will be assessed on the quality of their written communication. They will produce formal piece(s) of transactional writing for a specific purpose and audience.</p> <p>Due to nature of the topics studied, there scope for pupils to explore marginalised societies including the LGBTQTB+ community</p> <p>Formal Assessments Transactional Writing Task to be completed as Year 9 Examination</p>
<p>Half Term 6 7 Weeks</p>	<p>‘Careers’ Non Fiction Writing and Spoken Language</p>	<ul style="list-style-type: none"> To use and adapt language to write formally for a specific audience Using the previous unit’s work as a foundation, pupils will now demonstrate the ability to use a range of language devices in a formal style Pupils will learn how to apply the persuasive and rhetorical devices Pupils will learn how to write, structure and present a verbal viewpoint in the format of a speech or formal interview <p>#FlashbackFriday – speaking and listening skills</p>	<p>Pupil Skills List</p> <ol style="list-style-type: none"> I am audible and I use standard English I can express ideas/feelings/information to the audience I can organise my thoughts to provide structure to my speech My audience are interested in my speech and can understand what I am talking about. I can listen to questions and respond to them with an open ended response. <p>Medium Term Plan</p>	<p>Pupils will be assessed on the quality of their written communication. They will produce formal piece(s) of transactional writing for a specific purpose and audience. In addition, pupils will undertake their GCSE Spoken Language unit. This will be in the format of an individual speech or presentation OR a formal interview.</p> <p>This unit very much links with employability skills and the speaking and listening task will link in with Carr Hill’s PSHE curriculum.</p>

		<p>Compulsory Reading: Pupils' Accelerated Reader ERIC Books</p>	<ul style="list-style-type: none"> • Using and applying language skills • Adapting language to suit a range of audiences • Literacy • Extended independent writing • Proof reading • Research skills • Exam Skills • Employability skills – the ability to present ideas and viewpoints in a formal setting • Development of understanding of employability skills, C.V.s and letters of application • To undertake a mock job interview • Self-Evaluation 	<p>Formal Assessments GCSE Spoken Language Endorsement</p>
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