

INTENT

To embed the skills of analysis and writing – descriptive and transactional focused on subordinated sentences and making meaning clear.

Bilton School Planning for Progress over Time Programme of Study 2024/25

The bigger picture:

“All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.” National curriculum in England September 2013
The English Curriculum is built around a love of literature and creativity. We aim to deliver a broad spectrum of texts and authors to our students to enable students to appreciate how texts from the past influence 21st century to give them a grounding for the demands of the 21st century. We introduce and embed critical reading and sophisticated vocabulary to make our students confident and articulate readers and writers in order to fully participate in society and communicate their ideas and feelings so that they are well understood.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Gothic Writing Writing	The Crucible Reading	Perspectives S and L (2025)	The H8 U Give Reading	War Poetry Reading	AIC Reading
Year 9						
Progress and assessment	<p>1.FAR: Describing an image (Gothic). (PF and atmosphere focus)</p> <p>2. MA: Creating setting, atmosphere and flashback (P1,Q5 skill)</p> <p>3. FA: 40 mins to write your own Gothic Story – continues from TT.</p>	<p>1. FAR: How is Abigail Williams presented in Act One?</p> <p>2. How is justice presented?</p> <p>3. Final assessment: How far do you agree John Proctor is a morally good man?</p>	<p>1. FAR – paired task: “Humans are the most evolved creatures on the planet. We should be allowed to go wherever we want and use the planet as we please!” Write the opening paragraphs of a speech to present to your local MP on this statement. Present to partner – peer assessed</p> <p>2. MA: “The internet is dangerous. Instead of giving us the freedom to explore, we are instead bullied, censored and tricked! It’s not right!” In groups of 3-4, plan and deliver a speech to the head of a tech company explaining your point of view on this statement.</p> <p>3. FA: To independently choose a previously discussed topic and plan/write/deliver to the class. Questions to be asked also.</p>	<p>1.FAR: How does Thomas present the setting of Garden Heights?</p> <p>2. Mid-assessment: How is Khalil presented in this extract and the rest of the novel?</p> <p>3. Final assessment: How is the theme of racism presented in “The Hate U Give”?</p>	<p>1. FAR: Reading analysis of ‘Who’s for the Game?’ poem.</p> <p>2. Mid-assessment: Comparison of 2 poems. (The Soldier and Anthem)</p> <p>3. Final assessment: Analysis of Unseen Poem and a Comparison of two poems (24 marks and 8 marks)</p>	<p>1 FAR: Mr Birling present his ideas about employer’s responsibility OR presentation of social class</p> <p>2. Mid-Assessment: Character of Sheila OR collective responsibility</p> <p>3. Final assessment: Importance or experience or social injustice.</p>
Homework	<p>All homeworks will be linked to:</p> <ul style="list-style-type: none"> Reading independently Practising topic spellings Practising sentence types for writing skills 	<p>All homeworks will be linked to:</p> <ul style="list-style-type: none"> Reading independently Practising topic spellings Practising sentence types for writing skills 	<p>All homeworks will be linked to:</p> <ul style="list-style-type: none"> Reading independently Practising topic spellings Practising sentence types for writing skills 	<p>All homeworks will be linked to:</p> <ul style="list-style-type: none"> Reading independently Practising topic spellings Practising sentence types for writing skills 	<p>All homeworks will be linked to:</p> <ul style="list-style-type: none"> Reading independently Practising topic spellings Practising sentence types for writing skills 	<p>All homeworks will be linked to:</p> <ul style="list-style-type: none"> Reading independently Practising topic spellings Practising sentence types for writing skills
Literacy (including reading)	Reading extracts and novels. Vocabulary of 10 words per topic. WVB booklets.	Reading extracts and novels. Vocabulary of 10 words per topic. WVB booklets.	Reading extracts and novels. Vocabulary of 10 words per topic. WVB booklets.	Reading extracts and novels. Vocabulary of 10 words per topic. WVB booklets.	Reading extracts and novels. Vocabulary of 10 words per topic. WVB booklets.	Reading extracts and novels. Vocabulary of 10 words per topic. WVB booklets.
Cultural Capital	Gothic traditions	Witchcraft and superstition Wicked the Musical	Modern Life and how to present opinions	American History	Modern Life and wars in the 20 th century	Prejudice and social divisions in the 20 th century
Social, Moral, Spiritual and Cultural Development	Beliefs about life after death	What ideas are there about evil?	What is rhetoric?	Equality and the importance of protesting	Relationships and families	Life in the 20 th century
Fundamental British Values	Democracy and Liberty	Respect and Tolerance	Respect and Tolerance	Rule of Law	Equality, Democracy, Liberty	Respect and Tolerance
End Points	<p>- Preparation for organising and developing a narrative effectively</p> <p>-Write clearly, accurately and coherently for a range of different audiences – building on skills they have learned (longer pieces of writing with more use of devices)</p>	<p>Use the department reading structure to analyse texts (differentiated)</p> <p>- Confidently look at connotations and elaborate when explaining writer’s choice of words including use of subject terminology</p>	<p>-Re-focus on non-fiction and clearly explaining views</p> <p>-Revise construction of arguments in non-fiction settings – adapting their writing</p>	<p>-Developing an LOA</p> <p>-Developing and consolidating connotations and elaborating explanations on writer’s word choices</p>	<p>Developing an LOA</p> <p>-Developing and consolidating connotations and elaborating explanations on writer’s word choices</p>	<p>-Developing an LOA</p> <p>-Developing and consolidating connotations and elaborating explanations on writer’s word choices</p>

IMPLEMENTATION

	-accurately use SPAG		<ul style="list-style-type: none"> - Confidently and clearly explain and elaborate thoughts and ideas -Use teacher discussion and questioning to develop their answers and link to context -Understand of writer's intentions and relation the 20th century with effects on the audience -Select own quotations 		<ul style="list-style-type: none"> -Focus on using a range of techniques accurately and for effect -analyse, edit and draft their own writing -perform speeches -understand the marking criteria and expectations for Spoken Language Understand the world. 		<ul style="list-style-type: none"> -Making links throughout the whole text -Analysing patterns and themes throughout a text -Focus on effects on audience with an introduction the ideas and perceptions -Exploration of writer's purpose with focus on theories and context -Exploration of writer's purpose and construction of meanings using tentative writing Exploration (verbal)of more complex issues and how they affect life 		<ul style="list-style-type: none"> -Making links throughout the whole text -Analysing patterns and themes throughout a text -Focus on effects on audience with an introduction the ideas and perceptions -Exploration of writer's purpose with focus on theories and context -Exploration of writer's purpose and construction of meanings using tentative writing Exploration (verbal)of more complex issues and how they affect life 		<ul style="list-style-type: none"> -Making links throughout the whole text -Analysing patterns and themes throughout a text -Focus on effects on audience with an introduction the ideas and perceptions -Exploration of writer's purpose with focus on theories and context -Exploration of writer's purpose and construction of meanings using tentative writing Exploration (verbal)of more complex issues and how they affect life
IMPACT:	<p>By the end of KS3-read easily, fluently and with good understanding -develop the habit of reading - acquire a wide vocabulary- appreciate our literary heritage -write clearly, accurately and coherently, adapting their language - use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas -are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.For GCSE Literature:A01 – response to task and whole text-Use of relevant quotations to support viewsA02 – (perceptive) analysis of language and structure (e.g. patterns and themes) with accurate subject terminology-understanding and examination of effects on the readerA03 – understanding of how ideas/perspectives and context influence texts</p>										