Curriculum Overview: Year 9 English

Rationale: In Year 9 we continue to expose students to a range of fiction and non-fiction texts, such as novels, poetry and articles. Students will continue to learn how to analyse texts on a more sophisticated level, paying particular attention to the language writers use to create meaning. Students will be exposed to a range of subject specific terminology, and will learn how to use this accurately and appropriately in their writing. Students will develop their reading, writing, and speaking and listening skills, to encourage high levels of literacy across all disciplines.

Term / Length of Unit	Outline	Key Vocabulary	Reading Strategy	Skills Focus & Skills Interleaved	Home Learning	Assessment
Year 9 Autumn 1.1	**The Crucible** Students to understand the play 'The Crucible' by Arthur Miller and analyse the dramatic techniques used within the play.	Dramatic irony Motif Exposition Rising action Dramatic climax Antagonist Protagonist Patriarchal Dialogue Tension Momentum Paranoia Injustice Hysteria	• Knowledge organisers with key terms. • Guided reading (margin questions directing students to the relevant part of the text). • Pre-teaching of key vocabulary + modelled usage •First read is modelled (read aloud) by teacher. •Glossary that is embedded into lessons. •Library lesson every fortnight. .	• Reading and comprehension. • Analysis of dramatic techniques. • Using references to support ideas. Skills Interleaved **Interleaved skills:** • Embedding evidence (Yr8 3.1) • Influence of context (Yr8 1.2) • Analysis of writer's ideas • (Yr7 3.1) • Proof reading (Yr8 1:1) • Sentence types (Yr7 1.1) • Ambitious vocabulary (Yr8 • 2.1)	**English task:** per fortnight to be set by class teacher.	**Progress Check / Final Assessment:** Extract style assessment.

Year 9 Autumn 1.2	**<u>Richard III</u>** Students will study the play 'Richard III' by William Shakespeare, analysing how Richard is presented as a character.	Soliloquy Metaphor Manipulate Kingship Tragedy Great Chain of Being Diving Right of Kings Betrothed Semantic field Connotation Premonition Foreshadow Sympathy Accomplice Unlawful	• Knowledge organisers with key terms. • Guided reading (margin questions directing students to the relevant part of the text). • Pre-teaching of key vocabulary + modelled usage. •First read is modelled (read aloud) by teacher. •Glossary that is embedded into lessons. •Library lesson every fortnight.	• Analysis of writer's methods to create meaning. • Analysis of dramatic methods. • Use of references to support ideas. Applying terminology accurately. **Skills Interleaved** • Embedding evidence (Yr8 3.1) • Influence of context (Yr7 2.2) • Analysis of writer's ideas (Yr8 3.2) • Influence of context (Yr7 3.1)	**English task:** per fortnight to be set by class teacher.	**Progress Check/ Final Assessment:** Extract style assessment. Exam: Extract assessment.

Year 9 Spring 2.1	**Character Creation** Students to explore a range of expositions from fiction and create their own effective character, using ambitious vocabulary.	Emotive language Metaphor Simile Repetition Narrative voice Concrete noun Abstract noun Dynamic verb Static verb Dystopian Tense Preposition Flashback	• Knowledge organisers with key terms. • Guided reading (margin questions directing students to the relevant part of the text). • Pre-teaching of key vocabulary + modelled usage. •First read is modelled (read aloud) by teacher. •Glossary that is embedded into lessons. •Library lesson every fortnight.	• Use ambitious vocabulary to create meaning. • Understand how characters are presented in expositions within fiction. **Skills Interleaved** • Proof reading (Yr8 3.1) • Sentence types (Yr7 2.2) • Ambitious vocabulary (Yr7 1.1)	**English task:** per fortnight to be set by class teacher.	**Progress Check/ Final Assessment:** Descriptive paragraph

Year 9 Spring 2.2	**Visibility of Disability** Students will explore a range of fiction and non-fiction texts linked to the theme of disability. Students will analyse how disabilities are presented within literature.	Inclusive language Villianise Vilify Trope Segregated Asylums Hysteria Alienation Dehumanisation Brutalise Atypical Typical Ableism	• Knowledge organisers with key terms. • Guided reading (margin questions directing students to the relevant part of the text). • Pre-teaching of key vocabulary + modelled usage. •First read is modelled (read aloud) by teacher. •Glossary that is embedded into lessons. •Library lesson every fortnight.	• Analysis of writers' methods to create meaning. • Using references to support ideas. • Applying terminology accurately. **Skills Interleaved** • Embedding evidence (Yr9 1.1) • Influence of context (Yr7 3.1) • Analysis of writer's ideas (Yr8 (2:1) • Comparison (Yr8 1.2)	**English task:** per fortnight to be set by class teacher.	**Progress Check/ Final Assessment:** Extract style assessment.

Year 9 Summer 3.1	**<u>Transactional Writing</u>** Students will learn the writing skills needed for transactional writing tasks. They will explore a range of non-fiction forms, such as letters, articles, speeches, and reviews, and practise adapting their tone, style, and structure for different audiences and purposes. Students will develop their ability to communicate ideas clearly and persuasively, using rhetorical devices and organisational techniques to engage and influence readers.	Direct Address Facts Opinion Repetition Emotive Language Statistics Triples Tone Sentence structure Genre Hyperbole Imperatives Alliteration Rule of Three Counter-arguments	• Knowledge organisers with key terms. • Guided reading (margin questions directing students to the relevant part of the text). • Pre-teaching of key vocabulary + modelled usage. •First read is modelled (read aloud) by teacher. •Glossary that is embedded into lessons. •Library lesson every fortnight.	• Planning and structuring fiction writing • Using imaginative and descriptive language • Developing characters, setting, and atmosphere • Varying sentence types and punctuation for effect • Applying language techniques purposefully (e.g. simile, metaphor, personification) **Skills Interleaved** • Proof reading (Yr8 3.1) • Sentence types (Yr7 2.2) • Ambitious vocabulary (Yr7 1.1) • Imagery (Y8 3.1)	**English task:** per week to be set by class teacher.	**Progress Check/ Final Assessment:** Transactional Writing assessment in the style of GCSE assessments.

Year 9 Summer 3.2	**<u>Language Paper 1</u>** **<u>Section A</u>** Students will learn the reading skills needed for Section A of AQA English Language Paper 1. They will read fiction texts and practise answering questions by finding key information, and analysing how writers use language and structure to create meaning, mood, and character.	**Language** Simile Metaphor Emotive language Sensory imagery Alliteration Repetition **Structure** Zoom-in / Zoom-out focus shifts Change in setting, mood, or perspective Dialogue Tension Juxtaposition	• Knowledge organisers with key terms. • Guided reading (margin questions directing students to the relevant part of the text). • Pre-teaching of key vocabulary + modelled usage. •First read is modelled (read aloud) by teacher. •Glossary that is embedded into lessons. •Library lesson every fortnight.	• Reading and understanding fiction texts • Analysis of language and structural methods • Using references and quotations to support ideas • Evaluating and interpreting writers' choices • Applying subject terminology accurately (e.g. metaphor, narrative perspective) **Skills Interleaved** • Embedding evidence (Yr8 2.1) • Influence of context (Yr7 2.2) • Analysis of writer's ideas • (Yr7 1.2) • Comparison (Yr8 2.1) • Proof reading (Yr8 1.2) • Sentence types (Yr7 2.2) • Ambitious vocabulary (Yr8 • 2.2)	**English task:** per fortnight to be set by class teacher.	**Progress Check/Final Assessment:** Extract style assessment.