

English years 7 to 9 overviews

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| Jul | <u>All the World's a Stage (Poetry and Non Fiction)</u> | <u>All the World's a Stage Fiction: Roald Dahl Tales</u> | Jul | <u>United We Stand (Poetry and Non Fiction): Power</u> | <u>United We Stand Fiction: Stone Cold</u> | Jul | <u>I Have a Dream (Creative Writing): Speech Writing</u> | <u>I Have a Dream Fiction: Holes</u> | Jul |
| Aug | | | Aug | | | Aug | | Aug | |

Key content

- The overarching focus of the unit is to develop an appreciation of storytelling and crafting imaginative creative writing skills as a bridging unit from Year 6. There is an overarching focus on the importance of redrafting work to develop high quality, accurate work.
- Bridging from year 6 to year 7, students will develop their creative writing skills through a range of challenging and imaginative extracts. The primary focus is on carefully choosing words and sentences to create effective and imaginative description, which will be developed by looking the ingredients of effective story openings and starting to develop narrative voice.

Key Skills

- Write with imagination and accuracy.
- Developing detailed and effective description to enhance their writing.
- Understand the importance of redrafting work to improve it.
- Understanding of narrative structure and crafting of narrative voice
- Awareness and exploration of writers craft to apply to their own work – reading

Previously studied

Building on SPaG and creative writing skills developed in KS2 for SATS preparation.

Future links

Exploring character and the power of stories via A Monster Calls and Skellig.
Creative Writing skills throughout the curriculum.

Assessment

Write a piece of creative writing about a magical world inspired by a picture stimulus.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

- How to structure writing effectively
- How to consciously use methods for effect
- What does brilliant writing look like?

Key vocabulary

Visualise / Elevate / Vivid / Sensory / Metaphor / Simile / Narrative hook / Narrative voice / Perspective

Literacy skills development

- Write with imagination and accuracy.
- Developing detailed and effective description to enhance their writing.
- Understand the importance of redrafting work to improve it.

How this supports students

- Exposure to a wide range of challenging extracts in order to foster a love of reading whilst also developing their writing skills building on their grammatical awareness from KS2.

English Year 7

Year 7 Term 2 The Power of Stories (Modern Fiction): *A Monster Calls* or *Skellig*

Key content

The overarching focus of the unit is on the power of stories to move and inspire us. Main themes: Imagination, Storytelling, Courage.

Linking between English SATS skills and the KS3 curriculum by developing reading comprehension. Students will explore how the main character in the novel acts, and what they can imply about that character's thoughts and feelings.

Students will start to practise their academic writing, using evidence from the text to explain their ideas.

Key Skills

- Use tentative language to explore interpretations of the characters and their relationships.
- Select evidence from the text to back up ideas.
- Use correctly punctuated embedded quotations to explain ideas about the text.
- Understand the character arc across the whole text.

Previously studied

Linking between English SATS skills and the KS3 curriculum by re-covering the

Students learnt to apply these skills into their own creative writing.

Future links

Reading modern fiction: *Running on the Roof of the World*
Introducing language analysis.
Introduction to academic writing - writing to explore possible meanings through close reference to the text.

Assessment

- Analytical response to a given extract. For example:
A Monster Calls: How is the relationship between Conor and the Monster presented in this extract?
Skellig: How is the relationship between Michael and Mina presented in this extract?

Common misconceptions (both pre-conceived and those likely to develop during teaching)

- What is means to be analytical
- How to structure analytical writing
- Exploring deeper meanings of texts.

Key vocabulary

Text / Extract / Quotation / Speech marks / Tentative / Embed / Chronological / Arc / Mood

Literacy skills development

Knowledge and understanding of the text. / Personal response to text. / Use of text references including quotations.

Introduction to Read Like A Champion

How this supports students

Developing pupils confidence in reading whilst also becoming critical and analytical of what they read. Also exploring powerful themes appropriate for life in Y7.

English Year 7

Year 7 Term 3 Caught in Conflict (Modern Fiction): Running on the roof of the World

Key content

The overarching focus of the unit is on the different forms of conflict which we encounter during our lives, and how conflict affects us and our relationships with the people around us. Main themes: Conflict, Growing Up, Hope, Resilience.

The main texts last term each focused on young people struggling and persevering in the faces of considerable personal challenges. This theme continues into T3 with the main text, but looks more broadly at the theme of conflict, whether between individuals, social groups or nationalities. Students will learn how to analyse the language choices made by writers, focusing particularly on explaining the effect of word choices.

Key Skills

- Select appropriate and relevant evidence
- Use knowledge of word types to identify and name word types within answers.
- Comment precisely on the effect of writers' word choices.
- Comment on how words accumulate within sentences to create a rich and vivid image.
- Comment on the overall tone/impact a writer is trying to create through language choices in an extract.

Previously studied

Students explored the presentation of character in *A Monster Calls/Skellig*, with a focus on using textual references clearly and accurately within academic writing.

Future links

Exploring different forms of conflict through poetry.

Introduction to language analysis (AQA Lang 1 Q1 & Q2) – Information retrieval + How.

Assessment

Analytical questions in response to an extract building on feedback from Term 2.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

Delving deeper into implicit meanings

Difference between retrieval and analysis

Key vocabulary

Explicit / Implicit / Analysis / Connotation / Nuance / Accumulated / Emphasised / Reinforced

Literacy skills development

Finding explicit information

Selecting a range of appropriate quotations

Explaining the effect of writer's choice of language

How this supports students

Exploring global issues through an engaging and heroic novel whilst also continuing to foster a love of reading and empowering pupils to see that Literature can be used to highlight multiculturalism.

Key content

The overarching focus of the unit is on the different forms of conflict which we encounter during our lives, and how conflict affects us and our relationships with the people around us. Main themes: Conflict, Growing Up, Hope, Resilience.

Exploring different forms of conflict through poetry from a range of multicultural writers and perspectives.

Consolidating ideas about conflict through formal letter writing.

Key Skills

- Able to use close reading and discussion to annotate a poem in detail
- Increasingly able to annotate poetry with personal responses and possible meanings independently.
- Awareness of structure – stanzas and enjambment
- Linking to theme and exploring different meanings
- Understand the distinction between formal and informal language, and the reasons for adjusting language choices to different audiences.
- Understand the form/layout of a formal letter.
- Reflect carefully on the ideas and themes discussed in the unit, and be able to discuss and develop these ideas in writing.

Previously studied

Reading about the theme of conflict via *Running on the Roof of the World*.

Students focused on language analysis, particularly examining word choice.

Future links

Feeding into Poetry Anthology at GCSE. Building independent analysis (link to unseen poetry at GCSE) and awareness of how re-reading and discussion can develop ideas about poetry further.

Assessment

What is the poem 'The Right Word' by Imtiaz Dharker about? What is this poem telling us about conflict?

Write a letter to the Dalai Lama, explaining your ideas about the Tibet conflict and reflecting on what you have learnt.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

How do we analyse poetry closely and is it similar to Prose?

How to write formally and adapt our tone and style accordingly dependent on the audience.

Key vocabulary

Theme / Annotation / Stanza / Image / Enjambment / Formal / Informal / Recipient / Layout / Form / Greeting / Yours Sincerely / Yours faithfully / Appropriate / Morality / Justify / Motion / Proposition / Opposition / Adjudicator

Literacy skills development

Clearly expressing a developed personal response. / Adapting language choice and style to reflect the formality of the task. / Ambitious and well-chosen vocabulary / Accurate SPaG / Clear expression / Appropriate language / Developed and relevant response

How this supports students

Continuing to build on pupils cultural and global awareness whilst also embedding the belief that our language can be used, both written and verbally, in order to evoke change. Developing empowerment and confidence in writing and speech.

Key content

The overarching focus of the unit explores the idea of performance and how people present themselves to the outside world. Main themes: Performance, freedom, revenge.

Investigating the theme of performance by reading Shakespeare (Tempest/Hamlet), students will focus on how writers present characters as complex people, with hidden thoughts and agendas which are open to interpretation.

Key Skills

- To understand information about Shakespeare, his life and the Elizabethan period.
- To become familiar with the form of written drama (acts/scenes/stage directions)
- To understand how Shakespeare uses specific language choices to portray characters.
- To use inference and plot knowledge to explore character motivation – why are characters acting and speaking this way?
- To develop and explain personal impressions of characters

Previously studied

Students explored a range of poems exploring the theme of conflict.

Then moved on to formal letter writing, writing about their ideas about the big ideas from the conflict unit.

Future links

Extending from the Shakespeare play to reading sonnets with a focus on form/structure. Extending from the theme of performance and identity to reading non-fiction articles. The focus at this stage is on allowing the students to enjoy following the plot, start building their confidence navigating Shakespearean language, and developing their impressions of the characters.

Assessment

Analytical Writing:

What does Prospero reveal and conceal in his speech? or
What does Hamlet reveal and conceal in his soliloquy?

Common misconceptions (both pre-conceived and those likely to develop during teaching)

Tackling Shakespearean language and how it can be interpreted in the modern day

Shakespearean themes are universal and applicable in a modern context

Key vocabulary

Elizabethan / Renaissance / Act / Scene / Stage directions / Dialogue / Soliloquy / Motivation / Catalyst / Clandestine / Performance

Literacy skills development

Understanding of the plot and key characters / Use of textual detail to support ideas about character / Commenting on the meaning and effect of specific textual references / Developing an informed personal interpretation of key characters

How this supports students

Exposing pupils to Shakespeare and equipping them with frameworks and skills in order to decode his language confidently therefore accessing curriculum through to KS4.

Key content

The overarching focus of the unit explores the idea of performance and how people present themselves to the outside world. Main themes: Performance, freedom, revenge. Extending from the Shakespeare play to reading sonnet poetry with a focus on form/structure.

Extending from the theme of performance and identity to reading non-fiction articles. The articles explore the modern world of digital social media and consider how people present themselves and interact online. Using ideas generated by this reading, students learn about appropriate email etiquette and write a formal email exploring the impact of digital life on their lives.

Key Skills

- Knowledge of the structure of a sonnet and key terms.
- Starting to make comments about the structure of a poem, showing awareness of how ideas change and develop over the course of a sonnet.
- Read a range of non-fiction articles and comment on purpose and audience.
- Form opinions and make connections between the articles and their own experiences.

Previously studied

Reading Shakespeare (Tempest/Hamlet)

Focusing on how writers present characters as complex people, with hidden thoughts and agendas which are open to interpretation.

Future links

Reading modern fiction: The Bone Sparrow
Focus on language analysis and evaluation.

Building independent reading skills.
Introducing key concepts of purpose and audience.

Assessment

Independent reading of a given sonnet, looking to identify the structural features and central ideas of the poem.

Persuasive writing about how we can best prepare pupils for the modern world.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

Adapting our written style and expression depending on formality and audience.

Analysing poetic structure and differentiating across a range of poetic styles.

Key vocabulary

Structure / Form / Sonnet / Iambic Pentameter / Quatrain / Couplet / Volta
Purpose / Audience / Persuade / Authentic / Influence / Effect/affect / Summarise
Formal / Informal / Publically / Privately / Communicate

Literacy skills development

Ability to write a complete and effective summary / Forming a developed personal response to non-fiction reading

Ability to write an appropriately formal email / Ability to write clearly and persuasively to explain and justify ideas

How this supports students

Continuing to empower pupils with their own voice in order to engage with modern society. Also building on T5 in equipping them with frameworks for tackling Poetry and Shakespeare.

Key content

This unit explores personal identity and how our culture, background and nationality contribute to our sense of who we really are. Considering issues such as migration, exclusion, and social mobility, students will consider how texts can place us in the lives and thoughts of people from completely different backgrounds and help us to understand them. Main themes: Identity, Nationality, Belonging.

Reading a modern novel to explore an unfamiliar society and culture, discussing ideas of identity, belonging and exclusion. Students will build on language skills introduced in Year 7 T3 (ROTROTW), practising language analysis and evaluation.

Key Skills:

- Use understanding of plot/character to respond to big questions/themes of unit.
- Select appropriate and relevant evidence.
- Comment precisely on the effect of writer's word choices and techniques.
- Explore the effect of the text – what we think/feel/understand as a result of specific language choices.

Previously studied

Reading Shakespeare to exploring character motivation and hidden agendas, then investigating performance and identity as presented in digital social media.

Future links

Reading a selection of fiction extracts to explore different cultures and develop independent reading skills.

Then moving on to reading poetry linked to the themes of the unit, practising written poetry analysis and considering poetry as performance.

Assessment

Two analytical and evaluative questions in response to the novel:

How does the writer use language here to describe... / A student said: "...". To what extent do you agree?

Common misconceptions (both pre-conceived and those likely to develop during teaching)

Establishing the difference between analysis and evaluation

How to explore a text, moving beyond an extract.

Key vocabulary

Narrator / Perspective / Narrative voice / Colloquial / Dialect / Idiolect / Fantasy/Realism / First/Third person / Technique / Evaluate

Literacy skills development

Explaining the effect of the writer's choice of language

Responding to a statement - evaluating the effect of the text on the reader

How this supports students

Continuing to build on pupils global education through challenging and engaging literature whilst also building on the love of reading established in Y7. Allowing pupils to become critical and evaluative of what they read and how it applies to the wider world and society.

Y8 Term 2 Citizens of the World (Poetry and Fiction): Identity and Nationality Belonging

Key content

This unit explores personal identity and how our culture, background and nationality contribute to our sense of who we really are. Considering issues such as migration, exclusion, and social mobility, students will consider how texts can place us in the lives and thoughts of people from completely different backgrounds and help us to understand them. Main themes: Identity, Nationality, Belonging.

Students will read a selection of fiction extracts, looking to explore different cultures and social perspectives. Students will explore their impressions of character and place, with an emphasis on independent reading skills.

Students will then read a selection of poetry linking to the main themes of identity, nationality and belonging. Students will learn to write an analysis of a single poem, and then consider poetry as performance, learning and reciting a poem by heart.

Key Skills:

- Read a range of fiction extracts and poetry and comment on the narrative perspective the writer is presenting.
- Use close reading and annotation to comment on how word choices and techniques change our impressions.
- Appreciate how the accumulation of word choices/techniques in the text combine to form rich and detailed impressions.
- Comment on how impressions may change and develop over the course of the text.

Previously studied

Reading *The Bone Sparrow/Trash* to explore identity and belonging. Practising language analysis and evaluation skills.

Future links

Reading short stories by Ray Bradbury to explore the sci-fi genre and develop creative writing skills. Learning how to approach poetry analysis in writing – link between annotation of poetry in year 7, and poetry comparison in year 9.

Assessment

Analysis of Unseen Prose extract and Poem.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

How to approach unseen texts using frameworks given

How writers intentions differ and how they are manifested in their work

Key vocabulary

Literal / Figurative / Metaphor / Simile / Personification / Hyperbole / Symbolism / Implicit / Explicit / Protagonist
Narrative perspective / Prejudice / Identity / Nationality / Belonging / Sensory imagery.

Literacy skills development

Ability to form and explore impressions of character and place independently.

Ability to identify and comment on narrative voice/perspective.

Ability to comment on what a narrative is showing us about different cultures and social perspectives.

How this supports students

Exposes pupils to a variety of perspectives and voices whilst equipping them with frameworks to engage with texts independently. Continuing pupils global education whilst fostering a love of reading.

Key content

In this unit students will explore the genre of science fiction. Students will investigate the ways in which writers and filmmakers imagine possible future worlds, and how they use stories from the future to comment on (and often criticise) our own world in the present. Main themes: The Future, Time, Technology.

Students will be introduced to the genre of science fiction by reading a selection of short stories by Ray Bradbury. These stories will be the springboard for students to develop their own creative writing skills.

Students will be challenged to write part of their own science fiction story, building on core skills of accuracy, word choice and sentence structure from year 7, and developing the students' ability to write attention grabbing openings, structure paragraphs and write effective dialogue.

Key Skills

- Write consistently in first person, past tense.
- Using embedded clauses to describe.
- Using adjectives and adverbs to describe.
- Writing engaging dialogue – punctuated and paragraph correctly.

Previously studied

Exploring identity, nationality and belonging via The Bone Sparrow/Trash, poetry, and fiction extracts. In T2 students learnt to write an analysis of a poem and practised independent reading skills.

Future links

Exploration of the sci fi genre continues with a film and media unit. Students will learn about film making techniques and learn to interpret the effect of director's choices on the viewer.

Creative writing skills ahead of AQA Lang 1. In line with the GCSE.

Assessment

Write the opening of a science fiction story.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

How texts are developed to fit with genre successfully

What effective and engaging writing entails – adapting structure to hook the reader and sustain engagement

Key vocabulary

Genre ; Totalitarian ; Dystopian ; Paradox ; Narrative hook ; In Media Res ; Sensory detail ; Dialogue ; Effective ; Engaging

Literacy skills development

- Accuracy - SPaG
- Effective use of ambitious vocabulary
- Developed and imaginative use of description and dialogue

How this supports students

Exposing pupils to a range of literary texts and developing an engagement with genre whilst exploring Dystopian themes regarding power and making pupils critical of what they read.

Y8 Term 4 Visions of the Future (Film and Media): Science Fiction

Key content

In this unit students will explore the genre of science fiction. Students will investigate the ways in which writers and filmmakers imagine possible future worlds, and how they use stories from the future to comment on (and often criticise) our own world in the present. Main themes: The Future, Time, Technology.

This is a film and media unit, continuing the students' investigation of the science fiction genre by watching a science fiction film and considering the methods the director uses to present a science fiction world and affect the audience.

Students will be introduced to the core techniques of cinematography and will start to analyse the techniques used within freeze frames and short clips.

Key Skills

- Understand the plot of the film and discuss the way in which the director has imagined a possible future world.
- Confidently use film vocabulary
- Identify, and comment on the effect of, various aspects of mise en scene within a freeze frame.
- Describe, and comment on the effect of, the use of sound within a film clip.

Previously studied

Students read a range of short science fiction and developed their own creative writing skills to write the opening of their own science fiction story.

Future links

Students will investigate and write about the themes of power and rebellion reading *Animal Farm*/*The Book Thief*.

Introduction to GCSE Media Studies.

Assessment

How does Villeneuve/Spielberg/Weir present visions of the future?

Common misconceptions (both pre-conceived and those likely to develop during teaching)

Difference between literary and media analysis

Key vocabulary

Cinematography ; Director ; Connotation ; Denotation ; Mise En Scene ; Background ; Foreground ; Angle ; Positioning ; Diegetic/Non-diegetic ; Atmosphere ; Conventional ; Symbolism

Literacy skills development

Use a range of well selected and clearly described references to explain ideas.

Ability to precisely and clearly explain the director's methods and the effect of this on the viewer.

How this supports students

Introduces them to GCSE Media Studies and allows them to develop their critical understanding of the world and media around them. Broadens their exposure beyond literature.

Key content

The overarching focus of the unit is social justice. Students will learn to evaluate how writers use their texts to communicate political and social messages about power and injustice in society. They will also consider how the issues are relevant to their own lives. Main themes: Power, inequality, rebellion.

Students will read a modern novel and investigate the different types of power presented in the novel, and the causes and consequences of this.

Students will write an essay writing about the theme of power across the whole text – extending from previous extract led tasks.

Key Skills

- To understand different types of power (economic, moral, political, rhetorical etc.) and be able to use this knowledge to analyse the plot/characters of the novel.
- Building on existing analytical skills to explore more sophisticated writers' methods e.g. allegory/symbolism/foreshadowing.
- Able to explain the themes of the text effectively in writing, supported by textual references.
- Writing starts to explain texts from the perspective of the writer making deliberate choices to impact the reader.

Previously studied

Exploration of the sci fi genre with a film and media unit. Students learnt about film making techniques and how to interpret the effect of director's choices on the viewer.

Future links

Developing the core GCSE skill of exploring and writing about theme. Also introduces more complex narrative techniques such as cyclical/symbolism. The focus on the theme of power links to Power and Conflict anthology of poetry at GCSE.

Assessment

How does Orwell present different types of power in *Animal Farm*? OR How does Zusak present different types of power in *The Book Thief*?

Common misconceptions (both pre-conceived and those likely to develop during teaching)

How writers adapt their writing to explore core themes

The power behind literature and how it is utilised in order to present a writers beliefs

Key vocabulary

Allegory ; Satire ; Symbolism ; Foreshadowing ; Omniscient narrator ; Juxtaposition ; Propaganda ; Heroism ; Dictator ; Oppression ; Corruption

Literacy skills development

Understanding of the plot and key characters. ; Using textual references to make developed links to theme.;

Commenting the significance of theme to the overall plot and the writer's purpose.

How this supports students

Exposes students to a range of challenging literary texts and empowers pupils to make connections between literature and the impact it has on society whilst continuing to foster a love of reading.

English Year 8

Y8 Term 6 United We Stand (Poetry and Non-fiction): Power

Key content

The overarching focus of the unit is social justice. Students will learn to evaluate how writers use their texts to communicate political and social messages about power and injustice in society. Main themes: Power, inequality, rebellion.

Extending from the themes of the modern novel to reading poetry about power and rebellion.

Students will then investigate a recent current event linking to power and rebellion in society. Developing students' ability to gather information and make judgements about balance and bias in modern newspapers.

Students will then develop these ideas to write an opinion article, crafting writing to appropriately and persuasively state and justify their opinions.

Key Skills

- Understand the distinction between tabloid and broadsheet newspapers.
- Evaluate the language and structure of an article in order to comment on the level of balance/bias.
- Adapt writing to acknowledge/engage a specific audience.

Previously studied

Focusing on how writers explore the theme of power across a whole text. Focusing on explaining how the writer makes deliberate choices and narrative techniques to impact the reader.

Future links

Reading Shakespeare: Romeo and Juliet
Focus on evaluating character development and purpose across the whole play.

Building evaluation reading skills.
Building appreciation of how writer's choices can influence the reader.

Assessment

Debate: To what extent did newspaper coverage of (focus depending on current news) ?

Write an article for your school newspaper in which you argue for or against (focus dependent on current news).

Common misconceptions (both pre-conceived and those likely to develop during teaching)

Exploring media biases and how writers adapt and structure their writing depending on this.

How to evaluate style for effect

Key vocabulary

Broadsheet ; Tabloid ; Left wing ; Right wing ; Bias ; Perspective ; Balanced ; Sensational ; Proposal ; Justify ; Counter-argument

Literacy skills development

Clear and developed explanation of personal opinions ; Ability to target writing to a specific audience ; Ability to write clearly and persuasively to explain and justify ideas ; Ability to clearly explain ideas out loud ; Ability to use information and insight from reading to justify ideas.

How this supports students

Developing pupils' critical awareness of the world around them whilst empowering them with the tools to express themselves articulately and effectively.

English Year 9

Y9 Term 1 Brawling Love (Shakespeare): *Romeo and Juliet*

Key content

The overarching focus of the unit is tragedy. Students will explore different forms of tragedy in literature via Shakespeare and range of war poetry. Students are aiming to appreciate how writers use texts to illustrate the complex causes and consequences of tragedy, and how they convey different experiences of conflict and violence. Main themes: Tragedy, Love, Violence.

Following on from an introduction to Shakespearean theatre and starting to explore Shakespeare's language via Hamlet/The Tempest in Year 7, student will now tackle Romeo and Juliet.

As well as considering the themes of tragic love and violence, students will aim to understand the entire plot of the play and will build on their ability to interpret Shakespearean language. They will also start to explore the role and purpose of specific events and characters.

Key Skills

- To explore how characters change and develop over the course of the play.
- Explain how Shakespeare uses specific language choices/techniques to portray characters.
- To explore and evaluate different opinions about a character

Previously studied

Range of reading exploring the themes of power and rebellion.

Students investigated newspaper coverage of a recent current event in order to make judgements about balance and bias, and to justify their own ideas about the topic in an article.

Future links

Continuing to explore the themes of tragedy and violence through an exploration of war poetry.

Building students' ability to write about the whole of the play, thinking about plot structure and purpose as well as language choices. Useful for all GCSE lit questions, especially AQA 20th century drama which has no extract element.

Assessment

How does Shakespeare present _____ in the whole of the play?

Common misconceptions (both pre-conceived and those likely to develop during teaching)

How to analyse Shakespeare and comment on his craft effectively

Perceptions and biases around Shakespearean language.

Key vocabulary

Tragedy ; Tragic hero ; Hamartia ; Fate ; Courtly love ; Toxic masculinity ; Patriarchy ; Oxymoron ; Juxtaposition ; Dichotomy ; Foil ;

Comic relief ; Turning point

Literacy skills development

Understanding of the plot and key characters ; Use of textual detail and quotes to support ideas ; Commenting on the meaning and effect of language ; Commenting on the role/purpose of characters and events within the play ; Evaluating different perspectives and ideas about a character

How this supports students

Exposes pupils to Shakespeare and the literary canon and equips them with tools and strategies about approaching Shakespeare whilst developing an appreciation for the universal nature of Shakespeare's timeless themes.

English Year 9

Y9 Term 2 Brawling Love (Poetry): War Poetry

Key content

The overarching focus of the unit is tragedy. Students will explore different forms of tragedy in literature via Shakespeare and range of war poetry. Students are aiming to appreciate how writers use texts to illustrate the complex causes and consequences of tragedy, and how they convey different experiences of conflict and violence. Main themes: Tragedy, Love, Violence.

Continuing to explore the themes of tragedy and violence through an exploration of war poetry.

Students completed written poetry analysis in Year 8 T2, and are now building on these skills by re-covering key poetic techniques and looking at poems from a range of different perspectives and contexts. This unit also introduces written comparison skills.

Key Skills

- Comment on how war is presented in a poem.
- Understand how a poem may link to the poet's experiences and the time it was written in.
- Explore the effect of specific language choices to portray war.
- Identify a range of poetic techniques and comment on their effect.

Previously studied

Reading Romeo and Juliet to explore tragic love and violence. Students built on their ability to interpret Shakespearean language and understand the full plot of a Shakespeare play. They also started to explore the role and purpose of specific events and characters.

Future links

The themes of tragedy, war and violence link to the Power and Conflict poetry anthology at GCSE. Introducing comparison skills which are relevant to GCSE Literature anthology poetry and also GCSE Lang P2.

Assessment

Compare the presentation of war in 'The Soldier' by Rupert Brooke to 'Dulce Et Decorum Est' by Wilfred Owen.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

How poets adapt their style and verse for effect and to exemplify their beliefs

The difference between analysis for prose, drama, and poetry

Key vocabulary

Alliteration ; Assonance ; Caesura ; Emotive language ; Enjambment ; Imagery ; Triples ; Metaphor ; Mood ; Personification ;

Rhetorical questions ; Rhyme ; Rhythm ; Similes ; Sonnet ; Stanza

Literacy skills development

Well-structured, developed comparison ; Ideas supported by a range of precise and well-chosen quotes ;

Exploring the possible effect of language choices and poetic techniques.

How this supports students

Enables pupils to explore mature range of poetry which engages with universal themes whilst also developing a sensitive appreciation to the experiences of war.

Key content

In this unit, students turn their attention to an investigation of Gothic fiction. By exploring a range of texts, students are building their understanding of how genre can link texts together, and how texts can reflect the ideas, ambitions, and anxieties of the age they were written in. Students will also consider how writers structure narrative texts to guide and affect the reader. In the second half of the unit, the focus broadens to consider how narrative voice is created in fiction, and how students can create vivid voices and points of view in their own creative writing. Main themes: Fear, the Supernatural, the Inner Mind.

Students will read a range of Gothic literature, aiming to understand the conventions of the Gothic genre and how texts reflect the context they were written in.

Students will then explore how writers use structure for effect, both to understand narrative structure more broadly, and to introduce skills needed for AQA Lang P1 Q3.

Key Skills

- Comment on how the text links to the life and ideas of the writer
- Comment on how the text reflects the ideas, beliefs, and anxieties of contemporary society.
- Understand the overarching concept of genre and the conventions of the Gothic specifically.
- Understand how texts can be placed within a genre while still showing individual

Previously studied

Exploring the themes of tragedy and violence via war poetry.

Building on poetry analysis skills and introducing a full poetry comparison.

Future links

Continuing to explore a range of literary fiction, building on the students' creative writing skills by focusing on their ability to use description, tone and structure to create a well-crafted narrative voice.

Assessment

Analysis of prose extract: How are Dorian Gray and his portrait presented, and how does that link to the context it was written in?

Common misconceptions (both pre-conceived and those likely to develop during teaching)

How genre and literary context influences and adapts writers craft and intentions.

How to comment on this effectively to create a more nuanced response.

Key vocabulary

Genre ; Context ; Gothic ; Conventions ; Contemporary ; Morality ; Transgression ; Repression

Literacy skills development

Identify structural features of a text ; Use subject terminology accurately, demonstrating knowledge of structural features ;

Use textual references to explain ; Explain the effect of structural decisions made by the writer.

How this supports students

Exposes pupils to a wider range of mature writing from the 19th century Literary canon and equips them with the tools and strategies in order to approach these texts confidently at GCSE whilst continuing to foster a love and appreciation of reading.

Y9 Term 4 The Darkness Within (Creative Writing): Narrative Voice

Key content

In this unit, students turn their attention to an investigation of Gothic fiction. By exploring a range of texts, students are building their understanding of how genre can link texts together, and how texts can reflect the ideas, ambitions, and anxieties of the age they were written in. Students will also consider how writers structure narrative texts to guide and affect the reader. In the second half of the unit, the focus broadens to consider how narrative voice is created in fiction, and how students can create vivid voices and points of view in their own creative writing. Main themes: Fear, the Supernatural, the Inner Mind.

Continuing to explore a range of literary fiction, building on the students' creative writing skills by focusing on their ability to use description, tone and structure to create a well-crafted narrative voice.

Key Skills

- Use descriptive language imaginatively to create well-developed and engaging images.
- Deliberately manipulate tone to create convincing and engaging narrative voices.
- Use structural techniques (e.g. flashback, motifs, single sentence paragraph) to create developed narratives.

Previously studied

Reading a range of Gothic fictional extracts, considering the extent to which texts fit the conventions of the Gothic genre, and how texts link to their context.

Students then moved on to consider how writers use structure for effect in Gothic fiction.

Future links

Directly preparing students for AQA Lang P1 Q5 – writing a description based on an image. Covering a range of different genres and perspectives is also useful for the students' wider appreciation of fiction and their ability to read and interpret unseen fiction in AQA Lang P1.

Assessment

Write a description of a graveyard, as suggested by this picture.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

How we can experiment with structure and voice in order to adapt the mood and effect of our own writing

The purpose and benefits of workshopping our creative writing and editing and redrafting.

Key vocabulary

Narrative voice ; Noun phrase ; Verb phrase ; Simile ; Sensory detail ; Tone ; Mood ; Perspective ; Flashback ; Motif ; Flashback

Literacy skills development

Clear communication ; Consciously crafted language choices for effect ; Control of tone ; Effective use of structural features ; Variety of sentence structures ; SPaG – accuracy ; Ambitious vocabulary

How this supports students

Empowers pupils to develop their creative writing skills whilst continuing to equip them with tools and strategies to take into GCSE.

Key content

This unit explores social inequality and prejudice, and the power of writers to expose and criticise injustice. Students will consider how writers present the experiences of different social groups, making contextual links to broader social issues. They will also consider more broadly the power of language to shape our opinions and emotions. Main themes: Social hierarchy, prejudice, inequality.

Whilst reading Modern Fiction (*Of Mice And Men*), bringing together prior learning to attempt a full AQA GCSE literature question, with a focus on how prejudice is presented across the whole text.

Key Skills

- Understand the concepts of prejudice and misogyny, using these ideas as context to interpret the text.
- Consolidate analysis skills from KS3, showing ability to comment on the effect of the writer's choices of language and structure
- Demonstrate a developed and thoughtful interpretation of a character, using knowledge from across the text.

Previously studied

Exploring a range of literary fiction, building on the students' creative writing skills.

Focusing on students' ability to use description, tone and structure to create a well-crafted narrative voice.

Future links

To be explicitly presented and marked as an AQA GCSE extract practise question. Students are therefore consolidating skills practise to attempt an assessment that marks them to GCSE standard on AO1, A02 and A03 together.

Assessment

Starting with this extract, explore how far Steinbeck presents Curley's Wife as a victim of misogyny.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

How to analyse and evaluate across a whole novel to GCSE standard

Making broader links to more mature ideas, perspectives, and context.

Key vocabulary

Prejudice ; Misogyny ; Racism ; Derogatory ; Femininity ; Economic ; Depression ; Humanity ; Aspirations

Literacy skills development

Demonstrate knowledge and understanding of the extract and the novel as a whole. ; Develop an informed personal response to the text, supported by textual references ; Analyse the meaning and effect of language, form and structure

How this supports students

Exposes pupils to mature GCSE level Literature and equips them with the tools and strategies to approach whole text study at GCSE whilst continuing to foster a love of reading challenging and culturally significant texts.

Key content

This unit explores social inequality and prejudice, and the power of writers to expose and criticise injustice. Students will consider how writers present the experiences of different social groups, making contextual links to broader social issues. They will also consider more broadly the power of language to shape our opinions and emotions. Main themes: Social hierarchy, prejudice, inequality.

Students will then consider the power of words to change the world, reading a range of non-fiction speeches aiming to create social change. Students will consider the rhetorical techniques used by writers and apply this in a persuasive speech of their own.

Key Skills

- Develop a personal response to the issues presented in speeches.
- Identify and comment on the effect of rhetorical techniques.
- Apply knowledge of rhetorical techniques in own writing.
- Understand how the structure of a speech might influence an audience.
- Understand how the performance of a speech might influence the audience.

Previously studied

Reading Modern Fiction (Of Mice And Men)

Bringing together prior learning to attempt a full AQA GCSE literature question, with a focus on how prejudice is presented across the whole text.

Future links

Developing Non Fiction Writing skills in order to prepare them for GCSE in September.

Assessment

Write a speech persuading your audience to take action on an important social issue.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

How we adapt our style for persuasive effect and writing to be spoken allowed to influence an audience.

Key vocabulary

Amplification ; Anaphora ; Antithesis ; Apophasis ; Emotive language ; Ethos ; Generalities ; Hendiadys ; Inclusive pronouns ; Logos ; Pathos ; Proverbs ; Statistics ; Triples

Literacy skills development

Ability to use a range of rhetorical devices to effectively address and persuade an audience ; Ability to structure a speech effectively ; Ability to write clearly and persuasively to explain and justify ideas ; Ability to speak clearly to an audience ; Ability to adjust speech and body language to effectively engage an audience.

How this supports students

Empowers pupils with tools and strategies to find their own critical and persuasive voice across a wide range of universal themes and issues.