

Year 9 - English

<p>Curriculum Intent</p>	<p>The Year 9 English curriculum consolidates students' knowledge and skills through widening their experience of literature through time with various genres, formats and purposes. Through continuing the study of whole texts, students secure the mastery of literary analysis, through tracking narrative structures, themes and characterisation, which empowers them to interrogate and analyse writers' intentions and to evaluate how successfully they have brought this to life. By engaging students with compelling literary texts, and through developing powerful knowledge around each core text, students will be inspired to confidently and securely explore the topic area through their own essay writing, imaginative writing and transactional writing. Oracy skills are at the core of the English curriculum.</p> <p>In Year 9, students journey through the 19th, 20th and 21st Centuries to consolidate their understanding of literature through time. Students will explore what has shaped the world we live in today, and how and why contemporary writers are motivated to write. Students will explore the power and influence of the written word, consolidating their understanding of figurative and rhetorical devices, and how writers manipulate these tools to impact audiences. Students will also study a second Shakespeare play, building on their understanding of the influence of Elizabethan context through introducing the Tragedy genre. Alongside the literary texts, the Year 9 English curriculum secures students' mastery of grammar, syntax and rhetorical devices to develop coherency and authenticity in students' own developing writers' voices.</p>		
<p>Term</p>	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
<p>Scheme</p>	<p><i>The Woman in Black</i> by Susan Hill</p>	<p>A study of Modern and Post-Modern Anthology</p>	<p><i>Romeo and Juliet</i> by Shakespeare</p>
<p>Knowledge</p>	<ul style="list-style-type: none"> • Plot, narrative structure and character development in the novel <i>The Woman in Black</i>. • Understanding of context surrounding the Edwardian and pre-war period and how this influenced the novella. • Understanding the timeline of English Literature, from the influence of the romantic period, to realism, naturalism and gothic within fiction. • Understanding the context of the time through reading of Non-Fiction texts and how this influenced the writers at the time. 	<ul style="list-style-type: none"> • Understanding the timeline of Literature texts post 1914 and contemporary. • Understanding the context of contemporary literature both fiction and non-fiction. • Understanding different purposes, audiences and formats of a text. • Understanding of a range of rhetorical and figurative devices. • Understanding of tone in writing. • Analysis of metaphor. • An understanding of context and its influence on a writer. • An understanding of tone within writing. 	<ul style="list-style-type: none"> • Attitudes and beliefs in Elizabeth England, particularly in relation to family, marriage, and fate. • An understanding of plot and characterisation. • An understanding of language devices used in Shakespeare plays. • A consolidation of form and structure in Shakespeare. • Poetic devices and their impact. • Understanding of the Tragedy genre. • An understanding of themes, symbolism and motifs.

	<ul style="list-style-type: none"> • Developing knowledge surrounding conventions of literary genres. • Developed understanding of sophisticated syntax rules, punctuation and grammar. • Exploration of writers' choices, the connotations of their language and the impact on readers. • Develop an understanding of interactions between writer and reader. • A focus on supernatural and the conventions of the gothic genre. 	<ul style="list-style-type: none"> • Understanding themes with contemporary literature. 	<ul style="list-style-type: none"> • An understanding on context and its influence on a writer.
Skills	<ul style="list-style-type: none"> • Forming an opinion and writing an argument in response to the text. • Utilising evidence to effectively support that argument. • Evaluating the effectiveness of the narrative voice. • Responding to a thesis statements using effective introductions, main body paragraphs and conclusions. • Emulating writing styles: creative writing, essay writing and article writing. • Making inferences. • Understanding a nominalisation within an argument. • Discussion and debates 	<ul style="list-style-type: none"> • Creating a certain tone in writing. • Clarity and economy in writing – drafting effectively to improve writing. • Making inferences. • Interpretation of writer's purpose and impact on reader. • Emulating the use of language and structure. • Writing for different purposes, audiences and formats: both fiction and non-fiction. • Discourse markers and cohesion in paragraphs. • Group presentation. 	<ul style="list-style-type: none"> • Using a thesis statement to formulate an extended essay response. • Structuring a cohesive extended essay using discourse markers. • Multi-paragraph compositions. • Embedding evidence. • Emulating writing styles: speeches, essay writing and letters. • Adapting understanding of syntax. • Role play and drama
Assessments	Fortnightly learning review through knowledge quizzes, writing tasks and reading analysis.		
	Reading, Writing and Oracy Assessments	Reading, Writing and Oracy Assessments	Reading, Writing and Oracy Assessments

<p>Curiosity</p>	<ul style="list-style-type: none"> • 8th September - International Literacy Day • 7th October - National Poetry Day • Additional Reading: Read another novel within the gothic genre: <i>The Turn of the Screw</i> and compare the novels. • Competition: Write an imaginative story in the gothic genre style. • Apply to become a Literacy Leader. • Extra-curricular club: Creative Writing Club. 	<ul style="list-style-type: none"> • 28 January-4th February - National Storytelling week • 3rd March - World Book Day • 21st March - World Poetry Day • Research a movement in modern or post-modern society and create an anthology of fiction/non-fiction texts about that movement. • Competition: Write (and perform) a speech on an issue you feel strongly about. • Extra-curricular club: Creative Writing Club • Extra-curricular trip: Trip to the theatre. 	<ul style="list-style-type: none"> • May - National share a story month. • Read another Shakespearean tragedy such as <i>Hamlet</i> or <i>Othello</i> and compare the genre conventions with the play studied in class. • Competition: Presentation on tragedy plays by Shakespeare • Extra-curricular club: Creative Writing Club. • Apply to become an English Student Leader.
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