

How does the writer engage or influence us? How as writers can we engage or influence our readers?						
Topic	War Poetry	Short Stories	Speech Writing	Blood Brothers	To Kill A Mockingbird	Survival
Reading	<p>Reading – influential and key literature from WW1.</p> <p>Reading non-fiction/contextual information.</p> <p>Exploring the writers’ intentions and the context.</p> <p>Exploring how writers use poetic devices for effect.</p> <p>Academic reading – literary criticism.</p> <p>How to compare poems.</p>	<p>Reading Short Stories from different times, cultures and traditions.</p> <p>Reading stories with a moral message.</p> <p>Considering the short story form.</p> <p>Making inferences.</p> <p>Commenting on language.</p> <p>How a short story is structured.</p> <p>Considering the effect of narrative voice.</p>	<p>Non-fiction – examples of speeches</p> <p>People who influence – research</p>	<p>Modern Drama</p> <p>The play as a form</p> <p>Metatheatre</p> <p>Accent and dialect</p> <p>Contextual features</p> <p>Commenting on language.</p> <p>How a writer presents characters and themes.</p>	<p>Seminal World Literature</p> <p>Whole text</p> <p>Shared reading</p> <p>Narrative perspective.</p> <p>Context.</p> <p>Writer’s viewpoint.</p> <p>How a character is presented and developed.</p> <p>Foreshadowing.</p>	<p>Poetry</p> <p>Non-fiction stories of survival.</p> <p>Read and respond.</p>
Writing	<p>Writing an academic essay.</p>	<p>Write a response to stories.</p> <p>Plan, draft and write a short story.</p>	<p>Persuasive Writing – speech writing</p> <p>Revisit and develop rhetorical devices</p>	<p>Essay writing on an extract and wider text.</p>	<p>Experiment with narrative voice.</p> <p>Writing an academic essay.</p> <p>House Cup Writing Challenge + one other.</p>	<p>Creative writing</p> <p>Writing an article</p>
Speaking and Listening	<p>Group and pair discussion to develop and deepen understanding of poems.</p>	<p>Group discussion including reciprocal reading.</p>	<p>Deliver a presentation</p>	<p>Drama – in groups & link with the drama department</p>	<p>Team/ group work to build knowledge of context.</p> <p>Group discussion/ reciprocal reading on extracts.</p>	<p>Group discussion and working together. Items for survival.</p>
Vocabulary and SPAG focus	<p>Develop academic essay writing using analytical verbs</p>	<p>Low stakes starters to revisit common errors.</p> <p>Revisit paragraphing and develop paragraphing for effect.</p> <p>Revisit tenses.</p>	<p>Connectives to structure</p>	<p>List of key spellings</p>	<p>List of higher tier vocabulary words.</p>	<p>List of vocabulary words.</p> <p>Sentence variety for effect.</p>
Assessment	<p>Yr 9 Writing Challenge 1</p> <p>Formative assessment opportunities throughout.</p> <p>An analysis of Anthem for Doomed Youth</p>	<p>Yr 9 Writing Challenge 2</p> <p>Formative assessment opportunities throughout.</p> <p>Writing assessment – Narrative Writing.</p>	<p>Speech</p>	<p>Yr 9 Writing Challenge 3</p> <p>Formative assessment opportunities throughout.</p> <p>Essay on extract and wider text - character.</p>	<p>Yr 9 Writing Challenge 4</p> <p>Formative assessment opportunities throughout.</p> <p>How is Atticus presented in the extract and elsewhere in the novel?</p>	<p>Formative assessment opportunities throughout.</p> <p>Writing assessment – Article.</p>
Homework	<p>2 lessons of Bedrock</p> <p>War poetry homework booklet</p>	<p>2 lessons of Bedrock</p> <p>Reading extracts booklet 1</p>	<p>2 lessons of Bedrock</p> <p>Reading extracts booklet 1</p> <p>Prepare and rehearse speech.</p>	<p>2 lessons of Bedrock</p> <p>Reading extracts booklet 2</p>	<p>2 lessons of Bedrock</p> <p>Reading extracts booklet 2</p> <p>The Deep Conscious Crafting Homework Booklet</p>	<p>2 lessons of Bedrock</p> <p>The Deep Conscious Crafting Homework Booklet</p>