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 **LSA Long Term Plan 2022-23: Y9**

***Focus: Character, Plot, Setting***

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| **AUTUMN** | **SPRING** | **SUMMER** |
| **06/09/2021 – 22/10/2021** | **03/11/2021 –****17/12/2021** | **03/01/2022 –** **11/02/2022** | **21/02/2022 –** **01/04/2022** | **19/04/2022 –** **27/05/2022** | **06/06/2022 –****22/07/2022** |
| **7 WEEKS**  | **7 WEEKS**  | **6 WEEKS**  | **6 WEEKS**  | **6 WEEKS**  |  **7 WEEKS**  |
| **Seminal World Literature:****Pigeon English by Stephen Kelman****Key Knowledge:*** To focus on key areas of the novel that enable us to open windows to another world
* Knowledge of interconnectivity between our lives and fiction. To recognise our own lives and issues in literature.
* To be able to explain writer’s message and intentions
* To know how to track and explore key themes throughout a novel: Innocence, home, culture, identity, violence.
* To empathise with characters and their situations
* Understand how to form and express personal opinions and responses.
* Know how to develop an evaluative perspective.
* Know how to structure an analytical written response.
 | **Prejudice & Protest** **Key Knowledge:*** To understand and study non-fiction conventions through representations of prejudice.
* Knowledge of strategies to read 19th Century non-fiction texts
* To know about how representations have changed over time
* To build on understanding of various non-fiction writing forms
* Knowledge of synthesis, skimming and scanning
* Knowledge of how to annotate a non-fiction text
 | **Short Story Narrative****Key Knowledge:*** To know how to use a range of sentence structures and punctuation accurately.
* To know how to effectively plan a narrative
* Understanding of how to structure a narrative.
* Knowledge of a range of creative writing devices (similes, metaphors, hyperbole, symbolism, foreshadowing)
 | **Richard III****Key Knowledge:*** Know how historical events – Richard III’s role in War of the Roses – have been interpreted by Shakespeare and how the patronage of the play will have influenced his portrayal.
* Know how and why Richard III has been painted as the villain – Tudor Propaganda
* Know how characters mirror contemporary values and attitudes
* Understand how, over time, history and audiences’ reception to the play can be revised
* Know conventions of successful essays (thesis statement, selecting/embedding relevant evidence, methods of extended analysis)
* Knowledge of how to write an analytical paragraph about an extract and using technical terms
* Understanding question types: mood and atmosphere, audience reaction, character relationship, state of mind.
 |
| **Why this? Why now? What next?**Advocating reading whole novel for pleasure. Continue to develop empathy skills and connecting literature to our own lives from Year 7 & 8. Assimilating knowledge from a range of texts to improve cultural capital.Building on knowledge from Year 7 & 8 of how to analyse a text, with a focus on reading for deeper meaning. Also build on selecting and analysing evidence skills.Builds on understanding how writers create characters and themes – why gender/race/age/ability shouldn’t be a defining factor in what we do.Preparation for GCSE literature analysis. | **Why this? Why now? What next?**Building knowledge of writers intentions from Year 7 & 8 and concept of power and suppression from previous units.Building writing skills and technical accuracy.Build on comparison strategies taught in Year 8 and applies to Non-Fic 19th century reading strategies to support GCSE language skills. | **Why this? Why now? What next?**Building on character and setting skills developed in Year 7 & 8.Preparation for GCSE language skills at KS4.Using ideas from literature studied before to develop awareness of others. | **Why this? Why now? What next?**Builds on presentation of villains in Year 7 & 8.Building an understanding of writer’s craft into a developed analytical response.Preparing for essay conventions to be addressed in Year 10.Understanding how audiences in different contexts/time periods would have reacted to the character.Building on knowledge of play conventions from Year 8 |
| **Skills Practice** | **ASSESSMENT** | **Skills Practice** | **Skills Practice** | **ASSESSMENT** | **Skills Practice** |
|  | Lit Paper 2 Question: Extract +Theme Analysis | *Write a persuasive letter* | *Write a short story*  | Lit Paper 1 Question: ‘How does the character speak and behave’ | Teacher led formative assessment  |
| **ACCELERATED READING & LIBRARY VISITS: Set 6 visit the library once a fortnight. All other classes will Star Test.**  |
| **SPaG focus: should be embedded into lessons on a weekly basis. All the SPaG areas should be repeatedly reviewed throughout the year.**  |
| **Captial Letters** | **Commas** | **Paragraphs** | **Dashes & Brackets** | **Ellipsis** | **Semi-colons** |
| **Punctation for Speech** | **Apostrophes** | **Colons and**  | **Question Marks** | **Exclamation marks** | **Full Stops** |

**Knowledge to be remembered:**

* How to approach:
	+ Literature 1 – Shakespeare extract
	+ Literature 2 – context question
	+ Story
	+ Unseen Poetry part a and b
	+ Transactional writing tasks
* How writers use methods to manipulate their readers to create a character, theme or feeling/atmosphere
* What is the meaning of the following themes:
	+ death/loss
	+ gender
	+ pain/suffering
	+ loneliness/isolation
	+ prejudice/discrimination
	+ power
	+ passage of time
	+ beauty
	+ faith
	+ love/relationships
	+ conflict
	+ Using varied conjunctions and evaluative verbs

**Addressing previous misconceptions:**

* Linking context into an essay
* Approaching and confidence with the Shakespeare extract
* Vary analytical and evaluative vocabulary
* Structuring a narrative and adapting to one of four titles
* Structuring a comparative poetry response

**Twenty Key Words (teach etymology alongside meaning)**

Abhorrent

Acquiesce

Adversity

Anticipation

Authority

Camaraderie

Compelling

Controversial

Duplicitous

Evocative

Foreshadowing

Intrinsic

Marginalised

Perspective

Plausible

Provokes

Realistic

Reputed

Significance

Surreptitious

Suspect