Curriculum Overview:
Year group: 9

What your child will learn each half term:
This overview shows the key topics, skills, and knowledge your child will be learning in **English** in **Year 9**. It helps families understand what's being taught, how it builds on previous learning, and how you can support your child at home.

- **What we are learning**: The topic or focus for the half term.
- **Key knowledge & skills**: What students should understand and be able to do.
- **How we assess learning**: knowledge checks, practical tasks, written responses and formal assessments.
- **Key words to know**: Vocabulary students will learn and use.

Half term	What we are learning	Key knowledge and key skills	How we will assess learning in this unit	Homework	Key vocabulary for this unit
1	**Powerful Voices**	Students will: • Explore how powerful speakers and writers use rhetoric to influence audiences. • Analyse speeches, soliloquies and persuasive texts from a range of historical and literary contexts. • Develop Stage Three analytical writing skills, linking language, structure, context and writer's purpose. • Explore how characters such as Richard III and Lady Macbeth are presented through speech and soliloquy. • Evaluate different interpretations of characters and ideas, considering whether they are villains, victims or persuasive figures. • Analyse how language techniques such as repetition, metaphor, anecdote and rhetorical questions affect an audience. • Understand and apply the Aristotelian Triad of ethos, pathos and logos. • Compare ideas, messages and viewpoints across different texts and speakers. • Explain how context influences the creation and reception of texts. • Write persuasive speeches using rhetorical devices and sophisticated language choices. • Develop drafting, editing and proofreading skills to improve written work. • Build confidence in formal speaking, performance and presentation skills.	Assessment is ongoing throughout the unit and includes self-assessment, peer assessment and teacher assessment. Students receive regular feedback through analytical writing, discussion, speech writing, spoken presentations and whole-class feedback. **Reading Assessment** • Analysis of Shakespearean soliloquies and powerful speeches. • Exploration of writer's methods, context and audience response. • Development of Stage Three analytical paragraphs. • Evaluation of character presentation,	1 x 60 minutes reading per week. 1 x writing, vocabulary, or knowledge recall task. To be completed in homework booklets.	Persuade Justify Advocate Influence Emphasise Rhetoric Ethos Pathos Logos Anecdote

		• Use spoken language effectively to inform, persuade and engage an audience.	persuasive methods and key messages. • Comparison of viewpoints and persuasive techniques across texts. **Writing Assessment** • Persuasive and transactional writing, including speech writing. • Application of rhetorical devices, persuasive techniques and sophisticated vocabulary. • Drafting, editing and proofreading to improve clarity and impact. **Oracy Assessment** • Participation in discussion, debate and collaborative activities. • Analysis and evaluation of speeches and performance techniques. • Formal spoken language presentation through the *Poetry By Heart* competition.		

			• Delivery of persuasive ideas using effective voice, language and body language.		
2 & 3	**Lord of the Flies by William Golding**	Students will: • Explore the plot, characters and themes of *Lord of the Flies*. • Analyse how Golding presents human nature, civilisation, savagery, leadership and morality. • Track the development of key characters including Ralph, Jack, Piggy and Simon. • Explore how symbols such as the conch, the fire, the beast and the Lord of the Flies convey deeper meanings. • Select and analyse quotations, focusing on key words and their effects. • Explore implicit meanings and link ideas to themes and context. • Understand how Golding's experiences and the post-war context shaped the novel's message. • Develop sophisticated analytical paragraphs that link evidence to writer's purpose and message. • Analyse how structure, symbolism and character development contribute to meaning. • Create descriptive and narrative writing inspired by themes and settings from the novel. • Develop mood, atmosphere and characterisation through language and structural choices. • Participate confidently in discussion, debate and spoken presentations. • Use accurate spelling, punctuation and grammar to communicate ideas effectively.	Assessment is ongoing throughout the unit and includes self-assessment, peer assessment and teacher assessment. Students receive regular feedback through discussion, analytical writing, creative writing, retrieval activities and whole-class feedback. **Reading Assessment** • Analysis of key characters, themes and symbols throughout the novel. • Exploration of Golding's language, structure and writer's methods. • Use of quotations to support interpretations and analytical arguments. • Tracking character development and thematic change across the text. • Exploration of contextual	1 x 60 minutes reading per week. 1 x writing, vocabulary, or knowledge recall task. To be completed in homework booklets.	Civilisation Savagery Authority Leadership Primitive Symbolism Isolation Conflict Morality Human Nature

			influences and Golding's message about human nature. • Analytical paragraphs exploring character presentation, symbolism and themes. **Writing Assessment** • Descriptive writing focused on atmosphere, setting and foreshadowing. • Narrative writing inspired by the novel and its characters. • Application of accurate spelling, punctuation and grammar. • Drafting, editing and improving writing for impact and clarity. **Oracy Assessment** • Participation in discussion, debate and collaborative learning activities. • Justifying interpretations using evidence from the text.		

			• Hot-seating, presentations and evaluative discussions. • Exploring different viewpoints on leadership, morality and human nature.		
4	**Short Story Narrative**	Students will: • Explore the key features and structure of effective short stories. • Analyse a range of narrative extracts and style models to identify successful writing techniques. • Understand narrative structure, including exposition, climax and resolution. • Develop effective story openings that engage readers through narrative hooks. • Create purposeful settings, characters and plotlines. • Use sensory imagery and descriptive language to establish mood and atmosphere. • Apply a range of sentence structures and punctuation for effect. • Develop characterisation through actions, dialogue, thoughts and reactions. • Use dialogue effectively to reveal character and move the narrative forward. • Plan, draft, edit and improve writing independently. • Adapt writing to suit audience, purpose and genre. • Evaluate and refine their own writing using feedback and success criteria.	Assessment is ongoing throughout the unit and includes self-assessment, peer assessment and teacher assessment. Students receive regular feedback through drafting, discussion, book looks, live marking and whole-class feedback. **Reading Assessment** • Analysis of narrative extracts and writer's craft. • Exploration of narrative structure and storytelling techniques. • Identification of effective openings, settings, characterisation and plot development. • Evaluation of how writers engage readers and create impact. **Writing Assessment**	1 x 60 minutes reading per week. 1 x writing, vocabulary, or knowledge recall task. To be completed in homework booklets.	Narrative Exposition Denouement Climax Pivotal Accentuate Personification Dialogue Chronology Hyperbole

			• Development of narrative writing skills through planning, drafting and redrafting. • Creation of effective story openings, settings and characters. • Use of descriptive language, dialogue, atmosphere and structure. • Application of accurate spelling, punctuation and grammar. • Editing and proofreading to improve clarity and effectiveness. **Oracy Assessment** • Explaining and justifying creative decisions to peers. • Collaborative planning, feedback and rehearsal of narrative ideas.		
5 & 6	**Blood Brothers**	Students will: • Study a modern drama text in preparation for GCSE English Literature. • Explore how Willy Russell presents themes such as social class, inequality, fate, superstition, family, responsibility and violence.	**How is Learning Assessed in This Unit?** Assessment is ongoing throughout the unit and includes self-assessment, peer assessment and teacher assessment.	1 x 60 minutes reading per week. 1 x writing, vocabulary, or knowledge recall task.	Prologue Motif Colloquial Foreshadowing Prejudice Dramatic Irony Conflict

		• Analyse the development of key characters including Mrs Johnstone, Mrs Lyons, Mickey, Edward, Linda and the Narrator. • Understand how dramatic devices such as foreshadowing, dramatic irony, symbolism, motifs and cyclical structure create meaning and impact. • Develop Stage Three analytical writing skills, including writing introductions, analytical paragraphs and conclusions. • Select and analyse quotations, zooming in on key words and language choices. • Explore implicit meanings and link ideas to themes and context. • Understand how social, historical and political context influences the play's themes and characters, particularly twentieth-century Liverpool and the impact of social class. • Analyse how Russell uses language, structure and form to communicate his message. • Develop comprehension, skimming and scanning skills when reading extracts and contextual materials. • Build confidence in discussion, debate, hot-seating and evaluative speaking activities. • Use persuasive speaking techniques to justify viewpoints and respond to opposing arguments.	Students receive regular feedback through analytical writing, comprehension activities, discussion, hot-seating tasks, book looks and whole-class feedback. **Reading Assessment** • Analysis of key extracts from *Blood Brothers*. • Exploration of themes including class, fate, social inequality and responsibility. • Analysis of language, dramatic methods and structural techniques. • Development of Stage Three analytical responses using evidence and interpretation. • Tracking character development across the whole text. • Exploration of contextual influences and Russell's intentions. • Comparative and evaluative responses. **Writing Assessment**	To be completed in homework booklets.	Cross-cut Climax Cyclical Structure Additional key concepts explored throughout the unit: • Fate • Superstition • Privilege • Nature • Nurture • Morality • Recession • Depression • Responsibility

			• Character diary entries and perspective writing. • Introduction writing focused on themes and concepts. • Use of quotations, subject terminology and contextual understanding. • Application of accurate spelling, punctuation and grammar. **Oracy Assessment** • Hot-seating characters to explore motivation and perspective. • Discussion and debate surrounding social class, morality and responsibility. • Delivering persuasive speeches using rhetorical techniques. • Developing confidence in formal and informal spoken responses.		
6	**GCSE Speaking and Listening:**	Students will:	**GCSE Speaking and Listening Assessment Criteria:**	1 x 60 minutes reading per week.	Speech Audience Purpose

	Speech Writing for Spoken Language Assessment	• Understand the requirements of the GCSE Spoken Language Presentation and the criteria for Pass, Merit and Distinction. • Explore a range of effective speeches and analyse how speakers engage and influence their audience. • Identify and apply rhetorical devices, persuasive techniques and engaging methods used in successful speeches. • Select and develop a topic of personal interest, creating a clear viewpoint and strong individual voice. • Plan, organise and structure a speech effectively to communicate ideas logically and persuasively. • Adapt language, tone and vocabulary to suit a formal audience and purpose. • Develop confidence in speaking clearly, fluently and with expression. • Use body language, eye contact, gesture and posture effectively to engage an audience. • Present opinions and arguments using evidence, examples and developed reasoning. • Respond confidently and appropriately to audience questions. • Listen actively and respectfully to the opinions and contributions of others. • Refine, rehearse and improve presentations through self, peer and teacher feedback.	• Delivery of a formal spoken presentation to an audience. • Use of clear expression, confident delivery and appropriate pace. • Effective use of body language, eye contact and vocal techniques. • Ability to engage an audience through persuasive methods and rhetorical devices. • Organisation of ideas into a clear and coherent presentation. • Ability to respond appropriately to audience questions. • Demonstration of active listening and respectful participation. **Writing Assessment** • Planning and drafting a formal speech. • Organising ideas logically and effectively. • Selecting appropriate vocabulary and	1 x writing, vocabulary, or knowledge recall task. To be completed in homework booklets.	Perspective Viewpoint Persuasion Rhetorical Question Repetition Tone Formal Register

			persuasive techniques. • Writing for a specific audience and purpose. • Applying accurate spelling, punctuation and grammar. • Editing and refining written work before delivery.		