

**SUBJECT: English**

YEAR GROUP	Year 9					
Rationale	Students in Year 9 strengthen the reading, writing and communication skills which were introduced in Y7 and Y8. Students will read a range of fiction and non-fiction texts: prose, poetry and drama texts, both in extract form and in their entirety. Across the academic year, students will learn to write for a range of different purposes and are taught how to respond thoughtfully and critically to texts that they have read. By the end of Y9, pupils will have firmly laid the foundations needed for success at KS4.					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic/Unit	Of Mice and Men	Building Tension – Narrative Writing	Animal Farm and Rhetoric	Transactional Writing	Speaking and Listening	An Inspector Calls
Knowledge	Reading: Pupils to read 'Of Mice & Men' by John Steinbeck. They will study: the context of 1930s USA; Tier 2 and Tier 3 vocabulary and literary techniques. Reading comprehension preparation: retrieval of information and understanding of writer's craft. Unseen extracts from 'Of Mice and Men' and other unseen extracts will be used to develop the 'Comment-Quote-structure' of writing.	Reading: Continue with the study of 'Of Mice and Men' Writing: Pupils to write a dramatic moment inspired by 'Of Mice and Men'. This will require pupils to write a story on a single event which builds tension developing prior knowledge.	Reading: Pupils to read 'Animal Farm' by George Orwell. They will study: narrative structure; character; the context of 1900s communist Russia and Orwell's life; rhetoric; cultural capital (political power; democracy vs dictatorship; hierarchy.) Writing Scheme: writing of transactional pieces, particularly articles and speeches.	Reading: Pupils will continue to study 'Animal Farm' Reading: Pupils will also study a variety of significant speeches through history. Writing: Pupils to practise transactional (non-fiction) writing, focusing on speeches. Pupils will write a persuasive speech, demonstrating learning of persuasive techniques, rhetoric and how to influence their target audience.	Speaking and Listening: Pupils to write, learn and perform a persuasive speech on a topic of their choice. Writing: Continue to prepare for Assessment 2: transactional writing: articles and speeches	Speaking and Listening: (continued) Pupils to write, learn and perform a persuasive speech on a topic of their choice. Poetry Unit: The study and analysis of a collection of poetry. Strengthening previous learning and developing the written analytical skills needed when writing about poetry.
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2



Skills	Reading: Locate & retrieve information; strengthen the response to the text using supporting evidence; analyse the writer's use of language; show awareness of how the historical context affects the text.	Reading: Locate & retrieve information; respond to the text using supporting evidence; analyse the writer's use of language; show awareness of how the historical context affects the text. Writing: narrative structure; sophisticated vocabulary; technical accuracy & fluency (VSSPS).	Reading: Respond to the text using supporting evidence; analyse the writer's use of language using the subject terminology where appropriate; explore the relationship between the text and its historical context. Writing: Development of vocabulary and knowledge of a range of topics. Writing structures and format of writing styles. Developing ideas and planning work effectively.	Writing: Demonstrate awareness of format, tone, purpose and audience; development of ideas; use of rhetorical devices; appropriate register; technical accuracy & fluency (VSSPS).	Speaking and Listening: Developing knowledge of speaking and listening skills and research. Application of learning from Term 2 to perform a developed speech. Reading: Develop understanding of Shakespearean language and literature analysis. Character development and plot recall.	Unseen Poetry: Developing skills of analysis learned in Years 7 and 8. Incorporating a mix of techniques learned previously and developing the maturity of understanding of metaphor, pathetic fallacy and personification. Speaking & Listening: Speak clearly & confidently; use Standard English accurately; adapt speech to a range of situations; structure speech well; justify ideas & answer questions with clarity.
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Assessments: Formative	Learning Check 1: In-class quiz questions to support revision of knowledge (Of Mice and Men)	Learning Check 2: Comment-Quote question from an unseen text	Learning Check 1: Recall test on key terminology	Learning Check 2: Unseen speech writing task to plan and write	
	Assessments: Summative		November: Summative assessment: Section A: knowledge of 1930s USA; definitions of vocabular (Tier 2 and 3); SPAG Check. Section B:		May Summative Assessment: Section A: Knowledge of key terminology and SPaG rules. Section B: Plan and write a persuasive speech on an unseen task.	



		unseen fiction reading questions (Use of 'Comment-Quote' style responses)				
Homework	Knowledge organisers used to aid revision and recall of 'Of Mice and Men' and SPAG definitions Spelling tests and definitions tests Private reading SPAG homework tests	Unseen extract Comment-Quote practice and annotations SPAG homework tests	Tier 2 and Tier 3 Vocabulary revision SPAG homework tests	Identify features of transactional writing SPAG homework tests	Research and learning of speech SPAG homework tests	Research subjects for upcoming speeches Writing and preparation of speeches Pupils to practise delivery of speech SPAG homework tests

Tier 2 Vocab	Tier 3 Vocab
- Hostility - Precaution - Aloneness/Detached - Futility - Unwillingly	- Persecution - Foreboding - Host - Symbolism - Artistic/Factory
SPAG Skills 1. Nouns (p. 2-3) & Adjectives (p. 4-5) 2. Verbs (p. 5) & Adverbs (p. 7-8) 3. Subject, Verb, Object (p. 9) 4. Capital Letters (p. 10) & Full Stops (p. 11) Sentence Structures Analytical Writing (What How Why) – All sentences on the Skills Organiser	

Term 1B – Narrative Writing

Tier 2 Vocab	Tier 3 Vocab
Ambitious vocabulary should be selected based on the narrative prompt.	- Realism - Freytag's Pyramid - Viewpoint/Monologue - Characterisation - Simile/Metaphor
SPAG Skills 5. Noun Phrases (p. 12) 6. Verb Phrases (p. 13) 7. Simple & Compound Sentences (p. 14) 8. Co-ordinating Conjunctions (p. 15) Sentence Structures Story Writing – Sentence Variations	

Term 2A – Animal Farm

Tier 2 Vocab	Tier 3 Vocab
- Communism/Capitalism - Disobedience - Oppressive - Equality/Inequality - Exploitation	- Allegory/Fable - Symbolism - Irony - Foreboding - Persuasive Devices (Rhetoric Values & Gains)
SPAG Skills 9. Clauses (p. 16) 10. Conjunctions for Listing (p. 17) & Conjunction Splicing (p. 18) 11. Subject-Verb Agreement (p. 19-20) Sentence Structures Analytical Writing (What How Why) – All sentences on the Skills Organiser	

Term 2B – Animal Farm

Tier 2 Vocab	Tier 3 Vocab
- Communism/Capitalism - Dictatorship - Oppressive - Equality/Inequality - Exploitation	- Allegory/Fable - Satire - Symbolism - Irony - Foreboding
SPAG Skills 12. Apostrophes (p. 21-23) 13. Improving Vocabulary (p. 24-25) 14. Complex Sentences (p. 26) Sentence Structures Analytical Writing (What How Why) – All sentences on the Skills Organiser	

Term 3A – War Poetry

Tier 2 Vocab	Tier 3 Vocab
- Futile - Brutal - Fragile - Sacrifice - Traumatic	- Simile/Metaphor - Irony - Stanza - Personification - Metaphor
SPAG Skills 15. Subordinating Conjunctions (p. 27) 16. Commas for Extra Information (p. 28) 17. Tenses (p. 29-30) Sentence Structures Analytical Writing (What How Why) – All sentences on the Skills Organiser	

Term 3B – Blood Brothers

Tier 2 Vocab	Tier 3 Vocab
Use Character Word Wheels	- Foreboding - Dramatic Irony - Juxtaposition - Metaphor - Tragedy
SPAG Skills 18. Speech Marks (p. 31-32) Plus repeat any activities that need extra focus Sentence Structures Analytical Writing (What How Why) – All sentences on the Skills Organiser	