

English

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Curriculum Intent: We teach English to enable students to become better communicators: better at reading, better at writing and better at speaking and listening. In English, we follow a spiral curriculum. This means that all core skills are revisited each year with an increased level of challenge as the years progress.

	Core Knowledge	Procedural Knowledge
Autumn	Topics: The environment: writing to persuade. Trash (novel): writing to analyse.	Students will: Reflect on current environmental issues today and write a persuasive letter about their opinion on it. • Write persuasively successfully - making a variety of language and structural choices to have an intended effect. • Analyse a non-fiction text, considering a range of language and structural effects of the choices made. Analyse how the writer uses language and structure to build tension. • Become a confident reader with strategies to unpick challenging texts. • Analyse a literature text, considering a range of language and structural effects of the choices made • Confidently apply rules of grammar to writing embedding them to create an intended effect • Understand a writer's message and reasoning for writing a text.

Spring	Topics: Much Ado About Nothing: writing to analyse. Gothic Literature: story writing and writing to describe.	Students will: Analyse how a relationship is presented between two characters where they closely analyse language. • Become a confident reader with strategies to unpick challenging texts. • Analyse a literature text, considering a range of language and structural effects of the choices made • Understand a writer's message and reasoning for writing a text. Write a descriptive narrative inspired by the gothic genre with a picture stimulus. • Describe and story tell successfully - making a variety of language and structural choices to have an intended effect. • Analyse a literature text, considering a range of language and structural effects of the choices made • Confidently apply rules of grammar to writing embedding them to create an intended effect
Summer	Topics: Technology: speaking & listening. Place poetry: writing to analyse and compare.	Students will: Present their opinion on developing technology in small groups. • Write persuasively successfully - making a variety of language and structural choices to have an intended effect. • Analyse a non-fiction text, considering a range of language and structural effects of the choices made. • Engage with discussion and be courteous towards my peers. Write an analytical essay comparing how two poets present places in each poem. • Become a confident reader with strategies to unpick challenging texts. • Analyse a literature text, considering a range of language and structural effects of the choices made • Compare and contrast two texts. • Understand a writer's message and reasoning for writing a text.

Homework: A reading homework will be set weekly for all students in KS3. This will be set on Bromcom weekly where parents/carers are expected to sign to show that their child has completed the reading.

Assessment:

Progress tasks in all lessons.

Self and peer assessment to check progress.

Descriptive/story teacher marked assessment.

Writing to persuade teacher marked assessment.

One teacher marked literature assessment.

Speaking and listening assessment.

Links to Personal Development:

Promoting inclusivity and diversity of all protected characteristics.

Social development: Practise using a range of social skills in different situations.

Confidence, Resilience and Knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships.

Character: Reflect Wisely, learn eagerly, behave with integrity, cooperate.

Moral development: Recognising the difference between right and wrong.

Cultural development: Understanding the wide range of cultural influences that shape an individual.

How is my knowledge further developed in Year 9?

We follow a spiral curriculum where all skills visited in Year 8 will be revisited in Year 9 with a higher level of challenge. In Y9 students continue to develop their descriptive and story writing skills, analyse poetry, and continue to develop to become effective communicators.