



YEAR 9 ENGLISH LEARNING JOURNEY

Analysing purpose. Exploring identity. Building strong, thoughtful responses.

"Ideas change the world."



AUTUMN 1

MY TOPICS:

19th-Century Prose: The Strange Case of Dr. Jekyll and Mr. Hyde.

MY SKILLS:

- Develop a coherent interpretation of a complex text supported by judicious textual references (AO1).
- Explain how complex text structures and language choices support the writer's purpose and contribute to meaning (AO2).
- Select, analyse and interpret evidence from the text to support the writer's purpose and contribute to meaning (AO2).

WHY NOW?

I am mastering GCSE literature reading stamina. Navigating the dense syntax, archaic structures, and historical context of 19th-century prose trains me to build clear, concept-driven analytical responses.



AUTUMN 2

MY TOPICS:

Rhetoric & Non-Fiction Study: The Genre of Crime.

MY SKILLS:

- Select from a wide range of writing forms and conventions to meet specific challenges with a distinct personal voice (AO5).
- Vary sentences and use complex structures with grammatical control over tenses (AO6).

WHY NOW?

I am developing my GCSE skills for Language Paper 2. Investigating non-fiction accounts within the crime genre allows me to practice adapting my transactional voice, form, and structural pace to a specified reader.



SPRING 1

MY TOPICS:

Thematic Literary Studies: Tyranny & Oppression.

MY SKILLS:

- Critically evaluate a writer's viewpoint and overall purpose, tracking how these elements are articulated throughout a text (AO2).
- Relate political or thematic writing to its social and cultural context (AO3).

WHY NOW?

I am devoting my critical reading profile. Exploring thematic extracts concerning power and control moves me from standard tracking to evaluating authorial intent, structural methods, and ideological messages.



SPRING 2

MY TOPICS:

Comparative Poetry: External & Internal Conflict.

MY SKILLS:

- Formulate an independent, clear critical response to a text or statement (AO5).
- Construct multi-layered comparative grids to analyze how views and methods match or differ across unseen poetry extracts (AO4).

WHY NOW?

I am finalizing my independent reading strategies. Completing comparative poetry analysis under timed conditions ensures I can match the formal skills and pacing expectations of GCSE Literature Paper 2.



SUMMER 1

MY TOPICS:

Composition: Creative Writing ('Creating a Better World').

MY SKILLS:

- Deploy imaginative, well-controlled structuring of subject matter and paragraphing to position the reader (AO5).
- Use advanced punctuation (semi-colons, colons, dashes) to control sentence variety, pacing and clarity (AO6).

WHY NOW?

I am securing creative writing skills through developing my writer's craft. Mastering narrative architecture, structural loops, and punctuation variety aligns my writing directly with the requirements of GCSE Language Paper 1 Question 5.



SUMMER 2

MY TOPICS:

Modern Drama Gateway: An Inspector Calls by J.B. Priestley.

MY SKILLS:

- Secure and apply analytical writing skills at word and text level (AO1/AO2).
- Synthesise characterisation, dramatic choices, and socio-political context into fluent academic essay frameworks (AQA Lit Paper 2).

WHY NOW?

I am officially beginning my GCSE Literature curriculum. Priestley's drama serves as the perfect transitional text, allowing me to secure my analytical writing structure before entering Year 10.



READ



THINK



QUESTION



ANALYSE



CREATE



COMMUNICATE

Better Readers
Brighter Thinkers