

Year 9 Rationale:

- ✓ Students continue to develop tier 2 vocabulary acquisition and use words with precision to write and speak for a number of different audiences and styles, both formal and informal.
- ✓ Students secure reading responses using 'What? How? Why?' Strategy with greater analysis on the writer's use of language and structure and developing their understanding of purpose and effect. Students are taught the next sentences in the deconstructed analytical essay (comparing texts in relation to literary concepts, ideas and methods; linking to context; recognising different arguments) and are practised to the point of mastery. Y7 and Y8 sentences are integrated and practised alongside the new essay sentences.
- ✓ Creative writing is taught through slow writing. In Y9, students practise the final 10 creative writing sentence structures from our couch to 5K writing programme.
- ✓ Oracy continues to be an integral part of students' development. There are many opportunities for discussion to express and justify ideas and students build confidence to become effective presentational speakers.
- ✓ Students analyse thematically linked poems and develop important skills of synthesis and comparison
- ✓ We adapt the curriculum and learning environment for students with SEND: using a range of approaches to support students with additional needs. All students benefit from quality first teaching in the classroom, which caters for their individual needs and supports all children to make good progress. Work is adapted for different groups and individuals.
- ✓ **Planned cultural capital: study of seminal fiction *Noughts and Crosses* which challenges perceptions of race, power and truth; study the poetry and speeches of strong leaders and influencers from diverse cultures and backgrounds; explore the convention of the tragic hero in *Macbeth* and the context of politics and treason in Jacobean England; and concepts of duality and morality in *Jekyll and Hyde*; Charles Darwin's Theory of Evolution; and Victorian London.**

Year 10/11 Rationale:

- ✓ Students in year 10 and 11 develop fiction and non-fiction language skills in reading and writing and knowledge is based on the Literature texts in AQA GCSE specification.
- ✓ Students study set texts and develop the skills needed to understand unseen pieces of Literature. They build their knowledge of key quotations and ability to recognise writers' styles and techniques.
- ✓ Students select, synthesise and interpret evidence from different texts and compare writers' ideas and perspectives and how they are conveyed across time
- ✓ Students are given opportunity to plan, organise and deliver a presentation in a formal context to develop this important life skill and to fulfil the Spoken Language component of their qualification
- ✓ Students are given many opportunities to hone their reading and writing skills and effectively learn the knowledge required to succeed at GCSE and beyond.
- ✓ Homework encourages further independent study and practice of skills. Tasks include: further academic reading around set texts, exam style questions and revision strategies.
- ✓ We adapt the curriculum and learning environment for students with SEND: using a range of approaches to support students with additional needs. All students benefit from quality first teaching in the classroom, which caters for their individual needs and supports all children to make good progress. Work is adapted for different groups and individuals.
- ✓ **Planned cultural capital: political, social and cultural understanding of Literature texts. 'An Inspector Calls' by J B Priestley: WWI/II, post war drama; economic, political and social issues; socialism and capitalism; democracy and fascism. 'A Christmas Carol' by Charles Dickens: Victorian Union workhouses, Poor Laws, Thomas Malthus, Henry Mayhew, Disraeli. 'Romeo and Juliet' Shakespeare: Elizabethan era and Shakespearean England; influences of the Renaissance era; understanding of features of prose and verse; concept of patriarchal society; Shakespeare's representation of women and Elizabethan marriage. Love and Relationships cluster of the poetry anthology: range of form, concepts and context. Students read and respond to 19th, 20th and 21st centuries non-fiction texts on a range of political, social and cultural topics of interest including prison system, conflict and education.**

Teaching House Style

Your role as a teacher



Meet and Greet students each lesson and be present on the corridor at changeovers.



Retrieval Practice - begin each lesson by retrieving key knowledge with a DO Now as part of your start of lesson routine.



Activate prior knowledge to build a strong schema with students.



Model new knowledge for students using the 'I, We, You' method. Share your thought process as an expert.



Be a responsive teacher. Check what all students know. Respond to misconceptions.



Lessons have a good pace and learning time is maxim-



Strong end of lesson routine where students leave calmly and with correct uniform, homework and high expectations.

Positivity 🌟

Ambition 🏆

Resilience 🧘

Thoughtfulness 🧠