

Subject Yearly Overview 2025-25					
Subject: English Y9	TOPIC	COMPONENT	Notes: Why are you delivering this topic at this time of year?	Skills	Knowledge
Autumn 1	SPaG - National Curriculum Focus Welcome back- English Introduction	Noun Phrases Modal Verbs and Subjunctive Mood Suffixes - Nouns and Adjectives to Verbs Relative Clauses Commas Grammar and Punctuation Spelling -Mistakes Possessive Pronouns	This will be an engaging subject that will get the students interested at the beginning of a new term.	• Group work and communication • Grammar and punctuation skills	• Learning more about their peers. • Learning how to recognise and use different grammatical and punctuation devices.
Autumn 2	SPaG – Continuing Autumn to Winter Celebration: Recognising differences in others, regardless of colour, cultural background, gender, sexual orientation, ethnicity, religion, or disability. Functional skills development- A qualification	Pronouns & Possessive Pronouns Adverbs to Show Frequency Prefixes Colons in Lists Subordinating Conjunctions and Clauses Word Families Spelling -Mistakes Christmas: Christmas: To apply persuasive techniques to my work. Toy of the Year Differentiated Reading Comprehension	To continue with this topic, for students' knowledge and understanding. People who are more accepting of others and their differences can help to shape a society in which everyone strives for equality. To introduce students to a variety of unseen and challenging texts and	• Self-reflection skills • Speaking and listening skills • Using literary devices • Comprehension skills	• Learning more about mental health and impact of acts of kindness. • Sharing and learning about each other's personal experiences. • Learning how to write in different 'voices'

	foundation for good communication and learning in all three subject areas: reading, writing, and speaking and listening.	Opportunities to read critically, consolidate grammar and vocabulary and build up writing opportunities.	improve their critical reading skills. It also aims to lay the groundwork for skills required at Functional Skills Levels.		
Spring 1	Reading; Writing; How to Train your Dragon: Children will use this book to infer information about the Vikings. They will investigate the books' main theme of not judging a book by its cover and friendship. Beowulf; Grammar and vocabulary. This story will enable children to further develop their understanding of the Viking era and learn more historical vocabulary from this time. Fireworks- Enid Blyton: Who were the Anglo-Saxons: Children will use the	Moderation task; Non chronological spoken language; Writing: Non-Chronological Reports: Children will research the Anglo-Saxons and Vikings using various sources to help create a detailed non-chronological report about this time in history. Imagery poems: Children will write imagery poems based on the Beowulf story. These poems will centre around our own imaginary monsters.	They will investigate the books' main theme of not judging a book by its cover and friendship. Children will study this imagery poem during firework celebrations and will work on their intonation, enthusiasm and volume when performing sections of the poem to the class.	• Reading skills • Instructions and using time connectives to improve the flow of their writing • Comprehension skills – reading between the lines (implicit information) • Creative art opportunities	• Learning about Viking era • Learning about the importance of instructions and how their features are used. • Creating labelled diagrams.

	non-fiction text to focus on retrieval, text structure and technical vocabulary?				
Spring 2	Hobbies; Reading and comprehension: (leaflets, web pages, time tables and surveys)	Read a selection of non-fiction text. (reading) A01, A02, A04 {twinkle} Functional Skills Entry Level 1,2,3	It will encourage students to conduct independent research, analyse data, and evaluate language. Additionally, to arrange grammatical concepts and information to aid in the coherence and cohesion of writings.	• Summarising skills • Analysing/infering skills • Note taking skills/active listening. • write about a favourite hobby using a writing frame • Tell others about a favourite hobby expressing a personal opinion e.g. likes and dislikes • Try a new hobby with at least one other person	• They will build their social communication skills through a range of tasks and games working with others. • Reflecting on their hobbies and using the 5 W's to create a summary of it to share to the class. • Learning about the key features of fact files and then coming up with ideas for their use and how they help achieve structure. • Watching a video and listening actively while they write.
Summer 1	Black American Experiences in Literature.	Reading seminal world literature. Black American Experiences in Literature Reading Assessment. SPaG focus: Grammar Exploring Sports	In order to master all of the components of functional abilities, writing requires a great deal of practice. The notes are brief and provide significant	• Students must be able to read, write basic sentences. • Have some understanding to which they can connect the concepts	• Able to discuss with their class and to write in their sourcebooks. •

			information. The scripts are well-written and fluid.	of letter writing and appreciation.	
Summer 2	Blood Brothers - Reading and comprehension:	Reading 20 th Century play Reading assessment: Blood bothers SPaG focus: Grammar Sentence Reading for pleasure	Drawing conclusions by reading the text and considering the evidence it contains.	• Making inferences • To put together various pieces of information • Providing experience with inferential information	• Making logical inferences • Use details and personal • Knowledge to make • an inference