

Year 9 Curriculum Overview [2021-2022]

Subject – English

Autumn Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
Dystopian Fiction	<p>Clear understanding of a range of texts from the Dystopian genre</p> <p>Clear understanding of a modern novel 'Animal Farm'</p>	<ul style="list-style-type: none"> Understanding of writers' methods Social & historical context of the novel [interleaved] Plot of the novel Characters within the novel Key themes through the novel 	<ul style="list-style-type: none"> A3 Dystopia retrieval grid Chapter retrieval Tier 2 vocabulary (knowledge organiser) 	<ul style="list-style-type: none"> 10-minute independent reading Vocabulary choice (including focus on tier 2 vocabulary) SPaG/ Writers' Workshop Spoken English (oracy) group participate in formal debate and structured discussions, summarising and/or building on what has been said Spelling lists Plan, draft, edit and proof-read 	<ul style="list-style-type: none"> Writing for different audiences Working with others Oracy Creative thinking Creativity Independent thinking skills Tolerance Time management 	<p>Unseen extract</p> <p>Imaginative writing</p>
	Clear understanding of a range of non-fiction texts	<ul style="list-style-type: none"> Read increasingly challenging material independently Identification of purpose, audience and form Summarise the writer's ideas and perspectives Identification and analysis of rhetorical devices 				
	Write imaginatively for pleasure	<ul style="list-style-type: none"> Consider how their writing reflects the audiences and purposes for which it was intended Organise material effectively Draw on their knowledge of literary and rhetorical devices from their reading Listening to enhance the impact of their writing 				

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Spring Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
Rhetoric and Animal Farm	Clear understanding of a modern novel 'Animal Farm'	<ul style="list-style-type: none"> Understanding of writers' methods Social & historical context of the novel [interleaved] Plot of the novel Characters within the novel Key themes through the novel 	<ul style="list-style-type: none"> A3 Animal Farm retrieval grid Chapter retrieval Tier 2 vocabulary (knowledge organiser) 	<ul style="list-style-type: none"> 10-minute independent reading Vocabulary choice (including focus on tier 2 vocabulary) SPaG/ Writers' Workshop Spoken English (oracy) group participate in formal debate and structured discussions, summarising and/or building on what has been said Spelling lists Plan, draft, edit and proof-read 	<ul style="list-style-type: none"> Writing for different audiences Working with others Oracy Creative thinking Creativity Independent thinking skills Tolerance Time management 	Unseen extract
	Clear understanding of rhetorical techniques	<ul style="list-style-type: none"> Identification of rhetorical techniques Understanding terms and definitions 				

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Summer Term				Literacy Skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]	Opportunities for developing literacy skills		
Exploring Shakespeare and Dickens	Clear understanding of Shakespeare's 'Romeo and Juliet'	<ul style="list-style-type: none"> Understanding of writers' methods Social & historical context of the novel [interleaved] Plot of the novel Characters within the novel Key themes through the novel 	<ul style="list-style-type: none"> A3 'A Christmas Carol' retrieval grid A3 'Romeo and Juliet' retrieval grid Chapter/Stave Retrieval quizzes 	<ul style="list-style-type: none"> 10-minute independent reading Vocabulary choice (including focus on tier 2 vocabulary) SPaG/ Writers' Workshop 	<ul style="list-style-type: none"> Writing for different audiences Working with others Oracy Creative thinking Creativity Independent thinking skills Tolerance Time management 	R&J or ACC extract
	Clear understanding of a pre-1914 novel 'A Christmas Carol'					
	Clear understanding of a range of non-fiction texts	<ul style="list-style-type: none"> Understanding of writers' methods Social & historical context of the novel [interleaved] Plot of the play Characters within the play Key themes throughout the play 	<ul style="list-style-type: none"> Tier 2 vocabulary (knowledge organiser) 	<ul style="list-style-type: none"> Spelling lists Spoken English (oracy) group participate in formal debate and structured discussions, summarising and/or building on what has been said 		
	Clear understanding of a post-1914 text	<ul style="list-style-type: none"> Read increasingly challenging material independently Identification of purpose, audience and form Summarise the writer's ideas and perspectives Identification and analysis of rhetorical devices 	<ul style="list-style-type: none"> Poetry retrieval quizzes Keyword definitions 	<ul style="list-style-type: none"> Plan, draft, edit and proof-read 		
	Clear understanding of a selection of poetry from GCSE 'Power and Conflict'	<ul style="list-style-type: none"> Context of the extract within the text Understanding of the writer's methods Key themes within the extract transferring and embedding reading skills, subject content and breadth and depth 				
	Write imaginatively for pleasure	<ul style="list-style-type: none"> Understanding of the writers' ideas Identification of Form Understanding of the writers' methods including structure Social and historical context of the poems 				

	Write imaginatively for pleasure	<ul style="list-style-type: none">• Consider how their writing reflects the audiences and purposes for which it was intended• Organise material effectively• Draw on their knowledge of literary and rhetorical devices from their reading• Listening to enhance the impact of their writing				
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