

Year 9 Curriculum Overview [2022-2023]

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 HT1	Clear understanding of a range of texts from the Dystopian genre	<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"> Common retrieval grid Chapter retrieval Tier 2 vocabulary 	<ul style="list-style-type: none"> Vocabulary choice Grammar lessons Reciprocal reading Teacher as the fluent model in the classroom Writers' Workshop Spoken English (oracy) groups participate in formal debate and structured discussions, summarising and/or building on what has been said 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 	HT1 Formative Reading Assessment: Fahrenheit 451 HT1 Summative Assessment '1984' by George Orwell
	HT2	Clear understanding of a modern novel 'Animal Farm'				
	Write imaginatively for pleasure (INTERLEAVED THROUGHOUT TERM 1)	<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 HT3	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"> Common retrieval grid Chapter retrieval questions Tier 2 vocabulary 	<ul style="list-style-type: none"> Vocabulary choice (including focus on tier 2 vocabulary) Writers' Workshop Reciprocal reading Teacher reading aloud Grammar lessons (adverbs & imperatives) Spoken English (oracy) group participate in formal debate and structured discussions, summarising and/or building on what has been said 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 	Yr 9 Examinations January 2022 Transactional Writing-a speech
	Clear understanding of rhetorical techniques	<ul style="list-style-type: none"> Identification of rhetorical techniques Understanding terms and definitions 	<ul style="list-style-type: none"> Dual Coding of rhetorical devices 			

HT4	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 				Formative writing assessment: Gangs article
	Clear understanding of Shakespeare's 'Romeo and Juliet'	<ul style="list-style-type: none"> • Social & historical context of the play [interleaved] • Plot of the play • Characters within the play • Focus on Act 1 • Media focus 				
	Clear understanding of a range of non-fiction texts linked to the theme of gangs	<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 				

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Summer Term				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]			
HT5 & 6 Conflict and Culture	Clear understanding of a range of poetry linking to the themes of conflict and culture	<ul style="list-style-type: none"> Understanding of writers' methods Social & historical context of the poems Key themes in the poems: Bayonet Charge, Exposure, Dulce et Decorum Est, Belfast Confetti, Blessing, What Were They Like? Campsie Fells and A Letter to My Mother 	<ul style="list-style-type: none"> Tier 2 vocabulary Poetry retrieval quizzes Keyword definitions 	<ul style="list-style-type: none"> Vocabulary choice (including focus on tier 2 vocabulary) Reciprocal reading Teacher reading aloud Writers' Workshop Prosody, including rehearsed poetry performances 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 	Formative: Poetry essay question
		<ul style="list-style-type: none"> Understanding of the writers' ideas Identification of Form Understanding of the writers' methods including structure and language 'Campsie Fells' by Imtiaz Dharker 				
	Write imaginatively for pleasure	<ul style="list-style-type: none"> Poems as a stimulus The Arrival images and clip of the book read by Shaun Tan 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 				