



## Year 9 LONG-TERM SEQUENCE for ENGLISH

The curriculum for this stage of students' education has been designed to transition students to Key Stage 4 and prepare them for the rigour of GCSE by introducing students to a range of challenging and mature text types from varied time periods and writers, as a reflection of the expectations at GCSE. Our aim is to build on the skills and knowledge established in Year 8. All students should have a secure grasp of key reading skills with an appreciation of language and writers' craft as well as a deeper understanding of contextual influences. In writing and speaking all students should be able to adapt their writing to suit mature audiences, purpose and challenging forms with increasing sophistication.

<p><b>HALF TERM 1: Compassionate and Loving</b> Whole text study of a Modern American Novel</p> <p><b>STUDENTS MUST KNOW:</b></p> <p>In Reading</p> <ul style="list-style-type: none"> <li>• How to retrieve information from a text</li> <li>• How to support their ideas with evidence</li> <li>• How to analyse the writer's methods and their effects</li> <li>• How texts are influenced by context</li> </ul> <p>In Writing</p> <ul style="list-style-type: none"> <li>• How to craft a narrative</li> <li>• How to select vocabulary for effect</li> <li>• How to apply structural devices for effect</li> <li>• How to apply a range of sentences for specific effect</li> <li>• How to apply a range of punctuation</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> Through a written response to a selected extract from the text and a formally written piece.</p>	<p><b>HALF TERM 2: Grateful and Generous</b> Charity and Morality</p> <p><b>STUDENTS MUST KNOW:</b></p> <p>In Reading</p> <ul style="list-style-type: none"> <li>• How to demonstrate a comprehension of the text</li> <li>• How to apply structural and language terminology and offer some effects</li> <li>• How to compare writers' ideas, attitudes and perspectives.</li> </ul> <p>In Writing</p> <ul style="list-style-type: none"> <li>• How to craft an editorial</li> <li>• How to select vocabulary for effect</li> <li>• How to apply structural devices for effect</li> <li>• How to apply a range of sentences for specific effect</li> <li>• How to apply a range of punctuation</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> A comparison of non-fiction texts from the 19<sup>th</sup> and 21<sup>st</sup> century and an editorial written for peers.</p>	<p><b>HALF TERM 3: Curious and Wise</b> Whole text study of a modern play</p> <p><b>STUDENTS MUST KNOW:</b></p> <p>In Reading</p> <ul style="list-style-type: none"> <li>• How texts are influenced by the historical and literary contexts</li> <li>• How writers create characters</li> <li>• How writers use features of form to engage audiences</li> <li>• How plays are structured for deliberate effects</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> Through a written response to the presentation of a character/theme from a modern play.</p>
<p><b>HALF TERM 4: Intentional and Prophetic</b> Crime Fiction</p> <p><b>STUDENTS MUST KNOW:</b></p> <p>In Reading</p> <ul style="list-style-type: none"> <li>• How to demonstrate a comprehension of the text</li> <li>• How to analyse the effects the writer tries to create through language, form and structure</li> <li>• How to select relevant quotations</li> <li>• How writers use genre conventions</li> </ul> <p>In Writing</p> <ul style="list-style-type: none"> <li>• How to select vocabulary for effect</li> <li>• How to use structural devices for effect</li> <li>• How to apply a range of sentence types and punctuation accurately</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> Through a written response to an unseen extract taken from a crime story and a creative writing task creating the opening to a crime story.</p>	<p><b>HALF TERM 5: Eloquent and Truthful</b> Spoken Language</p> <p><b>STUDENTS MUST KNOW:</b></p> <p>In Speaking</p> <ul style="list-style-type: none"> <li>• How to construct a speech</li> <li>• How to structure a speech to engage your listeners.</li> <li>• How to use an appropriate formal register.</li> <li>• How to use formal standard English.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> Through a speech to peers and teachers in which students respond to teacher and student questions.</p>	<p><b>HALF TERM 6: Learned and Attentive</b> Representations of Cultural Diversity Through Time</p> <p><b>STUDENTS MUST KNOW:</b></p> <p>In Reading</p> <ul style="list-style-type: none"> <li>• How texts are influenced by their contexts</li> <li>• How to demonstrate a comprehension of texts</li> <li>• How to demonstrate a comprehension of poems</li> <li>• How to apply poetic terminology and offer their effects</li> <li>• How writers structure their poems</li> <li>• How to compare methods and/or ideas</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> A comparative response to two poems.</p>

Embedding this knowledge can be supported at home by reading a range of text types (including novels, newspapers and other non-fiction) reading aloud to an adult and discussing meaning, proof reading written work together, enjoying texts in action at the cinema or theatre and visiting places of interest like museums.