



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 Years 7 and 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>HALF TERM 1: Dystopian Literature STUDENTS MUST KNOW: <u>In Reading:</u> Strategies for comprehending and interpreting unseen prose – with a particular focus on figurative expressions, predictions, summarising. How to select relevant, precise quotations. How to identify language and structural features by accurately applying Tier 3 vocabulary. How to analyse how a writer uses language and structure to present a character/theme using the WHAT, HOW, WHY Model. How dystopian texts are influenced by literary and historical contexts. How dystopian characters and themes are presented across a text. <u>In Writing:</u> How to create a dystopian description using visual aids. How to select and apply ambitious Tier 2 vocabulary for effect. How to apply structural devices for effect including analepsis and prolepsis, shifting the focus, shifting the tone, and experimenting with narrative perspectives. How to apply a range of sentences for specific effect – see upgrading sentence strategies. How to apply a range of punctuation. HOW THIS WILL BE ASSESSED: Reading – Response to an unseen dystopian text – Questions 1, 2,3 Writing – A dystopian narrative.</p>	<p>HALF TERM 2: Whole text study of a Modern Play STUDENTS MUST KNOW: <u>In Reading:</u> Strategies for comprehending and interpreting a whole play. The events of the play Features of the play genre used by the writer and how to apply Tier 3 vocabulary accurately. Tier 2 vocabulary to describe characters. How to select relevant short quotations to support interpretations of characters and events. Strategies for remembering and recalling quotations. How to identify language, structural and genre features How to analyse how a writer uses language and structure to present a character/theme How the play is influenced by its literary and historical contexts. How characters and themes are presented across a play. How to construct an extended written response to a character and theme using an extract from the play as a starting point. HOW THIS WILL BE ASSESSED: Through a written response to the presentation of a character/theme from a modern play.</p>	<p>HALF TERM 3: Charity and Morality – Comparing non-fiction STUDENTS MUST KNOW: <u>In Reading:</u> Strategies for comprehending and interpreting unseen non-fiction with a particular focus on analysing, comparing, summarising and interpreting. How to identify a writer's attitude and perspective. How to identify explicit and implicit information. How to interpret explicit and implicit information. How to write a comparative summary with clear inferences. How to analyse how a writer uses language for intended effects. <u>In Writing</u> How to craft, structure and sustain a view on a topic. How to use features of rhetoric to influence your reader. How to select and apply ambitious Tier 2 vocabulary for effect. How to apply structural devices for effect including using discourse markers, engaging introductions and conclusions, topic sentences and paragraphing. How to apply a range of sentences for specific effect see upgrading sentence strategies. How to apply a range of punctuation. HOW THIS WILL BE ASSESSED: A comparison of non-fiction texts from the 19th and 21st century.</p>
<p>HALF TERM 4: <i>The Tempest</i> STUDENTS MUST KNOW: <u>In Reading</u> The historical and literary influences on Shakespeare's play. The events of the play with a particular focus on the presentation of the relationship between characters. Tier 2 vocabulary to describe characters and character relationships. How Shakespeare uses blank verse and prose for deliberate effects. How to identify language, structural and genre features. How to analyse how a writer uses language and structure to present a character /theme. How the play is influenced by its literary and historical contexts. How characters and themes are presented across a play. How to construct an extended written response to a Shakespeare play. HOW THIS WILL BE ASSESSED: Through a written response to an extract and the play as a whole.</p>	<p>HALF TERM 5: Diversity in Literature STUDENTS MUST KNOW: <u>In Reading</u> A range of writers from diverse backgrounds. How writers have been influenced their backgrounds and experiences. The struggles faced by marginalised voices in society. Reading strategies to apply to poetry including the MLIST A range of poetic techniques and forms and how to accurately apply Tier 3 vocabulary. How to demonstrate a comprehension of poems. How to apply poetic terminology and analyse their effects in detail. How writers structure their poems. How to compare methods, attitudes and perspectives. HOW THIS WILL BE ASSESSED: A comparative response to two poems.</p>	<p>HALF TERM 6: Spoken Language. STUDENTS MUST KNOW: <u>In Speaking:</u> How English language has changed over time – including lexical change, semantic change and drift and attitudes to standardisation. How to form an opinion on a mature topic or issue The features of an extended formal speech How to structure a speech to engage your listeners. How to select vocabulary to engage your listener. How to use an appropriate formal register. How to use formal standard English. How to respond to questions in an extended way. HOW THIS WILL BE ASSESSED: Through a speech to peers and teachers in which students respond to teacher and student questions</p>



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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.