

Year 9 Curriculum Implementation Plan (ENGLISH) 20223-24

| | WRITING NON-FICTION | READING NOVEL | READING SHAKESPEARE | WRITING NON-FICTION | READING POETRY | WRITING CREATIVE WRITING |
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| Half-term | Autumn – 1.1 | Autumn – 1.1 | Spring – 2.1 | Spring – 2.2 | Summer – 3.1 | Summer – 3.2 |
| Scheme of Learning | Travel Writing (SB) 18 lessons into Novel “Coram Boy” by Jamilla Gavin | “Coram Boy” by Jamilla Gavin | Shakespeare “The Merchant of Venice” | Non-fiction writing | Diversity poetry Modern poetry | Sherlock Holmes stimulus for creative writing |
| Curriculum content | In this exciting travel writing unit, we use a plethora of travel writing extracts, both modern and antiquated, as stimulus for writing non-fiction for a variety of purposes: to inform, to entertain, To describe. The unit of travel is intended to broaden their horizons and ambitions. Using a collection of non-fiction texts, pupils explore the ways writers convey ideas to their audiences and practise different ways to respond to these texts. | We explore the historical context of this challenging novel to help explain the characters and plot of this powerful novel from other cultures. We continue to develop writing to analyse and explore. | We explore the plot structure, characters and contexts of the play and respond analytically to this more complex Shakespearean comedy with a main plot and a sub plot and more sustained disguise. | Using a variety of topical and stimulating speeches, we explore the conventions of a number of non-fiction speech forms and purposes and practise using these in real-world scenarios. The aim here is to develop, not only planning and writing skills, but also the pupils’ awareness of the power of speech in the world around us. These forms of writing are part of a tool kit that we aim to equip each pupil to master in their time at the school to enable them to express their views and opinions confidently and competently. | Using poetry from other cultures, we examine the way writers use language and structure to convey their ideas about sensitive issues. | Using a selection of stories by Sir Arthur Conan Doyle as a Launchpad for creative writing, this unit focuses on structure and embeds the notion of hooking and engaging the reader. |
| Curriculum Intent | In this travel writing unit, students will once again return to non-fiction writing. The focus is two-fold: to develop their skills in fulfilling the conventions of these forms and to develop their creativity and expression in writing with the thread of identity. This unit will focus on developing vocabulary, use of figurative language and structure, all of which will help students to better express themselves in future life. The unit here at this stage of the course will encourage discussion and engagement with current | We bring together enhanced analytical skills in this final full class reader of KS3 through exploration of characters, setting and plot. The text’s topics are a useful springboard for discussion about moral values, personal conduct, hypocrisy, poverty, education and the effects on our lives, amongst plenty of others. The challenge of this text in terms of its complexity enables the exploration of narrative perspective and reader responses through the narrative changes and time shifts in the different | Reading analysis is further developed here with the enhancing of analytical style in response to the Shakespearean stimulus. Both extract response and essay responses are generated. Complex structural features and plot devices are explored carefully in this dramatic work. Exploration of historical context and literary developments provide cultural awareness. | Focus on issues such as relationships with parents, friends, lovers and confidantes can be explored powerfully. We can use key scenes as a stimulus to discuss and eventually write non-fiction responses to contemporary problems in Britain today. Writing focuses are on real world forms and topics, providing chances to reinforce the reasons behind our work and highlight universal and timeless issues. Building on their knowledge of formal features of non-fiction writing. | The intention is to develop an understanding of other cultures. It opens a discussion about differences and similarities, allowing us to explore misunderstandings and misconceptions. This excites pupils as we discuss their own places in our multi-cultural society. Broadening pupils’ awareness of the wider world through poems about far flung and not so faraway places is a key aspect of this module. This term focuses on structuring writing and planning snapshots are used | In this half-term the focus is on creative and imaginative writing, developing a range of different skills from punctuation to structure to enhance the quality of narrative writing. The purpose of this Doyle unit is to develop the pupils’ autonomy and skill as writers. The power to write creatively is necessary for pupils’ development as individuals, learning how best to express themselves and control their written work. The diversity thread runs through this unit and links |

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| | <p>topics around travel writing, allowing students to build their personal opinions and widen their world view. Moving forward pupils will need to articulate their views in many areas of their lives and, whilst the topic here is travel, we teach pupils to outline and convey their views effectively and with evidence to support them – a key life skill.</p> | <p>parts. Symbolism is particularly significant. Contextual knowledge and understanding is vital. The historical nature of this text is important for study at this stage in the pupils' journey through English and the racially broader nature of the text is an excellent springboard into the key theme of race in "The Merchant of Venice" and poems from other cultures in summer 1. The adult themes of this book was be distressing and it is right that this text is placed at the end of the Key Stage due to the maturity required.</p> | | <p>Taking a different thematic approach, we explore how Shakespeare's plays are still relevant today and we write in non-fiction forms. Through the lens of a chosen themes we use the play as a stimulus to write in non-fiction forms to argue a case. Themes include the position of women, fate and destiny, family relationships, romantic love, justice, racism, gender, power and loyalty. Looking specifically at how language is used to refer and present to different groups of people – focus on stereotypes and issues! We focus on writing to persuade linked to issues in the text. Gender? Disguise? Deceit? Justice? Quality of mercy?</p> | <p>to develop pupils' ability to see discourse structures and the effect they have on the quality of their writing. Synthesis and comparison between poems is a key skill we develop and hone to build pupils' confidence in this higher order thinking.</p> | <p>well to the notion of identity. Some of the focus on short story openings is to ensure that the idea of choice-connection-cognition can be focused upon to ensure that the pupils' feel invested in the stories they are exploring. The aim is for the pupils to apply these skills in creative writing to their own work and enhance the quality of their written work effectively as they develop their own identity and voice as writers.</p> |
| <p>Core Skills KS2 Links KS4 Links</p> | <p>=Exploration of different forms: leaflets, website, travel writing, travelogue, letters, role of the documentary.... =Increase sophistication of argument and content. =Structuring and crafting non-fiction writing to impact on reader. =Write to match purpose and organise effectively. =Accurate spelling, punctuation and grammar. =Write cohesively and legibly.</p> | <p>=Exploration of pre twentieth century challenging Novel. =Close textual analytical skills within context of novel as a whole. Read, understand, analyse and interpret texts. Show understanding of the relationships between texts and their contexts. =Communicate clearly and cohesively. =To explore symbolism, ethics and morals, ideas about power and abuse of power, society and leadership, ideology and the suffering of those on the periphery of society.</p> | <p>=Thematic development in interpreting Shakespearean play. =Progression to full analytical essay whole play. =Critical skills and higher order thinking =Develop skills how to revise a Literature text. =Dramatic presentations and explorations of play. =Skills of performance and interpretation of dramatic devices. =Develop skills of cohesive essay writing: structuring argument. =Interpreting character and theme through dramatic features: Dramatic Irony. =Analysis of plot structure-main plot and sub plot. =Analysis blank verse and prose.</p> | <p>=Explore different speeches and evaluate their success – apply skills learned. =Analysing linguistic and structural features. =Write to match purpose, audience and form considering structure / style =Writing speeches to argue, persuade and advise: different intent =Explore rhetoric using range of vocabulary and sentence structures for clarity and effect. Apply. =Make sure spelling and punctuation is accurate. =Select / amend /manipulate tone for different purposes and audiences.</p> | <p>=Evaluate the impact of context on poem's theme/message =Judge the effect of poet's choice of diction and structure =To develop synthesis skills by comparing two poems. =Exploring unique contexts of two different poems to develop skills of comparing and contrasting. =Structuring a comparative essay using the language of critical analysis. =Read, understand, analyse and interpret texts. =Show understanding of the relationships between texts and the contexts. =Communicate clearly and imaginatively</p> | <p>=To use Doyle's withholding and twists as a model for own imaginative writing. =Exploration of pre twentieth century Literature =Craft writing using literary devices. =Create writing that uses punctuation and sentence types for effect. =Engage reader through creative task. =Emphatic use of paragraphs and structure.</p> |

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| | | | <ul style="list-style-type: none"> =Hone analytical skills for essay response using PEACH =Understand relationship between text and the context. =Evaluative responses with line of argument. | <ul style="list-style-type: none"> =Create your own version of a key speech to resonate in a different context. =Paragraphing for effect =Choice of diction to make meaning emphatic =Persuasion argument and rhetoric =Standard English =Pathos, ethos, logos =Language of a public figure, classical roots of public speaking | | |
| Main Assessment | Persuasive writing | Reading task critical analysis of "Coram Boy" | Literature essay | Persuasive writing non-fiction task | Critical response to Literature- (Unseen) poetry task comparison of 2 poems connected by theme. | Creative writing Write the opening to a story |
| Cross curricular | Geography diverse stimulus travel writing sources | History English class structure and orphanages contemporaneously to this story | RE Anti-Semitism. Business moneylending and interest – pound of flesh | Gender issues and contemporary topics. SMSC stereotypes | Geography diversity of poetry collection. | History Victorian context Sherlock Holmes. PSHE use of opium. |