

**Year 9 Curriculum Overview [2020-2021]**  
**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]			
	Clear understanding of a pre-1914 novel 'A Christmas Carol'	<ul style="list-style-type: none"> <li>Understanding of writers' methods</li> <li>Social &amp; historical context of the novel [interleaved]</li> <li>Plot of the novel</li> <li>Characters within the novel</li> <li>Key themes through the novel</li> </ul>	<ul style="list-style-type: none"> <li>A3 'A Christmas Carol' retrieval grid</li> <li>A3 'Romeo and Juliet' retrieval grid</li> </ul>	<ul style="list-style-type: none"> <li>10-minute independent reading</li> <li>Vocabulary choice (including focus on tier 2 vocabulary)</li> </ul>	<ul style="list-style-type: none"> <li>Writing for different audiences</li> <li>Working with others</li> </ul>	Trial assessment: R&J MCQ
	Clear understanding of Shakespeare's 'Romeo and Juliet'	<ul style="list-style-type: none"> <li>Understanding of writers' methods</li> <li>Social &amp; historical context of the novel [interleaved]</li> <li>Plot of the play</li> <li>Characters within the play</li> <li>Key themes throughout the play</li> </ul>	<ul style="list-style-type: none"> <li>Chapter/Stave Retrieval quizzes</li> <li>Tier 2 vocabulary (knowledge organiser)</li> </ul>	<ul style="list-style-type: none"> <li>SPaG/ Writers' Workshop</li> <li>Spelling lists</li> </ul>	<ul style="list-style-type: none"> <li>Oracy</li> <li>Creative thinking</li> <li>Creativity</li> </ul>	
	Clear understanding of a range of non-fiction texts	<ul style="list-style-type: none"> <li>Read increasingly challenging material independently</li> <li>Identification of purpose, audience and form</li> <li>Summarise the writer's ideas and perspectives</li> <li>Identification and analysis of rhetorical devices</li> </ul>	<ul style="list-style-type: none"> <li>Poetry retrieval quizzes</li> </ul>	<ul style="list-style-type: none"> <li>Spoken English (oracy) group participate in formal debate and structured discussions, summarising and/or building on what has been said</li> </ul>	<ul style="list-style-type: none"> <li>Independent thinking skills</li> <li>Tolerance</li> <li>Time management</li> </ul>	

	Clear understanding of a post-1914 text	<ul style="list-style-type: none"> <li>Context of the extract within the text</li> <li>Understanding of the writer's methods</li> <li>Key themes within the extract</li> <li>transferring and embedding reading skills, subject content and breadth and depth</li> </ul>	<ul style="list-style-type: none"> <li>Keyword definitions</li> </ul>	<ul style="list-style-type: none"> <li>Plan, draft, edit and proof-read</li> </ul>		
	Clear understanding of a selection of poetry from GCSE 'Power and Conflict'	<ul style="list-style-type: none"> <li>Understanding of the writers' ideas</li> <li>Identification of Form</li> <li>Understanding of the writers' methods including structure</li> <li>Social and historical context of the poems</li> </ul>				
	Write imaginatively for pleasure	<ul style="list-style-type: none"> <li>Consider how their writing reflects the audiences and purposes for which it was intended</li> <li>Organise material effectively</li> <li>Draw on their knowledge of literary and rhetorical devices from their reading</li> <li>Listening to enhance the impact of their writing</li> </ul>				

Spring Term	Knowledge & Understanding			Literacy Skills	Employability Skills	Assessment Opportunities
	Composites	Components	Formal Retrieval	Opportunities for developing literacy skills	[if any]	
		[includes understanding of KEY concepts & subject specific vocab]	[if any]			

<b>Language and Power</b>	Clear understanding of a modern novel 'Animal Farm'	<ul style="list-style-type: none"> <li>• Understanding of writers' methods</li> <li>• Social &amp; historical context of the novel [interleaved]</li> <li>• Plot of the novel</li> <li>• Characters within the novel</li> <li>• Key themes through the novel</li> </ul>	<ul style="list-style-type: none"> <li>• A3 Language and Power retrieval grid</li> <li>• Chapter retrieval</li> <li>• Tier 2 vocabulary (knowledge organiser)</li> </ul>	<ul style="list-style-type: none"> <li>• 10-minute independent reading</li> <li>• Vocabulary choice (including focus on tier 2 vocabulary)</li> <li>• SPaG/ Writers' Workshop</li> <li>• Spoken English (oracy) group participate in formal debate and structured discussions, summarising and/or building on what has been said</li> <li>• Spelling lists</li> <li>• Plan, draft, edit and proof-read</li> </ul>	<ul style="list-style-type: none"> <li>• Writing for different audiences</li> <li>• Working with others</li> <li>• Oracy</li> <li>• Creative thinking</li> <li>• Creativity</li> <li>• Independent thinking skills</li> <li>• Tolerance</li> <li>• Time management</li> </ul>	Language Paper 2 Section B Transactional Writing
	Clear understanding of rhetorical techniques	<ul style="list-style-type: none"> <li>• Identification of rhetorical techniques</li> </ul> <p>Understanding terms and definitions</p>				
	Clear understanding of a range of non-fiction texts	<ul style="list-style-type: none"> <li>• Read increasingly challenging material independently</li> <li>• Identification of purpose, audience and form</li> <li>• Summarise the writer's ideas and perspectives</li> </ul>				

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

**Year 9 Curriculum Overview [2020-2021]**  
**Subject – English**

Summer 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]			
<b>WW1 Poetry &amp; Language Skills</b>	Clear understanding of a selection of Unseen WW1 poetry	<ul style="list-style-type: none"> <li>• Understanding of the writers' ideas</li> <li>• Identification of Form</li> <li>• Understanding of the writers' methods including structure</li> <li>• Social and historical context of the poems</li> </ul>	<ul style="list-style-type: none"> <li>• Tier 2 vocabulary (knowledge organiser)</li> <li>• Keyword definitions</li> <li>• Social and historical context retrieval</li> </ul>	<ul style="list-style-type: none"> <li>• 10-minute independent reading</li> <li>• Vocabulary choice (including focus on tier 2 vocabulary)</li> <li>• SPaG/ Writers' Workshop</li> <li>• Spelling lists</li> </ul>	<ul style="list-style-type: none"> <li>• Writing for different audiences</li> <li>• Working with others</li> <li>• Oracy</li> <li>• Creative thinking</li> <li>• Creativity</li> </ul>	

				<ul style="list-style-type: none"> <li>Spoken English (oracy) group participate in formal debate and structured discussions, summarising and/or building on what has been said</li> <li>Plan, draft, edit and proof-read</li> </ul>	<ul style="list-style-type: none"> <li>Independent thinking skills</li> <li>Tolerance</li> <li>Time management</li> </ul>	
	Clear understanding of a range of non-fiction texts (relating to WW1 and the position of women)	<ul style="list-style-type: none"> <li>Read increasingly challenging material independently</li> <li>Identification of purpose, audience and form</li> <li>Summarise the writer's ideas and perspectives</li> <li>Identification and analysis of rhetorical devices</li> </ul>				
	Write imaginatively for pleasure	<ul style="list-style-type: none"> <li>Consider how their writing reflects the audiences and purposes for which it was intended</li> <li>Organise material effectively</li> <li>Draw on their knowledge of literary and rhetorical devices from their reading</li> <li>Listening to enhance the impact of their writing</li> </ul>				