

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half term 5	Half term 6
Topic	<p><u>Heroes by Robert Cormier</u></p> <p>Students will read the novel Heroes by Robert Cormier. Students will explore characters, themes and ideas in the novel, and they will link these to historical and social context (World War 2 and Frenchtown, America).</p>	<p><u>War Poetry</u></p> <p>Students will study an anthology of challenging poems which are thematically linked to war across time. Students will analyse how poets explore the theme of war through their exploration of how poets create meaning through language, structure and form. Students will continue to explore the significance of context and its influence and impact on English Literature across time.</p>	<p><u>Non-Fiction Writing- Trivial Pursuit</u></p> <p>Students will read a range of topical non-fiction extracts and will analyse how writers use language, structure and form for effect. Students will respond to the non-fiction extracts and will summarise the similarities and differences between them. Students will evaluate how writers use language to communicate their perspective. Students will develop their ability to communicate their point of view in an articulate,</p>	<p><u>The Crucible by Arthur Miller</u></p> <p>Students will study the play ‘The Crucible’ by Arthur Miller. Students will track the development of characters and will explore language, structure and form. Students will explore themes within the play and the significance of the context in which the play was written.</p>	<p><u>Creative Writing</u></p> <p>Students will read a range of creative writing extracts from a variety of writers from the literary canon and will analyse how writers create meaning through language, structure and form. Students will develop their own creative writing skills, crafting effective creative writing narratives and descriptions.</p>	<p><u>An Inspector Calls by J.B Priestley</u></p> <p>Students will read a modern play called An Inspector Calls by J.B Priestley. Students will track the development of characters and themes and they will analyse the effects of language, structure, form and context in the play.</p>

			mature and well-developed way.			
Key concepts	<p>Characterisation</p> <p>Themes</p> <p>Ideas</p> <p>Setting</p> <p>Perspectives</p> <p>Context</p> <p>Genre</p> <p>Structure</p> <p>Language</p> <p>Form</p> <p>Evaluation</p> <p>Interpretations</p> <p>Quotations and references</p> <p>Terminology</p> <p>Creative Writing</p> <p>Tone</p> <p>Style</p> <p>Register</p> <p>Purpose</p> <p>Vocabulary</p> <p>Sentences</p> <p>Paragraphs</p> <p>Punctuation</p>	<p>Poetic voice</p> <p>Themes</p> <p>Ideas</p> <p>Language</p> <p>Structure</p> <p>Form</p> <p>Context</p> <p>Interpretations</p> <p>Analysis</p> <p>Quotations and references</p> <p>Terminology</p> <p>Vocabulary</p> <p>Tone</p> <p>Register</p> <p>Style</p> <p>Purpose</p> <p>Poetic devices</p>	<p>Perspectives</p> <p>Context</p> <p>Language</p> <p>Structure</p> <p>Form</p> <p>Evaluation</p> <p>Summaries</p> <p>Transactional writing</p> <p>Tone</p> <p>Style</p> <p>Register</p> <p>Purpose</p> <p>Interpretations</p> <p>Analysis</p> <p>Quotations and references</p> <p>Terminology</p> <p>Vocabulary</p> <p>Sentences</p> <p>Paragraphs</p> <p>Punctuation</p>	<p>Characterisation</p> <p>Themes</p> <p>Ideas</p> <p>Setting</p> <p>Perspectives</p> <p>Context</p> <p>Genre</p> <p>Language</p> <p>Structure</p> <p>Form</p> <p>Interpretations</p> <p>Analysis</p> <p>Quotations and references</p> <p>Terminology</p> <p>Vocabulary</p> <p>Sentence structures</p> <p>Tone</p> <p>Style</p> <p>Register</p> <p>Purpose</p> <p>Dramatic devices</p>	<p>Creative Writing</p> <p>Setting</p> <p>Character</p> <p>Plot</p> <p>Themes</p> <p>Ideas</p> <p>Description</p> <p>Language</p> <p>Structure</p> <p>Form</p> <p>Register</p> <p>Vocabulary</p> <p>Sentences</p> <p>Punctuation</p>	<p>Characterisation</p> <p>Themes</p> <p>Ideas</p> <p>Setting</p> <p>Perspectives</p> <p>Context</p> <p>Genre</p> <p>Language</p> <p>Structure</p> <p>Form</p> <p>Interpretations</p> <p>Analysis</p> <p>Quotations and references</p> <p>Terminology</p> <p>Vocabulary</p> <p>Sentence structures</p> <p>Tone</p> <p>Style</p> <p>Register</p> <p>Purpose</p> <p>Dramatic devices</p>

<p>Learning Objectives</p>	<p>Essential knowledge is developed in the following strands:</p> <p>Read, understand and respond to texts.</p> <p>Students should be able to:</p> <p>Maintain a critical style and develop an informed personal response</p> <p>Use textual references, including quotations, to support and illustrate interpretations.</p> <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p>	<p>Essential knowledge is developed in the following strands:</p> <p>Read, understand and respond to texts.</p> <p>Students should be able to:</p> <p>Maintain a critical style and develop an informed personal response</p> <p>Use textual references, including quotations, to support and illustrate interpretations.</p> <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject</p>	<p>Essential knowledge is developed in the following strands:</p> <p>Read, understand and respond to texts.</p> <p>Students should be able to:</p> <p>Maintain a critical style and develop an informed personal response</p> <p>Use textual references, including quotations, to support and illustrate interpretations.</p> <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject</p>	<p>Essential knowledge is developed in the following strands:</p> <p>Read, understand and respond to texts.</p> <p>Students should be able to:</p> <p>Maintain a critical style and develop an informed personal response</p> <p>Use textual references, including quotations, to support and illustrate interpretations.</p> <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject</p>	<p>Essential knowledge is developed in the following strands:</p> <p>Read, understand and respond to texts.</p> <p>Students should be able to:</p> <p>Maintain a critical style and develop an informed personal response</p> <p>Use textual references, including quotations, to support and illustrate interpretations.</p> <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject</p>	<p>Essential knowledge is developed in the following strands:</p> <p>Read, understand and respond to texts.</p> <p>Students should be able to:</p> <p>Maintain a critical style and develop an informed personal response</p> <p>Use textual references, including quotations, to support and illustrate interpretations.</p> <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject</p>
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	<p>Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms,</p>	<p>terminology where appropriate.</p> <p>Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>Communicate clearly, effectively and imaginatively,</p>	<p>terminology where appropriate.</p> <p>Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.</p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style</p>	<p>terminology where appropriate.</p> <p>Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.</p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style</p>	<p>terminology where appropriate.</p> <p>Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.</p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style</p>	<p>terminology where appropriate.</p> <p>Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.</p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style</p>
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	<p>purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Organise and structure discussions using an effective range of strategies to engage the audience.</p> <p>Listen to questions/feedback, responds perceptively and elaborates with</p>	<p>selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Organise and structure discussions using an effective range of strategies to engage the audience.</p> <p>Listen to questions/feedback,</p>	<p>and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Organise and structure discussions using an effective range of strategies to engage the audience.</p> <p>Use Spoken Standard English to expresses sophisticated ideas/</p>	<p>and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Organise and structure discussions using an effective range of strategies to engage the audience.</p> <p>Use Spoken Standard English to expresses sophisticated ideas/</p>	<p>and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Organise and structure discussions using an effective range of strategies to engage the audience.</p> <p>Use Spoken Standard English to expresses sophisticated ideas/</p>	<p>and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Organise and structure discussions using an effective range of strategies to engage the audience.</p> <p>Use Spoken Standard English to expresses sophisticated ideas/</p>
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	further ideas and information.	responds perceptively and elaborates with further ideas and information.	information/feelings using a sophisticated repertoire of vocabulary. Listen to questions/feedback, responds perceptively and elaborates with further ideas and information.	information/feelings using a sophisticated repertoire of vocabulary. Listen to questions/feedback, responds perceptively and elaborates with further ideas and information.	information/feelings using a sophisticated repertoire of vocabulary. Listen to questions/feedback, responds perceptively and elaborates with further ideas and information.	information/feelings using a sophisticated repertoire of vocabulary. Listen to questions/feedback, responds perceptively and elaborates with further ideas and information.
Scaffolding for SEND to ensure quality first teaching	Scaffolds, Sentence stems, Spellings, Frayer models for key vocabulary, Glossaries, Disciplinary literacy reading strategies, Guided reading activities, Challenge boxes within tasks to stretch, Models, Targeted questioning, Knowledge Organiser tests, Recall quizzes,	Scaffolds, Sentence stems, Spellings, Frayer models for key vocabulary, Glossaries, Disciplinary literacy reading strategies, Guided reading activities, Challenge boxes within tasks to stretch, Models, Targeted questioning, Knowledge Organiser tests, Recall quizzes,	Scaffolds, Sentence stems, Spellings, Frayer models for key vocabulary, Glossaries, Disciplinary literacy reading strategies, Guided reading activities, Challenge boxes within tasks to stretch, Models, Targeted questioning, Knowledge Organiser tests, Recall quizzes,	Scaffolds, Sentence stems, Spellings, Frayer models for key vocabulary, Glossaries, Disciplinary literacy reading strategies, Guided reading activities, Challenge boxes within tasks to stretch, Models, Targeted questioning, Knowledge Organiser tests, Recall quizzes,	Scaffolds, Sentence stems, Spellings, Frayer models for key vocabulary, Glossaries, Disciplinary literacy reading strategies, Guided reading activities, Challenge boxes within tasks to stretch, Models, Targeted questioning, Knowledge Organiser tests, Recall quizzes,	Scaffolds, Sentence stems, Spellings, Frayer models for key vocabulary, Glossaries, Disciplinary literacy reading strategies, Guided reading activities, Challenge boxes within tasks to stretch, Models, Targeted questioning, Knowledge Organiser tests, Recall quizzes,

	Dual coding	Dual coding	Dual coding	Dual coding	Dual coding	Dual coding
Careers input	Magazine journalist Newspaper journalist Editor Publishing copy- editor Advertising copywriter Proof-reader Librarian Writer-author, poet Teacher, lecturer Marketing executive Web content manager Lawyer Paralegal Public relations manager	Magazine journalist Newspaper journalist Editor Publishing copy- editor Advertising copywriter Proof-reader Librarian Writer-author, poet Teacher, lecturer Marketing executive Web content manager Lawyer Paralegal Public relations manager	Magazine journalist Newspaper journalist Editor Publishing copy- editor Advertising copywriter Proof-reader Librarian Writer-author, poet Teacher, lecturer Marketing executive Web content manager Lawyer Paralegal Public relations manager	Magazine journalist Newspaper journalist Editor Publishing copy- editor Advertising copywriter Proof-reader Librarian Writer-author, poet Teacher, lecturer Marketing executive Web content manager Lawyer Paralegal Public relations manager	Magazine journalist Newspaper journalist Editor Publishing copy- editor Advertising copywriter Proof-reader Librarian Writer-author, poet Teacher, lecturer Marketing executive Web content manager Lawyer Paralegal Public relations manager	Magazine journalist Newspaper journalist Editor Publishing copy- editor Advertising copywriter Proof-reader Librarian Writer-author, poet Teacher, lecturer Marketing executive Web content manager Lawyer Paralegal Public relations manager
Links (prior knowledge, future knowledge)	This unit of work allows students to practise English Language skills through the engagement of a literature text and it is taught here to prepare students for their study of English Language at Key	Students study this unit at this point in the curriculum to build on their poetry knowledge and analysis skills developed in the poetry unit in Year 7 and 8. In this unit, we continue to read and discuss a wide	This unit builds on students' knowledge and skills from Key Stage 2 where they study a wide range of fiction and the literary canon in the Programme of Study in Year 6. This also builds on	This play builds on students' study of plays in the Programme of Study in Year 6 where students read a wide range of plays, explore the conventions of plays and perform plays.	This builds on the creative writing studied earlier this year with the novel Heroes and develops students' skills by reading increasingly sophisticated texts and writing increasingly	This text is taught after the study of The Crucible and Hamlet. Students will apply their essential knowledge from the previous study of these plays in order to respond to characters and themes in the play

	<p>Stage 4. This text prepares students for their analysis of context in the GCSE Power and Conflict Poetry cluster where students explore the presentation of conflict.</p> <p>In this unit, students explore characters, themes, ideas and context through the reading of this novel which is set in World War 2. Students critically analyse writers' methods and how writers use these methods for effect. Furthermore, students are able to further develop key GCSE English Language skills such as identifying explicit and implicit information, analysing how language and structure are used for desired effects and critically</p>	<p>range of increasingly complex poems to build on prior knowledge and skills.</p> <p>This unit allows students to revise the poetry skills from Key Stage 2 and Year 7 and 8 and this unit builds on their essential knowledge by providing students with learning opportunities to develop analysis skills with language, structure and form.</p> <p>This unit prepares students for the fundamental skills in the GCSE English Literature course where students respond to a variety of increasingly complex and challenging poems and unseen poems.</p>	<p>the reading of the literary canon in Year 7 and 8. This unit prepares students for their English Language Paper 2 examination where they need to read and respond to a 19th century text.</p> <p>This unit consolidates key concepts and reading skills and enables students to practice analytically responding to non-fiction texts. Students complete an independent homework project, consisting of three pieces of work based on different learning styles. They choose one assessment from each of the different strands: written, oral and visual categories.</p>	<p>It also builds on the essential knowledge and skills gained in the previous unit where the play Hamlet by Shakespeare is studied. This unit prepares students for the study of the play Macbeth by William Shakespeare, An Inspector Calls by J.B.Priestley and the GCSE English Literature Paper 1 and 2 examinations in Key Stage 4.</p> <p>In this unit, students explore characters, themes, ideas and context in the play The Crucible. The study of this play is directly linked to students' GCSE English Literature</p>	<p>sophisticated narratives and descriptions.</p> <p>This unit of work prepares students for the writing component of their English Language Paper 1 examination where they write creatively and imaginatively, selecting and adapting tone, style and register.</p>	<p>and to continue to develop their essay writing skills. The study of this play builds on students' prior learning at Key Stage 3 with Hamlet and The Crucible and prepares students for their GCSE Literature study of Macbeth.</p>
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	<p>evaluating texts. In addition to these reading skills, students develop their creative writing skills. This prepares students for their study of language at GCSE.</p>	<p>The key skills in this unit will prepare students for poetry study throughout Key Stage 3 and Key Stage 4.</p>	<p>This develops students' independent learning skills. This scheme builds on the knowledge and skills developed in Year 7 and 8 non-fiction and the non-fiction extracts are being taught here in Year 9 to gradually increase pupils' readiness for reading the ambitious non-fiction texts at Key Stage 4.</p>	<p>course and examination where plays are read and interpreted for meaning and analysis. The study of this play allows students to further develop their skills in analysing conventions of drama texts. Students critically analyse the playwright's methods and how these methods are used for effect in drama. Furthermore, students explore the significance of context in the play and the impact of it. This scheme of learning is sequenced after the study of Hamlet and before the GCSE Literature texts in Year 10 to further</p>		
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				develop the skills required to read and analyse plays (preparation for the study of Macbeth and An Inspector Calls).		
Key Vocabulary	Characterisation Themes Ideas Plot Language Structure Form Juxtaposition Metaphor Simile Symbolism Pathetic fallacy Irony Hero Anti-hero First person narration Protagonist Stereotype	Poetic voice Themes Ideas Context Poetic techniques Structure Form Tone Style Register Purpose Simile Metaphor Alliteration Assonance Sibilance Caesura Stanza	Factual Historical Informational Titles Headings Sub-headings Pictures Captions Glossary Bullet points Graph Diagrams Italics Biography Autobiography Bias Objective Alliteration Assonance Colloquial language Juxtaposition Hyperbole Imperative verbs Modal verbs	Characterisation Themes Ideas Setting Perspectives Context Genre Language Structure Form Interpretations Analysis Quotations and references Terminology Vocabulary Sentence structures Tone Style Register Purpose Dramatic devices Autocracy Calamity	Characterisation Themes Ideas Plot Language Structure Form Tone Register Simile Metaphor Personification Pathetic fallacy Symbolism Motif	Characterisation Themes Ideas Setting Perspectives Context Genre Language Structure Form Interpretations Analysis Quotations and references Terminology Vocabulary Sentence structures Tone Style Register Purpose Dramatic devices Stage Set

			Repetition Anaphora Epiphora Statistics Fact Opinion Irony Satire Pun Rhetorical questions Personal pronouns Emotive language	Covenant Crucible Defamation Deposition Diabolism Disputation Faction Paradox Parochial Partisan Perjury Stage Set dialogue dramatic irony monologue foreshadowing playwright stage directions script soliloquy		dialogue dramatic irony monologue foreshadowing playwright stage directions script soliloquy
Review and Assessment (including opportunities for retrieval practice)	<u>Summative Assessments:</u> <u>Challenging Reading Task:</u> Reading: assessment on an extract from the novel	<u>Summative Assessments:</u> <u>Challenging Reading Task:</u> Reading: Assessment response to a poem	<u>Summative Assessments:</u> <u>Challenging Reading Task:</u> Reading: Assessment comparing writers' perspectives	<u>Summative Assessments:</u> <u>Challenging Reading Task:</u> Reading: Analysis of the presentation of a character in a scene	<u>Summative Assessments:</u> <u>Challenging Reading Task:</u> Reading: assessment on an extract from a novel	<u>Summative Assessments:</u> <u>Challenging Reading Task:</u> Reading: assessment on an extract from the play-character/theme

	<p><u>Challenging Writing Task:</u></p> <p>Creative writing task-descriptive writing</p> <p><u>Formative Assessments:</u></p> <p>Knowledge Organiser Test on Reading</p> <p>Knowledge Organiser Test on Writing</p> <p>Practice assessments with diagnostic feedback</p>	<p><u>Challenging Writing Task:</u></p> <p>Creative writing task-letter writing</p> <p><u>Formative Assessments:</u></p> <p>Knowledge Organiser Test on Reading</p> <p>Knowledge Organiser Test on Writing</p> <p>Practice assessments with diagnostic feedback</p>	<p><u>Challenging Writing Task:</u></p> <p>Creative writing task- speech writing</p> <p><u>Formative Assessments:</u></p> <p>Knowledge Organiser Test on Reading</p> <p>Knowledge Organiser Test on Writing</p> <p>Practice assessments with diagnostic feedback</p>	<p><u>Challenging Writing Task:</u></p> <p>Transactional writing task- article writing</p> <p><u>Formative Assessments:</u></p> <p>Knowledge Organiser Test on Reading</p> <p>Knowledge Organiser Test on Writing</p> <p>Practice assessments with diagnostic feedback</p>	<p><u>Challenging Writing Task:</u></p> <p>Creative writing task</p> <p><u>Formative Assessments:</u></p> <p>Knowledge Organiser Test on Reading</p> <p>Knowledge Organiser Test on Writing</p> <p>Practice assessments with diagnostic feedback</p>	<p><u>Challenging Writing Task:</u></p> <p>Creative writing task-speech writing</p> <p><u>Formative Assessments:</u></p> <p>Knowledge Organiser Test on Reading</p> <p>Knowledge Organiser Test on Writing</p> <p>Practice assessments with diagnostic feedback</p>
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