Communications Faculty – English Year 9 Lady Hawkins' School

| | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half term 5 | Half term 6 |
|-------|--|--|---|---|--|---|
| Торіс | Heroes by Robert Cormier Students will read the novel Heroes by | War Poetry Students will study an anthology of | Non-Fiction Writing- Trivial Pursuit Students will read a range of topical | <u>The Crucible by</u> <u>Arthur Miller</u> Students will study the play 'The | <u>Creative Writing</u> Students will read a range of creative | An Inspector Calls by J.B Priestley Students will read a modern play called |
| | 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). | 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. | 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, | 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. | 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. | 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. |

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

| Learning | Essential knowledge | Essential knowledge | Essential knowledge | Essential knowledge | Essential knowledge | Essential knowledge |
|------------|-----------------------|---------------------|----------------------|---------------------|---------------------|----------------------|
| Objectives | is developed in the | is developed in the | is developed in the | is developed in the | is developed in the | is developed in the |
| | following strands: | following strands: | following strands: | following strands: | following strands: | following strands: |
| | Read, understand | Read, understand | Read, understand | Read, understand | Read, understand | Read, understand |
| | and respond to | and respond to | and respond to | and respond to | and respond to | and respond to |
| | texts. | texts. | texts. | texts. | texts. | texts. |
| | Students should be | Students should be | Students should be | Students should be | Students should be | Students should be |
| | able to: | able to: | able to: | able to: | able to: | able to: |
| | Maintain a critical | Maintain a critical | Maintain a critical | Maintain a critical | Maintain a critical | Maintain a critical |
| | style and develop an | style and develop | style and develop an | style and develop | style and develop | style and develop an |
| | informed personal | an informed | informed personal | an informed | an informed | informed personal |
| | response | personal response | response | personal response | personal response | response |
| | Use textual | Use textual | Use textual | Use textual | Use textual | Use textual |
| | references, including | references, | references, | references, | references, | references, |
| | quotations, to | including | including | including | including | including |
| | support and | quotations, to | quotations, to | quotations, to | quotations, to | quotations, to |
| | illustrate | support and | support and | support and | support and | support and |
| | interpretations. | illustrate | illustrate | illustrate | illustrate | illustrate |
| | Analyse the | interpretations. | interpretations. | interpretations. | interpretations. | interpretations. |
| | language, form and | Analyse the | Analyse the | Analyse the | Analyse the | Analyse the |
| | structure used by a | language, form and | language, form and | language, form and | language, form and | language, form and |
| | writer to create | structure used by a | structure used by a | structure used by a | structure used by a | structure used by a |
| | meanings and | writer to create | writer to create | writer to create | writer to create | writer to create |
| | effects, using | meanings and | meanings and | meanings and | meanings and | meanings and |
| | relevant subject | effects, using | effects, using | effects, using | effects, using | effects, using |
| | terminology where | relevant subject | relevant subject | relevant subject | relevant subject | relevant subject |
| | appropriate. | | | | | |

| Г | Show understanding | torminalogywhere | torminology, where | torminology whore | torminglogy, where | terminology where |
|---|---|---|--|--|--|---|
| | Show understanding | terminology where | terminology where | terminology where | terminology where | terminology where |
| | of the relationships | appropriate. | appropriate. | appropriate. | appropriate. | appropriate. |
| | between texts and the contexts in | Show understanding | Show understanding | Show understanding | Show understanding | Show understanding |
| | which they were | of the relationships | of the relationships | of the relationships | of the relationships | of the relationships |
| | written. | between texts and | between texts and | between texts and | between texts and | between texts and |
| | | the contexts in | the contexts in | the contexts in | the contexts in | the contexts in |
| | Explain, comment on | which they were | which they were | which they were | which they were | which they were |
| | and analyse how | written. | written. | written. | written. | written. |
| | writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. Compare writers' ideas and | Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their | Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views. | Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views. | Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views. | Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views. |
| | perspectives, as well as how these are conveyed, across two or more texts. Communicate clearly, effectively | views. Compare writers' ideas and perspectives, as well as how these are conveyed, across | Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. | Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. | Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. | Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. |
| | and imaginatively, selecting and adapting tone, style and register for different forms, | two or more texts. Communicate clearly, effectively and imaginatively, | Communicate clearly, effectively and imaginatively, selecting and adapting tone, style | Communicate clearly, effectively and imaginatively, selecting and adapting tone, style | Communicate clearly, effectively and imaginatively, selecting and adapting tone, style | Communicate clearly, effectively and imaginatively, selecting and adapting tone, style |

| purposes and | selecting and | and register for | and register for | and register for | and register for |
|---|---|--|--|--|--|
| audiences. | adapting tone, style | different forms, | different forms, | different forms, | different forms, |
| Organise information and | and register for different forms, | purposes and audiences. | purposes and audiences. | purposes and audiences. | purposes and audiences. |
| ideas, using structural and | purposes and audiences. | Organise information and | Organise information and | Organise information and | Organise information and |
| grammatical | Organise | ideas, using | ideas, using | ideas, using | ideas, using |
| features to support | information and | structural and | structural and | structural and | structural and |
| coherence and cohesion of texts. | ideas, using structural and grammatical | grammatical features to support coherence and |
| Use a range of vocabulary and | features to support | cohesion of texts. | cohesion of texts. | cohesion of texts. | cohesion of texts. |
| sentence structures for clarity, purpose | coherence and cohesion of texts. | Use a range of vocabulary and |
| and effect, with accurate spelling and punctuation. | Use a range of vocabulary and sentence structures | sentence structures for clarity, purpose and effect, with accurate spelling |
| Organise and structure discussions | for clarity, purpose and effect, with | and punctuation. | and punctuation. | and punctuation. | and punctuation. |
| using an effective range of strategies | accurate spelling and punctuation. | Organise and structure | Organise and structure | Organise and structure | Organise and structure |
| to engage the audience. | Organise and structure | discussions using an effective range of |
| Listen to | discussions using an effective range of | strategies to engage the audience. |
| questions/feedback, responds perceptively and | strategies to engage the audience. | Use Spoken Standard English to expresses |
| elaborates with | Listen to questions/feedback, | sophisticated ideas/ | sophisticated ideas/ | sophisticated ideas/ | sophisticated ideas/ |

| | further ideas and | responds | information/feelings | information/feelings | information/feelings | information/feelings |
|-----------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | information. | perceptively and | using a | using a | using a | using a |
| | | elaborates with | sophisticated | sophisticated | sophisticated | sophisticated |
| | | further ideas and | repertoire of | repertoire of | repertoire of | repertoire of |
| | | information. | vocabulary. | vocabulary. | vocabulary. | vocabulary. |
| | | | Listen to | Listen to | Listen to | Listen to |
| | | | questions/feedback, | questions/feedback, | questions/feedback, | questions/feedback, |
| | | | responds | responds | responds | responds |
| | | | perceptively and | perceptively and | perceptively and | perceptively and |
| | | | elaborates with | elaborates with | elaborates with | elaborates with |
| | | | further ideas and | further ideas and | further ideas and | further ideas and |
| | | | information. | information. | information. | information. |
| Scaffolding for | Scaffolds, | Scaffolds, | Scaffolds, | Scaffolds, | Scaffolds, | Scaffolds, |
| SEND to | Sentence stems, |
| ensure quality | Spellings, | Spellings, | Spellings, | Spellings, | Spellings, | Spellings, |
| first teaching | Frayer models for |
| | key vocabulary, |
| | Glossaries, | Glossaries, | Glossaries, | Glossaries, | Glossaries, | Glossaries, |
| | Disciplinary literacy |
| | reading strategies, |
| | Guided reading |
| | activities, | activities, | activities, | activities, | activities, | activities, |
| | Challenge boxes |
| | within tasks to |
| | stretch, | stretch, | stretch, | stretch, | stretch, | stretch, |
| | Models, | Models, | Models, | Models, | Models, | Models, |
| | Targeted | Targeted | Targeted | Targeted | Targeted | Targeted |
| | questioning, | questioning, | questioning, | questioning, | questioning, | questioning, |
| | Knowledge | Knowledge | Knowledge | Knowledge | Knowledge | Knowledge |
| | Organiser tests, |
| | Recall quizzes, |

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

| Stage 4. This text | range of | the reading of the | It also builds on the | sophisticated | and to continue to |
|-------------------------|-----------------------|--------------------------------|------------------------|-----------------------|-----------------------|
| prepares students | increasingly | literary canon in | essential knowledge | narratives and | develop their essay |
| for their analysis of | complex poems to | Year 7 and 8. This | and skills gained in | descriptions. | writing skills. The |
| context in the GCSE | build on prior | unit prepares | the previous unit | | study of this play |
| Power and Conflict | knowledge and | students for their | • | This unit of work | builds on students' |
| Poetry cluster where | skills. | English Language | where the play | prepares students | prior learning at Key |
| students explore the | | Paper 2 | Hamlet by | for the writing | Stage 3 with Hamlet |
| presentation of | This unit allows | examination where | Shakespeare is | component of their | and The Crucible |
| conflict. | students to revise | they need to read | studied. This unit | English Language | and prepares |
| In this unit, students | the poetry skills | and respond to a | prepares students | Paper 1 | students for their |
| explore characters, | from Key Stage 2 | 19 th century text. | for the study of the | examination where | GCSE Literature |
| themes, ideas and | and Year 7 and 8 | , | play Macbeth by | they write creatively | study of Macbeth. |
| context through the | and this unit builds | This unit | William | and imaginatively, | |
| reading of this novel | on their essential | consolidates key | Shakespeare, An | selecting and | |
| which is set in World | knowledge by | concepts and | Inspector Calls by | adapting tone, style | |
| War 2. Students | providing students | reading skills and | J.B.Priestley and the | and register. | |
| critically analyse | with learning | enables students to | GCSE English | | |
| writers' methods | opportunities to | practice analytically | Literature Paper 1 | | |
| and how writers use | develop analysis | responding to non- | and 2 examinations | | |
| these methods for | skills with language, | fiction texts. | in Key Stage 4. | | |
| effect. Furthermore, | structure and form. | Students complete | in Key Stuge II | | |
| students are able to | | an independent | | | |
| further develop key | This unit prepares | homework project, | | | |
| GCSE English | students for the | consisting of three | In this unit, students | | |
| Language skills such | fundamental skills in | pieces of work | explore characters, | | |
| as identifying explicit | the GCSE English | based on different | themes, ideas and | | |
| and implicit | Literature course | learning styles. | context in the play | | |
| information, | where students | They choose one | The Crucible. The | | |
| analysing how | respond to a variety | assessment from | study of this play is | | |
| language and | of increasingly | each of the | directly linked to | | |
| structure are used | complex and | different strands: | students' GCSE | | |
| for desired effects | challenging poems | written, oral and | English Literature | | |
| and critically | and unseen poems. | visual categories. | | | |

| evaluating texts. In addition to these reading skills, students develop their creative writing skills. This prepares students for their study of language at GCSE. | The key skills in this unit will prepare students for poetry study throughout Key Stage 3 and Key Stage 4. | 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. | 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 | | |
|--|---|---|--|--|--|
|--|---|---|--|--|--|

| | | | | develop the skills required to read and analyse plays (preparation for the study of Macbeth and An Inspector Calls). | | |
|------------|------------------|--------------------------|----------------------------|--|-------------------------------|----------------------------|
| Кеу | Characterisation | Poetic voice | Factual | Characterisation | Characterisation | Characterisation |
| Vocabulary | Themes | Themes | Historical | Themes | Themes | Themes |
| | Ideas | Ideas | Informational | Ideas | Ideas | Ideas |
| | Plot | Context | Titles | Setting | Plot | Setting |
| | Language | Poetic techniques | Headings | Perspectives | Language | Perspectives |
| | Structure | Structure | Sub-headings | Context | Structure | Context |
| | Form | Form | Pictures | Genre | Form | Genre |
| | Juxtaposition | Tone | Captions | Language | Tone | Language |
| | Metaphor | Style | Glossary | Structure | Register | Structure |
| | Simile | Register | Bullet points | Form | Simile | Form |
| | Symbolism | Purpose | Graph | Interpretations | Metaphor | Interpretations |
| | Pathetic fallacy | Simile | Diagrams Italics | Analysis Quotations and | Personification | Analysis Quotations and |
| | lrony Hero | Metaphor Alliteration | | references | Pathetic fallacy Symbolism | references |
| | Anti-hero | Assonance | Biography Autobiography | Terminology | Motif | Terminology |
| | First person | Sibilance | Bias | Vocabulary | WOUL | Vocabulary |
| | narration | Caesura | Objective | Sentence structures | | Sentence structures |
| | Protagonist | Stanza | Alliteration | Tone | | Tone |
| | Stereotype | | Assonance | Style | | Style |
| | Juliu | | Colloquial language | Register | | Register |
| | | | Juxtaposition | Purpose | | Purpose |
| | | | Hyperbole | Dramatic devices | | Dramatic devices |
| | | | Imperative verbs | Autocracy | | Stage |
| | | | Modal verbs | Calamity | | 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 | <u>Summative</u> <u>Assessments:</u> | <u>Summative</u> <u>Assessments:</u> | <u>Summative</u> <u>Assessments:</u> | <u>Summative</u> <u>Assessments:</u> | <u>Summative</u> <u>Assessments:</u> | <u>Summative</u> <u>Assessments:</u> |
| (including opportunities for retrieval practice) | <u>Challenging Reading</u> <u>Task:</u> | <u>Challenging Reading</u> <u>Task:</u> | <u>Challenging Reading</u> <u>Task:</u> | <u>Challenging Reading</u> <u>Task:</u> | <u>Challenging Reading</u> <u>Task:</u> | <u>Challenging Reading</u> <u>Task:</u> |
| | Reading: assessment on an extract from the novel | Reading: Assessment response to a poem | Reading: Assessment comparing writers' perspectives | Reading: Analysis of the presentation of a character in a scene | Reading: assessment on an extract from a novel | Reading: assessment on an extract from the play- character/theme |

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