

English Year 9 Long-Term Plan 2023 - 2024

<u>Term Topic/Focus</u>	<u>Skills/ knowledge</u>	<u>Key words</u>	<u>SPAG</u>	<u>Outcomes</u>	<u>Links to Previous Learning/Curriculum Links/ Culture Capital</u>
<u>Autumn 1</u> Poetry Baseline testing: Spelling test, Reading test Big write - narrative writing. Conflict Poetry: Choose from: World war 1 poems ELC - Silver Step up.	WORD LEVEL Understand and use key terms that help to describe and analyse language Appreciate the impact of figurative language in texts SENTENCE LEVEL Recognise some of the differences in sentence structure, vocabulary and tone between a modern English text and a text from another historical period TEXT LEVEL – READING Analyse the overall structure of a text to identify how key ideas are developed, e.g. through the organisation of the content and the patterns of language used Recognise the conventions of some literary forms e.g. <i>sonnet</i>,	• alliteration • Assonance • Repetition • Stanzas • Adjectives • Simile • Metaphor • Images • Poem • Verse • Anthology • infer • deduce • mood • emotive vocabulary • rhythm and rhyme;	Spelling – Pupils to be assessed at start of term. Individualised programmes to be devised for pupils using KS1 and 2 English programme of study (appendix 1) Vocabulary, grammar and punctuation - In order to gap fill and revise skills/ concepts from primary school – Year 6 learning and progression steps (LAPS) planning for progression. (LAP 1 for term 1)	Will understand and use key terms that help to describe and analyse language Can appreciate the impact of figurative language in texts Will be able to analyse the overall structure of a text to identify how key ideas are developed, Can recognise the conventions of some literary forms e.g. <i>sonnet</i>, and genres, e.g. <i>Gothic horror</i>, Has experimented with different approaches to planning, drafting, proof-reading and presenting writing.	PL – knowledge from learning in year 7 focusing on poetic techniques. In yr 8 pupils focused on language techniques, themes and structure CL – research skills, exam terminology, PSHE through themes, history through themes, setting and context. CC – Knowledge of different cultures, religions, beliefs, religions and historical times.

	and genres, e.g. <i>Gothic horror</i>, Recognise how texts refer to and reflect the culture in which they were produced, TEXT LEVEL – WRITING Experiment with figurative language, in conveying a sense of character and setting Develop an imaginative or unusual treatment of familiar material or established conventions, e.g. updating traditional tales TEXT LEVEL – SPEAKING AND LISTENING Tell a story, recount an experience or develop an idea, choosing and changing the mood, tone and pace of delivery for particular effect Provide an explanation or commentary which links words with actions or images, e.g. a sports commentary or talking to a sequence of images			Is able to provide an explanation or commentary which links words with actions or images, e.g. a sports commentary or talking to a sequence of images Be able to write a response to GCSE style questions to a poem that they have read. Be able to create their own poem inspired by the poems they have read.	
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<u>Autumn 2</u> Fiction Explorations in creative reading and writing Choose from: Stone Cold	Reading Fiction Understanding texts Identify explicit information Interpret implicit ideas Language Features/ Effects Identify language choices Analyse effects of language Structure Analyse effects of structure Evaluation Identify structural and language features Organise an evaluation Explore structure of a debate	Inference Setting, personification, simile Empathise, plot Connectives, evaluation, narrator, pace, verbs	Spelling – Pupils to be assessed at start of term. Individualised programmes to be devised for pupils using KS1 and 2 English programme of study (appendix 1) Vocabulary, grammar and punctuation - In order to gap fill and revise skills/ concepts from primary school – Year 6 learning and progression steps (LAPS) planning for progression. (LAP 1 for term 1)	Be able to make a prediction about the events in the novel Understand how to analyse language to explore ideas and meanings Know more about the historical context of the novel Be able select key information from a text To understand the difference between implicit and explicit meaning Analyse effects of structure	PL - Pupils have some basic knowledge of language features such as simile, metaphor. CL – research skills, exam terminology, PSHE through themes, history through themes, setting and context. CC – Knowledge of the context, causes and impact of homelessness.

	Explore key themes from the novel using the medium of debate			To be able to locate devices used to create atmosphere To be able to locate examples in a text using clues To understand what is characterisation	
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<u>Spring 1</u> Shakespeare's Romeo and Juliet Drama/ Play scripts Choose extracts from: • R and J key scenes • R and J Graphic novel • R and J full script	Speaking and Listening/Drama: Create simple scripts and understand stage directions Develop a character Mood and atmosphere Show awareness of the audience Reading: To develop an understanding of Shakespeare's plays and language To explore several of Shakespeare's plays, practically and actively To understand the context in which the play's were written and also their relevance today. Reading scripts Inferring deducing information from Shakespeare texts	Reading Understanding and interpreting texts. Engaging with and responding to texts Recognise the main elements that shape different texts. Visualise and comment on events, characters and ideas, making imaginative links to their own experiences Building on pupils' knowledge of some of Shakespeare's stories and characters. Infer characters' feelings in fiction	Spelling – Pupils continue working on individualised programmes using KS1 and 2 English programme of study (appendix 1) Vocabulary, grammar and punctuation - In order to gap fill and revise skills/ concepts from primary school – Year 5 learning and progression steps (LAPS) planning for progression. (LAP 2 for term 2)	To be familiar with Shakespeare's life, times and theatre Pupils will know about the Globe both past and present. To identify some of the distinctive features of Shakespeare's language and how language has changed over time To explore some of the great themes of Shakespeare's plays, such as kingship, romance and ambition To engage with some of the issues, themes and ideas in Shakespeare's plays	PL pupils will use the skills learnt in term one CL – research skills, PSHE through themes, history through themes, setting and context. RE through superstitions. CC – Knowledge of different cultures, religions, beliefs, religions and historical times.

	Understand, describe, select and retrieve information, events or ideas from texts and use quotations and reference to text.	and consequences in logical explanations. Empathise with characters and debate moral dilemmas portrayed in texts. knowledge and understanding of Shakespeare the playwright, the times in which he lived and the world of the theatre at the time focus on Shakespeare's language – the way it has changed over time and the way it is used to create dramatic tension in his plays Explore how writers use language for		and to appreciate the way they remain relevant in the 21st century Pupils will be able to identify and explain some of the key features of the characters. To understand what is meant by a 'character' in a story To realise that stories can be told in different ways, including dramatization Read or watch an abridged version of a Shakespeare play Read, perform and talk about lines taken from scenes or speeches from Shakespeare's plays	
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		comic and dramatic effects Exploration of some of the great themes in Shakespeare's plays. themes and ideas in some of Shakespeare's plays and making links between them engage with some of the issues, themes and ideas in Shakespeare's plays and to appreciate the way they remain relevant in the 21st century. Drama. Explore familiar themes and characters through improvisation and role-play.		Use dramatic approaches to explore some of Shakespeare's scenes To appreciate how characters are brought to life through performance To understand the cultural significance of Shakespeare and his place in our literary heritage	
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		Developing pupils' understanding of dramatisation as a way of telling stories. Explore ideas, texts and issues through a variety of dramatic approaches and conventions			
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<u>Spring 2</u> Nonfiction/ media Understanding and producing non-fiction texts Choose from: • past or present news story • Internet safety, • global warming, • Titanic, • WW1, • WW2	Reading Understanding texts 1. Interpret information and ideas Summary and synthesis 1. Select and use quotations 2. Making connections across texts Language and effects 1. Analyse words and phrases 2. Develop comments on effect Comparing texts 1. Identify points of view 2. Comment on features and effects 3. Planning a comparison Writing There are seven non-fiction writing styles: 1) formal letter	factual; objective; true; historical; informational. bold text, bullet points, captions, diagrams, labels, glossary, graph, headings, illustrations, index, italics, map, photograph, table, table of contents, title, and title page.	Spelling – Pupils continue working on individualised programmes using KS1 and 2 English programme of study (appendix 1) Vocabulary, grammar and punctuation - In order to gap fill and revise skills/ concepts from primary school – Year 5 learning and progression steps (LAPS) planning for progression. (LAP 2 for term 2)	News reports from other countries. Knowledge of other countries and cultures. Visits/speakers	PL – knowledge of previous non-fiction reading and writing. CL – history, geography, Ict CC – knowledge of historical context, knowledge of current affairs.

	2) informal letter 3) speech 4) article 5) review 6) report 7) leaflet Each has its own layout features. awareness of the audience purpose: inform, entertain, advise, instruct, persuade.				
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<u>Summer 1</u> Multi modal texts Choose from: Live multimodal texts, for example, dance, performance, and oral storytelling, convey meaning through combinations of modes such as gestural, spatial, spoken language, and audio.	Simple multimodal texts include comics/graphic novels, picture books, newspapers, brochures, print advertisements, posters, storyboards, digital slide presentations (e.g. PowerPoint), e-posters, e-books, and social media. Meaning is conveyed to the reader through varying combinations of written language, visual, gestural, and spatial modes. Podcasts are also simple to produce, involving combinations of spoken language, and audio modes.	destitute · restitution · prodigy · imminent · unimpeachable · brandish · famished · ascendancy · anarchy · apprentice · manumission · abolitionist · gawk love loss forgiveness ambition	Spelling – Pupils continue working on individualised programmes using KS1 and 2 English programme of study (appendix 1)	Young people need to be able to communicate effectively in an increasingly multimodal world. This requires teaching children how to comprehend and compose meaning across diverse, rich, and potentially complex, forms of multimodal text, and to do so using a range of different meaning modes. As communication practices have become increasingly shaped by developments in information and multimedia technologies, it is	PL: Pupils will build on their skills in both reading and writing from years 7 and 8 but will be becoming more sophisticated in their understanding. CL: - drama, history CC: Hamilton” has a significant cultural impact because it is the story of how America looked years ago represented by how America looks like today. A musical about historical, cultural and political inclusion,

	Live multimodal texts include dance, performance, oral storytelling, and presentations. Meaning is conveyed through combinations of various modes such as gestural, spatial, audio, and oral language. Producing these texts also requires skills with more sophisticated digital communication technologies.			no longer possible for us to think about literacy solely as a linguistic accomplishment (Jewitt, 2008, p. 241). Multimodal is the combination of two or more of these modes to create meaning. Most of the texts that we use are multimodal, including picture books, text books, graphic novels, films, e-posters, web pages, and oral storytelling as they require different modes to be used to make meaning.	
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<u>Summer 2</u> Pre 1914 Fiction/ Seminal World Literature Understanding important ideas that had a great influence on later work Choose from: Of Mice and Men	WRITING: Write accurately, fluently, effectively and at length for pleasure and information through: writing for a wide range of purposes and audiences, including: stories and other imaginative writing a range of other narrative and non-narrative texts, including arguments, and personal and formal letters summarising and organising material, and supporting ideas and arguments with any necessary factual detail applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form READING: understand increasingly challenging texts through: learning new vocabulary, relating it explicitly to known	Analysis Comprehension style, tone Interpretations Personification Juxtaposition Symbolism Foreshadowing Simile Metaphor Conflict Friendship Loneliness Mental Disability Racism Strong vs. Weak Dreams vs. Reality	Spelling – Pupils continue working on individualised programmes using KS1 and 2 English programme of study (appendix 1)	Seminal World Literature - Pupils will build on their skills in both reading and writing from years 7 and 8 but will be becoming more sophisticated in their understanding. Pupils are secure in reading and understanding but are encouraged to probe texts for deeper levels of meaning and are now considering how a writer's choice of language can affect meaning in a more challenging variety of texts. Learning how to use language and structure for effect. Focusing on use of imagery and effective word choices. Pupils encouraged to create effective descriptions of setting and characters to add	PL: - Pupils will build on their skills in both reading and writing from years 7 and 8 but will be becoming more sophisticated in their understanding. CL – history, geography, Ict CC: Seminal World Literature

	vocabulary and understanding it with the help of context and dictionaries making inferences and referring to evidence in the text knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension Checking their understanding to make sure that what they have read makes sense. read critically through: knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.			meaning and tension in writing.	
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