

# Long Term Plan 2024/25 Y9 English Language and Literature:

<u>Term 1-Autumn 1</u> <b>Novel Study:</b> <b>The Hate u Give</b>	<u>Term 1- Autumn 2</u> <b>Shakespeare Study: Romeo and Juliet</b>	<u>Term 2 - Spring 1</u> <b>Protest Poetry</b>	<u>Term 2 - Spring 2</u> <b>Exploring Dystopian texts</b>	<u>Term 3 - Summer 1</u> <b>Transactional Writing</b>	<u>Term 3 - Summer 2</u> <b>The Art of Rhetoric</b>
<p><b>Writer's craft-Fiction</b>  <b>Reading Skills:</b>                      -Characterisation                      -Structure and narrative form                      -Writer's craft (foreshadowing, symbolism, metaphor etc)                      -Setting, narrative and impact                      -Context (A03)                      -How to approach an extract based question                      -Interrogative reading, learning how to pick a text apart                      -Narrative viewpoint</p>	<p><b>Reading skills</b>                      -Shakespeare's world (key Context- the role of the female, inequality, superstition, family affairs, arranged marriage etc                      -Biblical references, the language of love and hate and its impact on character and audience (Tybalt's language vs that of Romeo)                      -Family feud-Capulet vs Montague                      -Use of iambic pentameter, Blank verse, rhyming couplets.                      -Analysis of key Scenes</p> <p><b>Writing skills-</b>                      -Analysing use of characterisation and key themes                      -creation of love poetry                      -first person monologue in the guise of a key character-use of emotive language and sophisticated vocab                      -Creative writing-Romeo's banishment and what occurs during this</p>	<p>Protest Poetry Anthology  <b>Key Poems:</b>  <b>Race and Diversity</b>                      Ballad of Birmingham-Dudley Randall (Wk1)                      Caged Bird-Maya Angelou (Wk2)  <b>War</b>                      Aftermath-Siegfried Sassoon (Wk3)                      Pope-Who's for the Game (Wk4)  <b>Eco</b>                      Blake- The Chimney Sweeper (innocence) (Wk5)                      Larkin-Going Going (Wk5))                      A minor Bird- Robert Frost (Wk6)</p> <p><b>Reading Skills:</b>                      -Context and themes                      -Structure and form                      -Language                      -Poetic techniques                      -Rhythm, Rhyme Scheme and form. (Sequenced with year 10+11)</p> <p><b>Suggested titles for extension:</b>                      -The Chimney Sweeper (innocence)-William Blake                      -Still I rise-Maya Angelou                      -Developed analysis of song lyrics</p>	<p><b>Reading Skills:</b>                      -Reading, and analysing a range of fictional extracts                      -Annotating a source (reader impact comments)                      - Writer's craft                      -Evidence retrieval and application                      -Analysing language -single word, phrase and structure</p> <p><b>Writing skills</b>                      -Narrative perspective                      -Describing setting and characters                      -Linguistic Devices                      -Using a range of ambitious vocabulary                      -Using different sentence forms for differing purposes                      -Using a range of punctuation  <b>Writing creatively from a stimulus</b></p> <p><b>Key extracts</b>                      1984- The opening                      The Girl with all the Gifts                      Children of Men                      Fahrenheit 451                      The Road</p> <p><b>Suggested Titles</b>                      -Divergent series                      -The Maze Runner</p>	<p><b>Transactional writing skills</b></p> <p><b>Reading Skills:</b>                      -Reading, and analysing a range of fictional extracts                      -Annotating a source (reader impact comments)                      - Writer's craft                      -Evidence retrieval and application                      -Analysing language -single word, phrase and structure</p> <p><b>Writing skills</b>                      Article writing                      Speech writing                      Letter writing                      Understanding of how to employ written rhetoric                      -The writer's perspective                      -Differing viewpoints</p>	<p><b>Speaking, listening</b></p> <p><b>Speaking and Listening</b>                      -Understanding what makes an effective speech/the criteria of Pass/Merit/Distinction                      -Speech Writing (Use of rhetorical techniques)                      -Engaging your audience through verbal/non-verbal techniques                      -The writer's perspective                      -Differing viewpoints</p>

<p><b>End of unit Assessment:</b> Extract Question Fiction writing task</p> <p>KS3 Link-Novel study</p>	<p><b>End of Unit assessment:</b> Extract Question</p> <p>KS3 Link- Shakespeare Study</p>	<p><b>End of unit assessment:</b> Unseen Poem (analytical and comparative task)</p> <p>KS3 Link- Poems-Other Cultures</p>	<p><b>End of Unit assessment:</b> Extract Question</p> <p>KS3 Link- Shakespeare Study</p>	<p>End of unit assessment: Create a article based on a topic</p>	<p><b>End of unit assessment</b> Oral assessment PPE Propping up the Line (comparison to opening score at start of year)</p>
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<p><b><u>Opportunity for stretch for high prior attainers</u></b> Extension and challenge tasks take place each lesson. Encouraging the skills needed for selection of judicious quotations and detailed analysis of these (exploding the quotation). Encouraging higher level debate (spoken and written). Language papers differentiate by question and the higher mark questions naturally stretch the top end.</p>	<p><b><u>Opportunity for stretch for high prior attainers</u></b> Extension and challenge tasks take place each lesson. Exploration of the themes within each poem will provide many opportunities for higher level discussion and analysis. Language papers differentiate by question and the higher mark questions naturally stretch the top end.</p>	<p><b><u>Opportunity for stretch for high prior attainers</u></b> Extension and challenge tasks take place each lesson. Discussion and analysis regarding higher level themes such as morality, ambition and gender politics offer opportunities to stretch the most able.</p>	<p><b><u>Opportunity for stretch for high prior attainers</u></b> Extension and challenge tasks take place each lesson. Language papers differentiate by question and the higher mark questions naturally stretch the top end. Emulating broad-sheet journalistic styles is a higher level skill.</p>	<p><b><u>Opportunity for stretch for high prior attainers</u></b> Extension and challenge tasks take place each lesson. Extension and challenge tasks take place each lesson. Exploration of Shakespearean themes, such as ambition, gender politics and power will stretch higher attainers. Language papers differentiate by question and the higher mark questions naturally stretch the top end.</p>	<p><b><u>Opportunity for stretch for high prior attainers</u></b> Extension and challenge tasks take place each lesson. Developing a speech for Speaking and Listening is a higher level skill; learners will be exposed to the mark scheme and encouraged to aim for the best possible grade. Analysing writer's craft and social issues encourages higher level thinking for Our Day Out.</p>
<p><b><u>Anticipated Misconceptions:</u></b></p> <ul style="list-style-type: none"> <li>• Feature spotting</li> <li>• Using "bolt on' context that does not enrich an argument</li> <li>• Considering characters as if they were real people and not fictional constructs</li> <li>• Not understanding some more complex vocabulary (support</li> </ul>	<p><b><u>Anticipated Misconceptions:</u></b></p> <ul style="list-style-type: none"> <li>• Feature spotting</li> <li>• Using "bolt on' context that does not enrich an argument</li> <li>• Considering characters as if they were real people and not fictional constructs</li> <li>• Confusing poetic terminology</li> </ul>	<p><b><u>Anticipated Misconceptions:</u></b></p> <ul style="list-style-type: none"> <li>• Feature spotting</li> <li>• Using "bolt on' context that does not enrich an argument</li> <li>• Considering characters as if they were real people and not fictional constructs</li> </ul>	<p><b><u>Anticipated Misconceptions:</u></b></p> <ul style="list-style-type: none"> <li>• Feature spotting</li> <li>• Not understanding some more complex vocabulary (support needed here with glossary sheets and teacher support)</li> <li>• Struggling to capture a journalistic style suitable</li> </ul>	<p><b><u>Anticipated Misconceptions:</u></b></p> <ul style="list-style-type: none"> <li>• Feature spotting</li> <li>• Using "bolt on' context that does not enrich an argument</li> <li>• Considering characters as if they were real people and not fictional constructs</li> <li>• Not understanding some more complex vocabulary</li> </ul>	<p><b><u>Anticipated Misconceptions:</u></b></p> <ul style="list-style-type: none"> <li>• Lack of confidence and students needing coaching from staff to perform at their best</li> <li>• Poor structure in S&amp;L speeches</li> </ul>

<p>needed here with glossary sheets and teacher support)</p> <ul style="list-style-type: none"> <li>Lack of engagement with audience for P2 Q5 language</li> </ul>		<ul style="list-style-type: none"> <li>Not focusing on writer's methods in critical analysis</li> <li>Feature spotting elements of dystopian fiction rather than analysing their use</li> </ul>	<p>to the form and purpose of their writing task</p>	<p>(support needed here with glossary sheets and teacher support)</p> <ul style="list-style-type: none"> <li>Using a style and form that are not matched to purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>Adopting a style and tone not suitable for audience</li> <li>Talking about characters as if they are real people and not fictional constructs</li> </ul>
<p><b><u>Links to previous Key Stage</u></b> Students have explored a range of fiction choices throughout KS3 and are able to identify and analyse some writer's methods. Non-fiction study and the writer's craft is central to our KS3 curriculum</p>	<p><b><u>Links to previous Key Stage</u></b> Poetry runs throughout KS3 and students will be equipped with many skills to analyse these. Creative and analytical linguistic opportunities are weaved throughout out KS3 curriculum</p>	<p><b><u>Links to previous Key Stage</u></b> Through units such as 'The Gothic' in KS3, students are encouraged to develop an awareness of genre and how to use this as part of a literary analysis. Linguistic skills of creative writing also run through KS3 study.</p>	<p><b><u>Links to previous Key Stage</u></b> Students have explored non-fiction study in Y7 and Y8 and will already be able to articulate some of the elements used and apply them in their own writing.</p>	<p><b><u>Links to previous Key Stage</u></b> Shakespeare study runs right through KS3 and students have been exposed to a range of texts. Creative and analytical linguistic opportunities are weaved throughout out KS3 curriculum.</p>	<p><b><u>Links to previous Key Stage</u></b> Oracy and debate are central to all English lessons; language study requires students to be able to formulate and sustain a range of arguments</p>
<p><b><u>Links to future learning</u></b> This unit prepares learners with the foundation knowledge for AS Language creative and analytical writing. The study of a class novel prepares students for study for Great Gatsby for AS Lit.</p>	<p><b><u>Links to future learning</u></b> Poetry runs throughout KS3 and students will be equipped with many skills to analyse these. Creative and analytical linguistic opportunities are weaved throughout out KS3 curriculum.</p>	<p><b><u>Links to future learning</u></b> This unit prepares learners with the foundation knowledge for AS Literature study and also for AS Language creative and analytical writing</p>	<p><b><u>Links to future learning</u></b> This unit prepares learners with the foundation knowledge for AS Language creative and analytical writing.</p>	<p><b><u>Links to future learning</u></b> Poetry runs throughout KS3 and students will be equipped with many skills to analyse these. Creative and analytical linguistic opportunities are weaved throughout out KS3 curriculum.</p>	<p><b><u>Links to future learning</u></b> This unit prepares students for the University style debating that will take place in AS lessons, which are run more like university seminars.</p>
<p><b><u>SMSC and British Values</u></b> Students explore the concepts of morality, class division and inequality, liberty and the cultural background of the British class system.</p>	<p><b><u>SMSC and British Values</u></b> Students consider language and its ability to manipulate, inform, debate and influence (moral; social; cultural; democracy liberty; respect, law)</p>	<p><b><u>SMSC and British Values</u></b> Students explore themes of morality, power, consequence, liberty and the cultural significance of gender politics.</p>	<p><b><u>SMSC and British Values</u></b> Students consider language and its ability to manipulate, inform, debate and influence (moral; social; cultural; democracy liberty; respect, law)</p>	<p><b><u>SMSC and British Values</u></b> Students consider language and its ability to manipulate, inform, debate and influence (moral; social; cultural; democracy liberty; respect, law)</p>	<p><b><u>SMSC and British Values</u></b> Students will cover all SMSC and British values as they revise for this unit as their speeches will deal with a range of social, moral, political and spiritual issues.</p>
<p><b><u>Cultural Capital</u></b> This encourages students to consider their place in society and to debate issues such as racism and segregation.</p>	<p><b><u>Cultural Capital</u></b> The range of poems and texts studied in this unit encompasses a wide range of social, moral, political and spiritual issues</p>	<p><b><u>Cultural Capital</u></b> This unit encourages students to understand how the class systems operate and how power/powerlessness can create an unfair and discriminatory bias in society.</p> <p>Shakespeare as part of students' literary heritage. Gender roles and how these change over time.</p>	<p><b><u>Cultural Capital</u></b> This unit encourages students to consider the power of the media to inform but also to manipulate.</p>	<p><b><u>Cultural Capital</u></b> Shakespeare as part of students' literary heritage. Gender roles and how these change over time.</p>	<p><b><u>Cultural Capital</u></b> The range of texts studied in this unit encompasses a wide range of social, moral, political and spiritual issues</p>

<p><b><u>Career Links</u></b>  This unit prepares students for a range of careers including journalism and teaching</p>	<p><b><u>Career Links</u></b>  This unit prepares students for a range of careers including journalism, politics and teaching</p>	<p><b><u>Career Links</u></b>  This unit prepares students for a range of careers including journalism, politics, teaching and any role that involves communicating with others</p>	<p><b><u>Career Links</u></b>  This unit prepares students for a range of careers including journalism, politics, teaching and any role that involves communicating with others</p>	<p><b><u>Career Links</u></b>  This unit prepares students for a range of careers including journalism, politics, teaching and any role that involves communicating with others</p>	<p><b><u>Career Links</u></b>  This unit prepares students for a range of careers including journalism, politics, teaching and any role that involves communicating with others</p>
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