

## Subject Curriculum Overview for Academic Year 2023/2024

Subject: English		Subject Leader: Julia Haynes	Year Group: 9	AUTUMN TERM							
Topic	Key Learning Points		Key Vocabulary	Assessments							
<p><b>Human v self</b></p> <p>Whole text: 'Jane Eyre' by Charlotte Bronte</p>	<p><b>End Point:</b> Know how a writer constructs a text to create real and imaginary worlds, using differing narrative styles, setting, and form in poetry.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> <p><b>Story</b> To know narrative style To know theme</p> </td> </tr> <tr> <td style="padding: 5px;"> <p><b>Argument</b> To know how to use introduction and conclusion of essays To know how to use thesis (overview) statement To know how to embed quotes To know how to explain interpretation</p> </td> </tr> <tr> <td style="padding: 5px;"> <p><b>S &amp; L</b> Script with stage directions and prosody</p> </td> </tr> <tr> <td style="padding: 5px;"> <p><b>Grammar</b> To know how to accurately use: colon, dash To know how to use adverbial, simile, -ing starter To know how to identify word classes To know sentence types</p> </td> </tr> <tr> <td style="padding: 5px;"> <p><b>Context</b> To know the significance of the modern individual</p> </td> </tr> <tr> <td style="padding: 5px;"> <p><b>Structure/ Organisation</b> To know the significance of beginning, change, endings To know the significance of patterns and parallels</p> </td> </tr> <tr> <td style="padding: 5px;"> <p><b>Literary</b> To know the significance of symbolism To know the significance of sound techniques: sibilance, consonance To know the significance of anaphora</p> </td> </tr> </table>		<p><b>Story</b> To know narrative style To know theme</p>	<p><b>Argument</b> To know how to use introduction and conclusion of essays To know how to use thesis (overview) statement To know how to embed quotes To know how to explain interpretation</p>	<p><b>S &amp; L</b> Script with stage directions and prosody</p>	<p><b>Grammar</b> To know how to accurately use: colon, dash To know how to use adverbial, simile, -ing starter To know how to identify word classes To know sentence types</p>	<p><b>Context</b> To know the significance of the modern individual</p>	<p><b>Structure/ Organisation</b> To know the significance of beginning, change, endings To know the significance of patterns and parallels</p>	<p><b>Literary</b> To know the significance of symbolism To know the significance of sound techniques: sibilance, consonance To know the significance of anaphora</p>	<p>Narrative styles: first person second person third person, omniscient limited</p>	<p>Formative on going assessment of knowledge using starters and plenaries and low stakes quizzing. Timely feedback through peer/self-assessment using models and criteria and teacher 'book look'.</p> <p>Summative assessment based on curriculum knowledge.</p> <p>Extended writing: narrative and descriptive, analytical essay, poetry and transactional</p> <p>Reading: vocabulary, comprehension, inference and analysis.</p> <p>Oracy: Creating script using stage directions and prosody – edit, practice and perform</p>
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<p><b>Human v nature</b></p> <p>Whole text: 'Jekyll and Hyde' and Poetry anthology</p>	<p><b>End Point:</b> Know how a writer creates conflict between the reader and a sense of natural order, using Gothic genre, symbolism, tension and structure.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> <p><b>Story</b></p> <ul style="list-style-type: none"> <li>To know theme</li> <li>To know genre conventions</li> </ul> </td> </tr> <tr> <td style="padding: 5px;"> <p><b>Argument</b></p> <ul style="list-style-type: none"> <li>To know how to use quotes of varying lengths</li> <li>To know how to use discourse markers to link paragraphs</li> <li>To know how to use analytical verbs to shape argument</li> </ul> </td> </tr> <tr> <td style="padding: 5px;"> <p><b>S &amp; L</b></p> <ul style="list-style-type: none"> <li>Performance of poem: sound</li> </ul> </td> </tr> <tr> <td style="padding: 5px;"> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>To know how to accurately use: semi-colon, apostrophe, bracketed commas</li> <li>To know how to use: tri-colon, subordinating conjunction, adjective starters</li> <li>To know sentence functions</li> <li>To know how to embed clauses</li> </ul> </td> </tr> <tr> <td style="padding: 5px;"> <p><b>Context</b></p> <ul style="list-style-type: none"> <li>To know Gothic conventions</li> <li>To know Romanticism</li> <li>To know the significance of industrialisation</li> </ul> </td> </tr> <tr> <td style="padding: 5px;"> <p><b>Structure/Organisation</b></p> <ul style="list-style-type: none"> <li>To know the significance of tension and anticipation</li> <li>To know the significance of structural devices</li> <li>To know the significance of foreshadowing</li> </ul> </td> </tr> <tr> <td style="padding: 5px;"> <p><b>Literary</b></p> <ul style="list-style-type: none"> <li>To know the significance of pathetic fallacy</li> <li>To know the significance of Fog symbolism</li> <li>To know the significance of extended metaphors</li> <li>To know the significance of sound techniques: sibilance, consonance</li> </ul> </td> </tr> </table>	<p><b>Story</b></p> <ul style="list-style-type: none"> <li>To know theme</li> <li>To know genre conventions</li> </ul>	<p><b>Argument</b></p> <ul style="list-style-type: none"> <li>To know how to use quotes of varying lengths</li> <li>To know how to use discourse markers to link paragraphs</li> <li>To know how to use analytical verbs to shape argument</li> </ul>	<p><b>S &amp; L</b></p> <ul style="list-style-type: none"> <li>Performance of poem: sound</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>To know how to accurately use: semi-colon, apostrophe, bracketed commas</li> <li>To know how to use: tri-colon, subordinating conjunction, adjective starters</li> <li>To know sentence functions</li> <li>To know how to embed clauses</li> </ul>	<p><b>Context</b></p> <ul style="list-style-type: none"> <li>To know Gothic conventions</li> <li>To know Romanticism</li> <li>To know the significance of industrialisation</li> </ul>	<p><b>Structure/Organisation</b></p> <ul style="list-style-type: none"> <li>To know the significance of tension and anticipation</li> <li>To know the significance of structural devices</li> <li>To know the significance of foreshadowing</li> </ul>	<p><b>Literary</b></p> <ul style="list-style-type: none"> <li>To know the significance of pathetic fallacy</li> <li>To know the significance of Fog symbolism</li> <li>To know the significance of extended metaphors</li> <li>To know the significance of sound techniques: sibilance, consonance</li> </ul>	<p>Convention</p> <p>Gothic</p> <p>Hostile</p> <p>Duality</p> <p>Tension</p> <p>Structure</p> <p>Symbol</p> <p>Sublime</p>	<p>Formative on going assessment of knowledge using starters and plenaries and low stakes quizzing. Timely feedback through peer/self-assessment using models and criteria and teacher 'book look'.</p> <p>Summative assessment based on curriculum knowledge.</p> <p>Extended writing: short parody, letter, description, narrative, extended analysis</p> <p>Reading: vocabulary, comprehension, inference and analysis.</p> <p>Oracy: Performance of poem: learning to recite - focusing on rhyme and meter</p>
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<p><b>Human v Society</b></p> <p>Whole text: 'The Crucible' by Arthur Miller Dystopian Literature extracts</p>	<p><b>End point: Know how writers use expectations of society to elicit a reaction in an audience, using language and structure in dystopian fiction, stagecraft and context.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><b>Story</b> Know narrative perspective</td> </tr> <tr> <td style="padding: 5px;"><b>Argument</b> To know how to use a thesis (overview) statement To know how to use an introduction and conclusion To know how to use discourse markers and analytical verbs To know how to use tentative phrasing To know how to use rhetoric</td> </tr> <tr> <td style="padding: 5px;"><b>S &amp; L</b> Speech: intonation and pace: flashcards Explanation of interpretation</td> </tr> <tr> <td style="padding: 5px;"><b>Grammar</b> To know how to accurately use: speech punctuation, a range of discourse markers To know how to use comparatives and superlatives To know how to use sentence types and functions To know how to use fronted clauses To know how to use sentence fragments</td> </tr> <tr> <td style="padding: 5px;"><b>Context</b> To know the significance of McCarthyism To know the significance of discrimination To know the significance of witches over time To know the significance of the individual</td> </tr> <tr> <td style="padding: 5px;"><b>Structure/ Organisation</b> To know the significance of scenes and acts To know the significance of catalysts to plot To know the significance of climax and finale To know the significance of exits/entrances</td> </tr> <tr> <td style="padding: 5px;"><b>Literary</b> To know the significance of biblical imagery To know the significance of literary metaphor</td> </tr> </table>			<b>Story</b> Know narrative perspective	<b>Argument</b> To know how to use a thesis (overview) statement To know how to use an introduction and conclusion To know how to use discourse markers and analytical verbs To know how to use tentative phrasing To know how to use rhetoric	<b>S &amp; L</b> Speech: intonation and pace: flashcards Explanation of interpretation	<b>Grammar</b> To know how to accurately use: speech punctuation, a range of discourse markers To know how to use comparatives and superlatives To know how to use sentence types and functions To know how to use fronted clauses To know how to use sentence fragments	<b>Context</b> To know the significance of McCarthyism To know the significance of discrimination To know the significance of witches over time To know the significance of the individual	<b>Structure/ Organisation</b> To know the significance of scenes and acts To know the significance of catalysts to plot To know the significance of climax and finale To know the significance of exits/entrances	<b>Literary</b> To know the significance of biblical imagery To know the significance of literary metaphor	<p>Utopia Dystopia Orthodox Unorthodox Mob mentality Tension Climax Finale</p>	<p>Formative on going assessment of knowledge using starters and plenaries and low stakes quizzing. Timely feedback through peer/self-assessment using models and criteria and teacher 'book look'.</p> <p>Summative assessment based on curriculum knowledge.</p> <p>Extended writing: to include: description, contrasting characters and themes. Leaflet.</p> <p>Reading: vocabulary, comprehension, inference and analysis.</p> <p>Oracy: Explanation of interpretation – how to voice own opinion</p>
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### How parents can support learning in the subject this academic year

Support independent reading by listening to and monitoring weekly reading homework. (from Sept 22)  
 Visit the library and discuss reading in order to encourage personal choice.  
 Revising and practising the weekly spellings  
 Practise using the vocabulary in a sentence.  
 Watch adaptations of the texts we have covered at home.  
 Test the key learning points and quiz what C.O.M.P.A.S.S.; S.T.E.A.L. and D.A.F.O.R.E.S.T. stand for.  
 C.O.M.P.A.S.S: Colour and contrast; onomatopoeia, metaphor, personification, pathetic fallacy, alliteration, adjectives, similes, sentences, senses (used to create setting)  
 D.A.F.O.R.E.S.T: direct address, alliteration, facts, opinions, repetition, rhetorical question, emotive language, statistics, triplet (all rhetorical devices used to persuade)  
 S.T.E.A.L: speech, thoughts, effects on others, actions. Looks (all devices a writer uses to create character)  
 G.A.S.E: gist, a closer look, summary, elaboration (the JMHS reading strategy)

### Recommended Reading

<p><i>A Face like Glass</i> by Frances Hardinge  <i>After the Fire</i> by Will Hill  <i>The Knife of Never Letting Go</i> by Patrick Ness  <i>Patron Saints of Nothing</i> by Randy Ribay  <i>Of Mice and Men</i> by John Steinbeck  <i>Salt to the Sea</i> by Ruta Sepetys  <i>Life of Pi</i> by Yann Martel  <i>Run, rebel</i> by Manjeet Mann  <i>What Momma Left Me</i> by Renee Watson  <i>The Hate U Give</i> by Angie Thomas  <i>The Poet X</i> by Elizabeth Acevedo  <i>The Life of Stephen Lawrence</i> by Verna Allette Wilkin</p>	<p><i>The Lie Tree</i> by Frances Hardinge  <i>Frankenstein</i> by Mary Shelley  <i>Northanger Abbey</i> by Jane Austen  <i>Wuthering Heights</i> by Emily Bronte  <i>The Strange Case of Dr Jekyll and Mr Hyde</i> by Robert Louis Stevenson  <i>Dracula</i> by Bram Stoker                      Anything by Edgar Allan Poe!  <i>The Woman in White</i> by Wilkie Collins  <i>The Picture of Dorian Gray</i> by Oscar Wilde  <i>The Yellow Wallpaper</i> by Charlotte Perkins Gillman  <i>Rebecca</i> by Daphne du Maurier  <i>The Graveyard Book</i> by Neil Gaiman</p>	<p><i>Return of the Native</i> by Thomas Hardy  <i>Witch Child</i> by Celia Rees  <i>The Wee Free Men</i> by Terry Pratchett                      The Outsiders by S.E. Hinton  <i>Fahrenheit 451</i> by Ray Bradbury  <i>The Midwich Cuckoos</i> by John Wyndham  <i>Lionheart girl</i> by Yaba Badoe  <i>The Call</i> by Peadar O'Guilin  <i>The Twilight Saga</i> by Stephenie Meyer  <i>One Day in the Life of Ivan Denisoich</i> by Alexander Solzhenitsyn  <i>Death of a Salesman</i> by Arthur Miller  <i>Our Day Out</i> by Willie Russell</p>
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### Points to note

Year 9 need to have a reading book in their bag at all times and they should read each day.  
 Students conduct a 200-word challenge write every fortnight to hone creative writing, editing and planning knowledge.  
 We will seek to give students the opportunity to see plays and texts in action at the theatre.  
 Students will be involved in poet and author visits throughout the year.