

Subject Curriculum Overview by Terms

Subject: English		Subject Leader: Julia Haynes	Year Group: 9	AUTUMN TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
Human v self Whole text: ‘Jane Eyre’ by Charlotte Bronte	End Point: Know how a writer constructs a text to create real and imaginary worlds, using differing narrative styles, setting, and form in poetry.		Narrative styles: first person, second person, third person, omniscient, limited Identity Theme Motif Thesis Prosody	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’. Summative assessment based on curriculum knowledge. Extended writing: narrative and descriptive, analytical essay, poetry and transactional Reading: vocabulary, comprehension, inference and analysis. Oracy: Creating script using stage directions and prosody – edit, practice and perform
	Story To know narrative style To know theme			
	Argument 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			
	S & L Script with stage directions and prosody			
	Grammar 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			
	Context To know the significance of the modern individual			
	Structure/ Organisation To know the significance of beginning, change, endings To know the significance of patterns and parallels			
	Literary To know the significance of symbolism To know the significance of sound techniques: sibilance, consonance To know the significance of anaphora			

Subject Curriculum Overview by Terms

Subject: English		Subject Leader: Julia Haynes	Year Group: 9	SPRING TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
Human v nature Whole text: ‘A Christmas Carol’ and Poetry anthology	End Point: Know how a writer creates conflict between the unnatural and natural, using symbolism, and structure.		Tension Structure Symbol Character arc Redemption Benevolence Christian Malevolent	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’. Summative assessment based on curriculum knowledge. Extended writing: short parody, letter, description, narrative, extended analysis Reading: vocabulary, comprehension, inference and analysis. Oracy: Performance of poem: learning to recite - focusing on rhyme and meter
	Story To know theme To know genre conventions			
	Argument To know how to use quotes of varying lengths To know how to use discourse markers to link paragraphs To know how to use analytical verbs to shape argument			
	S & L Performance of poem: sound			
	Grammar To know how to accurately use: semi-colon, apostrophe, bracketed commas To know how to use: tri-colon, subordinating conjunction, adjective starters To know sentence functions To know how to embed clauses			
	Context To know Gothic conventions To know Victorian times To know the significance of industrialisation			
	Structure/Organisation To know the significance of tension and anticipation To know the significance of structural devices To know the significance of foreshadowing			
	Literary To know the significance of pathetic fallacy To know the significance of Fog symbolism To know the significance of extended metaphors To know the significance of sound techniques: sibilance, consonance			

Subject Curriculum Overview by Terms

Subject: English		Subject Leader: Julia Haynes	Year Group: 9	SUMMER TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
Human v Society Whole text: ‘The Crucible’ by Arthur Miller Dystopian Literature extracts	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.		Orthodox Unorthodox Mob mentality Finale Tragic hero Puritan Society	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’. <

Subject Curriculum Overview by Terms

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

<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	<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 <i>Anything</i> 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	<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 <i>The Outsiders</i> 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 Denisovich</i> by Alexander Solzhenitsyn <i>Death of a Salesman</i> by Arthur Miller <i>Our Day Out</i> by Willie Russell
---	--	---

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.