



Term	Autumn Lang/Lit	Autumn Lang/Lit	Spring Language	Spring Lang/Lit	Summer Lang/Lit	Summer Literature
Topic	Modern novel – “Heroes” by Robert Cormier (20th Century)	Unseen poetry – <i>identity</i> Creative explorations – <i>share a story</i>	“Whose Side” – a study of rhetoric (19th, 20th and 21st Century)	Modern play – “Our Day Out” by Willy Russell (20th Century)	Summer 1 – Telling Tales (20th Century short stories) Summer 1 – Creative Explorations (power of nature)	Shakespeare play - Macbeth (pre 19th Century)
Content	<p>Reading</p> <ul style="list-style-type: none"> - Identify and explain effect of writers' use of structure and setting - Construct evaluative responses, drawing on word and text level details <p>Writing</p> <ul style="list-style-type: none"> - Plan and shape short stories using recognised structural conventions - Create effective settings, drawing on specific methods including pathetic fallacy and symbol <p>Speaking and Listening</p> <ul style="list-style-type: none"> - Read prose aloud with confidence, fluency and expression 	<p>Reading</p> <ul style="list-style-type: none"> - Recognise and interpret effect of poetic convention across a range of poems - Select well-chosen textual evidence to support analysis <p>Writing</p> <ul style="list-style-type: none"> - Plan and shape comparisons of poems, drawing on <i>meaning, method</i> and <i>message</i>. <p>Speaking and Listening</p> <ul style="list-style-type: none"> - Read poetry aloud from prompts and from memory with confidence, fluency and expression <p>Reading</p> <ul style="list-style-type: none"> - Interpret graphic and linguistic choices, and the connections between these and genre <p>Writing</p> <ul style="list-style-type: none"> - Present personal views, using intentional language choices. - Review, and use accurately, the full range of KS2 punctuation. <p>Speaking and Listening</p> <ul style="list-style-type: none"> - Create short presentations in pairs / groups, arguing for a specific position 	<p>Reading</p> <ul style="list-style-type: none"> - Understand the difference between spoken and written modes; and Standard and non-Standard forms. - Identify and explain effect of writers' use of rhetoric - Identify and explain the position and stance from which a writer develops their argument <p>Writing</p> <ul style="list-style-type: none"> - Refine word and text level skills of persuasion and argument - Employ discourse structure effectively to convey meaning and message in formal letters and speeches - Use style models in interesting and innovative ways to enhance their writing <p>Speaking and Listening</p> <ul style="list-style-type: none"> - Participate in formal debates and structured discussions - Use skills from prior learning to support arguments - Deliver an individual extended presentation. 	<p>Reading</p> <ul style="list-style-type: none"> - Recognising and interpreting the effect of regional dialect and other non-standard forms - Recognise how playwrights use details of setting, characterisation and register to imply meaning and viewpoint <p>Writing</p> <ul style="list-style-type: none"> - Create effective stage directions, that reveal character traits and relationships in performance - Deploy Standard and non-Standard varieties of English to emulate author's style <p>Speaking and Listening</p> <ul style="list-style-type: none"> - Recognise the need for, and perform effectively, prosodic and paralinguistic features of published and improvised texts. - Present authors' lines to create a believable and effective character 	<p>Reading</p> <ul style="list-style-type: none"> - Identify and explain the construction of character, through register, symbols and verb choice <p>Writing</p> <ul style="list-style-type: none"> - Create a well structured, edited and powerful story from a prompt <p>Speaking and Listening</p> <ul style="list-style-type: none"> - Understand and demonstrate code-switching and use of appropriate forms for context <p>Reading</p> <ul style="list-style-type: none"> - Identify and explain writers' relationships with nature; - Explore and explain meaning creation. <p>Writing</p> <ul style="list-style-type: none"> - Create a well structured, edited and powerful description from a prompt <p>Speaking and Listening</p> <ul style="list-style-type: none"> - Read prose and poetry aloud, with confidence, fluency and expression. 	<p>Reading</p> <ul style="list-style-type: none"> - Understand and interpret effect of conventions of tragedy genre - Recognise and explain Shakespeare's use of cultural attitudes to gender - Recognise use of the witches as a character to develop narrative <p>Writing</p> <ul style="list-style-type: none"> - Structure effective texts for different audiences, specifically leaflets and tour guides, using generic conventions - Create effective soliloquy, using word choice precisely to create meaning <p>Speaking and Listening</p> <ul style="list-style-type: none"> - Recognise the need for, and perform effectively, prosodic and paralinguistic features of published texts. - Present authors' lines to create a believable and effective character
Rationale/ Linking	<p>This introductory unit centres on a 20th century novel with issues that engage students and link to the THOMAS character curriculum – in particular the exploitation of power.</p> <p>Assessment is open book but modelled on AQA Y9 papers, to begin the bridge to KS4.</p>	<p>Building on work from Y7/Y8 unseen poetry, and linking to Y9 THOMAS curriculum, students are taught to interpret poems in light of context. Early comparison is introduced.</p> <p>The second unit relates to Reading for Pleasure, with a tie-in to our involvement in “BookBuzz.” Students review skills from Middle School, resulting in extended argumentative writing.</p>	<p>Rhetoric underpins transactional writing. This unit introduces rhetoric as a concept, focusing on conventions of formal speeches and letters, building on earlier KS3 non-fiction work and looking to some of the genres to be assessed in KS4. Students explore a range of texts from diverse authors, past and present, covering a range of contemporary issues linking to THOMAS character.</p>	<p>In explicitly considering standard and non-standard English in drama, stereotypes, and how authors manipulate expectations, students build on earlier work on these variations in transactional contexts. Students explore cultural issues around stereotyping and power, supporting THOMAS character, and develop script writing skills.</p>	<p>Students build on Y8 ‘Gothic’ scheme by studying two challenging short stories, building analysis skills and emulating aspects of text in original writing. There is a clear focus on characterisation (and how this is created from both writer's and reader's perspectives).</p> <p>This leads into a final Year 9 creative – developing extended descriptions within specific constraints.</p>	<p>This unit consolidates Shakespeare work from middle schools, ensuring statutory NC coverage of Shakespeare's plays. The written element consolidates work on writing for specific audiences and purposes from previous units, preparing students for KS4 Shakespeare.</p>
Assessment	Exam style assessment each half term for each topic, requiring extended responses and marked utilising markschemes adapted from KS4 (reading) and the Trust (writing).				Learning Resources	All texts provided by school, including Y9 homework booklets.



Term	Autumn Language	Autumn Literature	Spring Language	Spring Literature	Summer Language	Summer Literature
Topic	Travellers' Tales Powerful Places and Dangerous Spaces	Shakespeare: "Romeo and Juliet"	Festivals Memory and Powerful Emotion	Poetry: Anthology Poems	Convince Me! Vibrant Voices	Modern Prose: "An Inspector Calls"
Content	<p>Reading</p> <ul style="list-style-type: none"> - Recognise and explain implied meaning. - Recognise and exemplify perspective - Connect attitudes, language choices and contexts between authors <p>Writing</p> <ul style="list-style-type: none"> - Use word choice to effectively convey meaning - Craft complex sentence structures showing positioning - Use sentence forms to craft instructions <p>Speaking and Listening</p> <ul style="list-style-type: none"> - Read aloud fluently and confidently, with expression <hr/> <p>Reading</p> <ul style="list-style-type: none"> - Recognise and analyse the ways writers build expectations across whole texts - Utilise the associative link to explain how language methods create effects <p>Writing</p> <ul style="list-style-type: none"> - Control scope of narrative using specific linear structures - Manipulate sentence structures for effect <p>Speaking and Listening</p> <ul style="list-style-type: none"> - Read aloud confidently, with fluency, clarity and expression 	<p>Reading</p> <ul style="list-style-type: none"> - Recognise and explain the use of conventions of tragedy - Analyse how Shakespeare uses cohesion in theme, image and character to convey meaning and message - Apply specific socio-cultural factors to the text, including ideas of gender, religion and fate. - Understand and explain the effect of wider character roles – fool, foil, and pairings. <p>Writing</p> <ul style="list-style-type: none"> - Craft informal, 1st person responses and dialogue. <p>Speaking and Listening</p> <ul style="list-style-type: none"> - Present characters through performance of original text and improvisation ("hotseat") 	<p>Reading</p> <ul style="list-style-type: none"> - Compare and explain implied meanings across texts - Recognise, exemplify and compare contexts of authors ("person") <p>Writing</p> <ul style="list-style-type: none"> - Utilise similar and different genre features of formal speeches and podcasts to target audience - Craft sentences using punctuation to create meaning <p>Speaking and Listening</p> <ul style="list-style-type: none"> - Participate in formal debate, using evidence to respond <hr/> <p>Reading</p> <ul style="list-style-type: none"> - Recognise features used to create, and explain impact of, non-linear narratives - Recognise and analyse effect of extended metaphors <p>Writing</p> <ul style="list-style-type: none"> - Craft effective passages of dialogue, using accurate punctuation and effective verb choice <p>Speaking and Listening</p> <ul style="list-style-type: none"> - Present characters through improvised and scripted dialogue 	<p>Reading</p> <ul style="list-style-type: none"> - Recognise and analyse how poetic conventions have been manipulated to create meaning or message - Explain the influence of writers' similar/different personal, social and historic contexts on their poems. - Recognise and comment on writers' similar or different use of Standard / non-Standard English and formality. <p>Writing</p> <ul style="list-style-type: none"> - Plan and shape developed comparisons of poems, drawing on <i>meaning, method</i> and <i>message</i>. - Form comparisons using connectives, discourse markers, periphrastic and inflectional methods - Synthesise information from different sources to write effective articles. - Use poetic convention to form own poems <p>Speaking and Listening</p> <ul style="list-style-type: none"> - Read published / own poetry aloud from prompts and from memory, with confidence, fluency and expression 	<p>Reading</p> <ul style="list-style-type: none"> - Analyse the impact of 1st person and tone on reader response. - Recognise and exemplify perspective and persona, comparing impact of these on language choices <p>Writing</p> <ul style="list-style-type: none"> - Develop and support ideas within 3 part paragraphs - Structure ideas sequentially for impact - Use cohesive strategies <p>Speaking and Listening</p> <ul style="list-style-type: none"> - Adopt a persona to argue a position, responding to others' views <hr/> <p>Reading</p> <ul style="list-style-type: none"> - Recognise, and evaluate the effect of, unreliable or restricted narrators - Recognise, and analyse the effect of, strategies used to create emotional response in 1st person narratives <p>Writing</p> <ul style="list-style-type: none"> - Craft descriptions in first person, adopting a persona - Maintain tense in writing <p>Speaking and Listening</p> <ul style="list-style-type: none"> - Devise and present persona 	<p>Reading</p> <ul style="list-style-type: none"> - Recognise, and comment on the effect of, generic conventions of a "well made play." - Understand and explain how characters can serve as vehicles to present – or act in opposition to – writers' views, and how audience response is manipulated. - Recognise and explain the ways stage directions and setting choices influence the way characters and themes are presented and received. - Interpret and analyse effect of playwright decisions with regards to names. <p>Writing</p> <ul style="list-style-type: none"> - Know, understand and emulate features of report writing - Shape discursive responses, drawing connections from within the text <p>Speaking and Listening</p> <ul style="list-style-type: none"> - Present characters through improvised and scripted dialogue
Rationale / Linking	Students start with the exam skills most different to KS3 – P2 perspectives, and P1 structure. Reading and writing skills are interwoven throughout.	This unit builds on Y9 Macbeth, where tragic conventions and dramatic features were established. Students complete a full read through, considering key moments / choices	These units refine work in Autumn, building from identifying perspective, to comparing perspectives and writing objectively for audience. External workshops support debate skills. In Paper 1, students develop non-linear narratives, adding complexity.	In Y9, students studied a core selection of poems: here students complete the full anthology section. Comparison skills are developed, focusing on contextual linking (historical weakness).	These units focus more on writing, training students in the use of Section A texts to support Section B responses. Focus of writing is similar to 'Festivals,' but written mode and in persona. In Summer 2, students experience more challenging narrators.	In Y9, students explored a modern play with similar ideas. Here, they study the short but powerful "well made play," drawing on Y9 and Shakespeare studies.
Assessment	Past paper assessment each half term for each topic, requiring extended responses and marked utilising exam markschemes. Feedback and next steps sessions based on whole class feedback and individual areas for development			Learning Resources	Students expected to have their own copies of: Romeo and Juliet (William Shakespeare) An Inspector Calls (JB Priestly)	



Term	Autumn Language	Autumn Literature	Spring Language	Spring Literature	Summer Language	Summer Literature
Topic	People and Poverty (P2) Celebrations(P1)	19 th Century Prose – "A Christmas Carol"	Powerful Voices (P2) Strange New Worlds	Exam Preparation: Romeo and Juliet Exam Preparation: Power and Conflict	Exam Preparation: Language Paper 1 and Paper 2: Mountain to Sea	Exam Preparation: Prose texts (An Inspector Calls; A Christmas Carol)
Content	<p>People and Poverty: 19th and 20th century non fiction – recounts and articles about social issues Key reading skills:</p> <ul style="list-style-type: none"> - Comparison of writers' views /attitudes / perspectives (P2, Q4), with focus on objectivity and motivation <p>Key writing skills:</p> <ul style="list-style-type: none"> - Features of article genre, especially headlines and standfirsts (P2, Q5) - Magazine article <p>Celebrations:</p> <p>Key reading skills:</p> <ul style="list-style-type: none"> - Analysis of writers' methods (P1, Q3) <p>Key writing skills:</p> <ul style="list-style-type: none"> - Cohesion (P1, Q5) - Use of extended metaphor and allusion (P1, Q5) - Biography 	<p>Students study Dickens' novel in detail, exploring features including:</p> <ul style="list-style-type: none"> - Aspects of character and plot - Aspects of genre and construct - The application of socio-historical context - Use of repeated motif and imagery <p>Descriptive / analytical / advert</p>	<p>Rhetorical devices</p> <ul style="list-style-type: none"> - Speeches and relationships - Conditional if - Sentence functions - Persuasive speech, formal letter (PV) <ul style="list-style-type: none"> - Fantasy genre - Evaluation modifiers and because - Effect of writers' choices in evaluative ("[where] is there value in the idea that...") - Transferred epithets - Narrative and Fantasy; Report?! Descriptive place (SNW) 	<p>These units focus on preparation for examinations – reviewing and securing key elements of plot, character, language and genre, and refining exam technique. Unlike the first teach, these schemes focus on whole texts patterns and takes a thematic, rather than chronological, approach.</p> <p>Students are encouraged to recognise their own areas of strengths and weakness, and lessons will focus on areas of class need as well as general exam preparation.</p>	<p>Reviewing exam technique and skills for specific questions, according to class needs.</p> <p>These lessons include overt focus on Q5: planning and proofreading strategies, and using the reading texts to inspire and structure the writing tasks.</p> <p>They also focus on, where appropriate, use of sentence stems to support answer development, and/or strategies to secure the highest marks.</p>	<p>From Mountain to Sea: 19th, 20th and 21st century non fiction; Landscapes 19th to 21st century fiction – all with a focus on the natural world</p> <p>Key reading skills (both units):</p> <ul style="list-style-type: none"> - Analysis of language to create effects - Recognising and exploring effect of writers' changes <p>Key writing skills:</p> <ul style="list-style-type: none"> - Constructing effective texts, supporting and guiding the reader (P1 and P2, Q5) - Circular and non-linear narrative/descriptive structures (P1, Q5) - Use of semi-colons - Construction and use of minor sentences
Rationale/ Linking	These units are designed to complement the study of "A Christmas Carol," through close analyses of contemporaneous non-fiction texts, leading to students' own opinion articles informed by wider knowledge.	This text relates well to the issues and ideas explored as part of "People and Poverty" in the concurrent Language scheme, and covers the requirement for a 19 th Century novel.	This unit is designed to highlight the skills shared across the 2 Language papers, securing core exam technique and reinforcing strategies to draw on Reading sections to inspire Writing sections. It also extends earlier work on structures o Q5 texts, considering non-linear narratives.	These units review learning from Y9 and Y10, seeking to secure key ideas in long term memory. It is more than simple retrieval, however: students here apply their whole text understanding to key themes.	This unit consolidates and secures unseen examination practice, ensuring students are in an optimal position to enter the examination season.	These units review learning from Y10, seeking to secure key ideas in long term memory. It is more than simple retrieval, however: students here apply their whole text understanding to key themes.
Assessment	Past paper assessment each half term for each topic, requiring extended responses and marked utilising exam markschemes. Feedback and next steps sessions based on whole class feedback and individual areas for development.			Learning Resources	Students are expected to have their own copies of: A Christmas Carol (Charles Dickens) Romeo and Juliet (William Shakespeare) An Inspector Calls (JB Priestly) AQA Poetry Anthology (issued in Year 9)	