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| Subject: **English** |
| Group/ Year: **Year 9** |

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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Spoken Language Endorsement**  **Content:**   * Identifying the difference between formal and informal address. * How and why people talk the way that they do. Dialect, sociolect and accent. * Introspection and reflection leading to discussions about yourself. * Purposes of different presentations. * Informal discussion around some of the ideas presented in pupils’ presentations.   **Assessment:**   * Discussion topic. * Recording of presentation and discussion afterwards. Both questioning and answering. | **Reading & Writing – Fiction (Alex Rider)**  **Content:**   * To read for meaning and understand different viewpoints * To analyse craft including language and structure * To consider how genre is built within the text * To craft an analytical response   **Assessment:**   * Use clues from the text to infer information about a character and what they might be thinking and feeling * Analyse the author’s style of writing and identify different techniques and vocabulary used | **Reading & Writing – Fiction (Alex Rider)**  **Content:**   * To read for meaning and understand different viewpoints * To analyse craft including language and structure * To consider how genre is built within the text * To craft an analytical response   **Assessment:**   * Empathise with characters by writing an inner monologue * Write a biography thinking carefully about the layout and features needed for this type of writing | **Spoken Language Endorsement**  **Content:**   * To read for meaning and understand different viewpoints * To analyse how language is used to present different ideas * To understand how perspective is constructed * To understand the construction of bias * To understand how to construct their own representative text   **Assessment:**   * How does the article use language and other devices to represent teenagers and issues relating to their language in the article? * How does the article represent some of the issues relating to gender in the advertising world? * Spoken Language Assessment. | **Reading & Writing – Non-Fiction Poetry (Poems about space)**  **Content:**   * To read for meaning and understand different viewpoints * To analyse poets’ craft, including their use of language and structure * To consider a writer’s craft and purpose * To craft their own writing using a variety of language techniques * To craft their own use of structure * To be able to produce writing which clearly fits the purpose   **Assessment:**   * What are the similarities and differences in the ways 2 poems present space * After reading ‘The Moon’ produce a travel brochure for visiting the moon * Write a poem about space | **Reading & Writing – Non-Fiction Poetry (Protest poetry)**  **Content:**   * To read for meaning and understand different viewpoints * To analyse poets’ craft, including their use of language and structure * To consider a writer’s craft and purpose * To craft their own writing using a variety of language techniques * To craft their own use of structure * To be able to produce writing which clearly fits the purpose   **Assessment:**   * What are the similarities and differences in the ways Ciaran Carson’s ‘Belfast Confetti’ and John McCrae’s ‘In Flanders Feilds’ present conflict? * How does Amanda Gorman construct a voice of protest in her poem ‘The Hill We Climb’? - Gorman, The Hill We Climb * Write a speech in which you explain the importance of free speech. |