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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
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**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.
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