

English Language & Literature

English as a subject provides students with the most basic skills, they require to not only be successful in secondary education but also in life. We intend to build upon key literacy skills that are developed at Key Stage 2 and then develop further in preparation for their GCSEs, and beyond, which will enable students to flourish and be confident within the subject. As the English department, we aim to instil a love of literature through reading for pleasure lessons as well as provide a firm grasp on written and spoken communication. Through a thematic based curriculum at Key Stage 3, that aims to equip students with the cumulative knowledge required to be successful in the GCSEs and beyond, we intend to provide a wealth of cultural capital and spiritual, moral, social and cultural development opportunities through the texts we deliver. This will not only develop the skills needed for exams but also mould our students into well-rounded, informed and tolerant members of society.

Year 9 English

Terms One and Two

Content of study	Blood Brothers
What are the aims and objectives of this term?	At the start of the year, students will be introduced to William Russell's play Blood Brothers. Students will embark on a journey to improve their reading, analysis skills of language and structural devices, critical evaluation, and knowledge of performances and dramatic devices. All of this will be pivotal for the smooth transition into their KS4 GCSE journey. Students will explore the plays' key themes, including social class, superstition, fate, violence, friendship, and family. By the end of the unit, students will have developed their skills in literature analysis, creative writing, writing for purpose, and spoken language. Students will also develop their knowledge of musical theatre and play production and evaluate the effectiveness of these key concepts.
What previous knowledge is required?	An intermediate level of reading (reading age of at least 11 or 12 years of age) and comprehension skills are required. Students will also have studied other modern texts in which they will be able to apply skills of decoding, comprehension, analysis and writing to this unit.
How will this term's content help with future learning?	The knowledge gained at the start of the term will assist the students in future lessons during KS3 and prepare them for their GCSE Literature examinations. The knowledge gained towards the end of this term will be the final foundations of their cumulative knowledge in preparation for the Literature and Language GCSE examination, where they will study the plays Romeo and Juliet by William Shakespeare and An Inspector Calls by J.B. Priestley.
Resources	• BBC Bitesize- Blood Brothers • https://www.pearsonschoolsandcolleges.co.uk • CPG guide Blood Brothers • Visit a Blood Brothers performance at a local theatre

Term Three

Content of study	Gothic Literature
What are the aims and objectives of this term?	As the students start Term 3, the English Department will introduce Gothic Literature. They will explore the key gothic conventions and learn how to use them in their creative writing pieces. In addition, they will continue to develop their reading, analysis skills of language and structural devices, critical evaluation, and knowledge of different gothic

	literary texts whilst exposed to a range of extracts from writers such as Robert Louis Stevenson, Susan Hill, Mary Shelley and Bram Stokes. This will be pivotal for their smooth transition into their KS4 GCSE journey. Students will explore creating an atmosphere and mood using pathetic fallacy, personification and other figurative devices.
What previous knowledge is required?	An intermediate level of reading (reading age of at least 11 or 12 years of age) and comprehension skills are required. Students will also have studied other modern texts in which they will be able to apply skills of decoding, comprehension, analysis and writing to this unit.
How will this term's content help with future learning?	The knowledge gained during this term will be the final foundation of the cumulative expertise required in preparation for the Literature and Language GCSE examination when they will study the nineteenth-century text, <i>The Strange Case of Dr Henry Jekyll and Mr Edward Hyde</i> , by Robert Louis Stevenson.
Resources	- Wider reading: Frankenstein by Mary Shelley, Dracula, Bram Stokes, Woman in Black by Susan Hill. The Uncanny, by Sigmund Freud. https://www.thewomaninblack.com - BBC Bitesize- Woman in Black

Terms Four and Five

Content of study	Macbeth
What are the aims and objectives of this term?	Students will return to the study of a play, reading Romeo and Juliet to gain knowledge of Shakespeare. They will have the opportunity to consolidate previous knowledge of Shakespeare and continue to enhance their reading, analysis skills of language and structural devices, critical evaluation, and knowledge of performances and dramatic devices. All of this will be pivotal for the smooth transition into their KS4 GCSE journey. Students will explore the plays' key themes, including ambition, power, masculinity, kingship, guilt and supernaturalism. During this study period, students will also expand their knowledge of societal and historical context and make more contemporary links to modern-day audiences. By the end of the unit, students will have developed their skills in literature analysis, creative writing, writing for purpose, and spoken language. Students will also develop their knowledge of musical theatre and play production and evaluate the effectiveness of these key concepts.
What previous knowledge is required?	An intermediate level of reading (reading age of at least 11 or 12 years of age) and comprehension skills are required. Students will also have accumulated two years' knowledge of 16 th century texts as they will have previously studied <i>A Midsummer Night's Dream</i> and <i>The Tempest</i> by William Shakespeare.
How will this term's content help with future learning?	The knowledge gained during this term will be the final foundations of the cumulative knowledge that is required in preparation for the Literature and Language GCSE examination when they will study <i>Romeo & Juliet</i> by William Shakespeare.
Resources	- Workbooks can be purchased on https://www.cgpbooks.co.uk Macbeth - GCSE English Literature Revision - AQA - BBC Bitesize Macbeth - YouTube - A copy of Macbeth (you can purchase your own or they will be provided for the lesson by the class teacher)

Term Six

Content of study	Introduction to GCSE Poetry
What are the aims and objectives of this term?	Finally, students will be introduced to GCSE Poetry. They will study poems from the AQA Love and Relationships anthology (they will study the AQA Power and Conflict anthology for their GCSE). They will have the opportunity to read a range of poetry from different eras whilst gaining analytical skills in figurative and structural devices, critical evaluation and learning how to integrate societal and historical context to make more contemporary links to modern-day audiences into essays in preparation for their GCSEs. This will be pivotal for the smooth transition into their KS4 GCSE journey. By the end of the unit, students will have developed their skills in literature analysis, evaluative skills and essay writing.
What previous knowledge is required?	An intermediate level of reading (reading age of at least 11 or 12 years of age) and comprehension skills are required. Students will also have accumulated previous knowledge of poetry throughout their KS3 journey which is essential for this unit.
How will this term's content help with future learning?	The knowledge gained during this term will be the final foundations of the cumulative knowledge that is required in preparation for the Literature and Language GCSE examination when they will study the AQA Power and Conflict Anthology.
Resources	CPG -AQA Love and Relationships BBC Bitesize- Love and Relationships Poetry

Links to the National Curriculum

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

- Reading a wide range of fiction and non-fiction, including in complete books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.
- Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
- Making inferences and referring to evidence in the text
- Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
- Checking their understanding to make sure that what they have read makes sense.
- Write accurately, fluently, effectively and at length for pleasure and information through:
- Writing for a wide range of purposes and audiences. Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
- Paying attention to accurate grammar, punctuation and spelling. Drawing on new vocabulary and grammatical constructions from their reading and listening and using these consciously in their writing and speech correctly.

Assessments

In terms one and two, students will complete two reading assessments and two writing assessments. All assessments will link to key themes or characters.

In terms three, students will complete one reading assessment and one writing assessment. All assessments will link to Gothic conventions.

In terms four and five, students will complete two reading assessments and two writing assessments. All assessments will link to key themes or characters.

In term six, students will complete a reading assessment and a writing assessment on one of the poems they have studied.

For literature, all assessment objectives will be assessed:

- AO1: Read, understand and respond to texts. Students should be able to:
 - maintain a critical style and develop an informed personal response
 - use textual references, including quotations, to support and illustrate interpretations.
- AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3: Show understanding of the relationships between texts and the contexts in which they were written.
- AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

For language, all assessment objectives will be assessed:

- AO1:
 - identify and interpret explicit and implicit information and ideas
 - select and synthesise evidence from different texts
- AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
- AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
- AO4: Evaluate texts critically and support this with appropriate textual references
- AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
- AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)
- AO7: Demonstrate presentation skills in a formal setting
- AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations
- AO9: Use spoken Standard English effectively in speeches and presentations.