

Year 9	Autumn	Spring	Summer
	Literary Anxieties: <i>Jane Eyre</i> and Bronte's presentation of Victorian childhood	Image to text: Reading to Write	Diverse Voices- Language as a tool for social justice and expression of class identity
Intent	A study of the presentation of childhood in <i>Jane Eyre</i> to explore how writers used their work to challenge societal concepts.	A study of writing forms, audience and purpose and how best to be successful in their creation. Looking at examples of literary greats' use of conscious literary and structural devices, and teaching the skill of emulation.	A study of fiction, literary non-fiction and poetry to explore a wide variety of voices from the past to the present day which represent different minorities (whether based on class, gender, sexuality, race or disability). Particular focus is placed upon the ways in which language can be used on a personal and civic level to attack, defend and celebrate the existence of a diverse range of minority groups.
Key Concepts	<ul style="list-style-type: none"> Conflict Allusion Microcosm Society Narrative voice Bildungsroman 	<ul style="list-style-type: none"> Narration and description Using language to paint a picture Show don't tell Written voice Perspective and viewpoint Conscious, linguistic crafting. 	<ul style="list-style-type: none"> Society Allusion Conflict Identity Advocacy Poetic Voice/Symbolism
Mastering Writing	<p>Vocabulary instruction: juxtaposition, autobiography, perspective, orphan, dependant, nurture, formative events, hypocrite, vulnerable.</p> <p>Grammar : Sustaining a thesis; structuring a thesis , topic sentence, link paragraphs</p>	<p>Vocabulary instruction: describe, narrate, structure, compel, convince, engage, character, perspective</p> <p>Grammar: tense consistency, ambiguity, shifts in focus, form and purpose, register and tone, dialogue integration, cohesion, sustained accuracy in subject verb agreement/singular and plural nouns</p>	<p>Vocabulary instruction: diverse/diversity, oppression, social injustice, platform, social responsibility, equity, privilege,</p> <p>Grammar: use of intonation when reading poetry aloud, evaluating and editing by proposing changes to vocabulary and grammar that enhances meaning, omission, appositive, form and structure, homophones, prefixes and suffixes.</p>
Summative assessment	<p>Formative & Cumulative Knowledge review (MCQ).</p> <p>Reading: Extract analysis - character</p>	<p>Formative & Cumulative knowledge review (MCQ).</p> <p>Descriptive writing: emulation of writers' style to describe a world post-pandemic.</p>	<p>Formative & Cumulative knowledge review (MCQ).</p> <p>Reading: Poetry analysis.</p>
	<p>Reading for pleasure texts <i>Intention of RfP lessons is to promote diversity and to allow students from all backgrounds to be able to contextualise themselves within the world, whilst addressing the vocabulary gap for whole school literacy (Tier 2 focus).</i></p> <p><i>The Hate U Give ,Noughts and Crosses, The Sun is Also a Star, Noah Can't Even, To Kill a Mockingbird, The Diary of Anne Frank</i></p>		