

Year 9 Language Curriculum Plan

	Autumn Term		Spring Term		Summer Term	
Curriculum intent:	<p><u>Literary Fiction- Teachers' Favourite Extracts</u></p> <p>Building on the analysis of Literary fiction in Y7 and 8, this unit covers reading, understanding and being able to analyse extracts from a range of literary texts (a personal favourite selected by each member of the English faculty) – considering how and why language and structure have been used for effect.</p> <p>The extracts have been chosen and sequenced to gradually build skills and ensure that analysis is incrementally developed, in order to increase confidence when approaching writing assessments at KS4 focused on analysis of unseen literary and non-literary extracts.</p> <p>We will expose pupils to a range of writers' works from different texts and genres which will build cultural capital and inspire reading for pleasure.</p> <p>Key skills:</p> <ul style="list-style-type: none"> - Be able to respond, using a range of evaluative language, to the ideas and perspectives of the writer. - Evaluate the writer's methods and their effectiveness. - Selecting the most appropriate textual references to support ideas. - The use of literary techniques in crafting mood and atmosphere - Analysis and application of sentence types to build tension - Effective use of auditory imagery 	<p><u>The Gothic</u></p> <p>Building on the knowledge of Gothic conventions from Coraline in Year 7 and genre conventions from Crime in Year 8, this unit covers reading classic extracts and short stories- considering how and why specific language is chosen to achieve a particular effect. Context is considered as to the initial and the enduring popularity of the genre, incorporating Victorian fears and societal pressures. Students are encouraged to emulate the style of canon gothic writers, considering word choice, structure and use of literary technique in order to create tension and mood.</p> <p>Key skills:</p> <ul style="list-style-type: none"> - Be able to respond, using a range of evaluative language, to the ideas and perspectives of the writer. - Emulate writer's style to create convincing setting descriptions. - Evaluate the writer's methods and their effectiveness. - Selecting the most appropriate textual references to support ideas. - Employ understanding of genre conventions to create convincing characters. - The use of literary techniques in crafting mood and atmosphere. - Utilise understanding of literary techniques to structure descriptive writing to build tension. 	<p><u>Non-Fiction and the Media</u></p> <p>Year 9 English Language students will then focus their learning on Non-fiction, looking closely at purpose, audience, format, and tone in the media.</p> <p>This unit supports pupils in developing their own 'voice' considering the use of rhetorical devices in their own writing. It also allows them to decipher the media, considering viewpoint and perspective, ultimately ensuring they can be evaluative in their approach to non-fiction analysis.</p> <p>This unit covers a wide range of engaging texts, sequenced to build and develop analysis and writing skills.</p> <p>Key skills:</p> <ul style="list-style-type: none"> - Explore differences and similarities in the presentation of the writer's ideas and perspectives. - Consciously crafting language and structures to develop authorial perspective. - Find and interpret explicit and implicit information and ideas. - Synthesise information from 2 or more texts. - Explore differences and similarities in the presentation of the writer's ideas and perspectives. - Using discourse markers to link paragraphs and developing ideas throughout a text. 	<p><u>Speak Out!</u></p> <p>Embrace your inner orator by performing a passionate speech. This unit culminates in the production of their own persuasive speech in HT4 in the Speak out Challenge, developing pupil's oracy skills. This task prepares pupils for the level of independent thought and detail of argument needed for Paper 2 at GCSE, as well as the GCSE Spoken Language Endorsement.</p> <p>Key skills:</p> <ul style="list-style-type: none"> - Creating a counter argument/ opposing view - Counter evidence - Understanding audience and adapting - Hooking an audience - Consciously choosing vocabulary for impact and considering audience 	<p><u>Dystopian Fiction</u></p> <p>In the summer term of year 9, Language students begin the study of Dystopian Fiction as a genre. We use challenging extracts firstly as a means of building cultural capital through the discussion of wider concerns such as totalitarianism, restrictions on the role of women and levels of freedom offered to us by society.</p> <p>Key skills:</p> <ul style="list-style-type: none"> - Application skills of inference and deduction. - Be able to respond, using a range of evaluative language, to the ideas and perspectives of the writer. - Evaluate the writer's methods and their effectiveness. - Analysis of unseen extracts in timed conditions focusing on language features and techniques - Analysis of structural features looking at the composition of whole extracts including exploration of exposition, climax and resolution discussing effect on reader 	<p><u>Creative Writing: Dystopia</u></p> <p>Following their investigation into Dystopian Fiction, pupils will read Divergent which will be used as a stimulus when crafting their own creative writing. Pupils will consolidate their understanding of the genre by writing their own dystopian narrative over the summer break.</p> <p>Key skills:</p> <ul style="list-style-type: none"> - Emulate writer's style to create convincing setting descriptions. - Evaluate the writer's methods and their effectiveness. - Employ understanding of genre conventions to create convincing characters. - The use of literary techniques in crafting mood and atmosphere. - Utilise understanding of literary techniques to structure descriptive writing to build tension. - Use of ambitious and sophisticated punctuation to create an effect.

		- Analysis and application of sentence types to build tension	Exploring different structures.			
Key Vocabulary explored in this unit	Domineering Poignant Ravaged Desolate Portentous Affluent Evoke Symphony Cacophony Antagonist Perturbed	Adversary Vulnerable Grotesque Paranormal	Meticulous Bias Logos, Pathos, Ethos Implacable Judicious Imperative Irony Perspective Confound	Rhetorician Paralinguistic Features Counter Argument Draconian Archaic	Dystopia Dehumanise Restricted	Abnegation Erudite Amity Dauntless Candor

Year 9 Literature Curriculum Plan

	Autumn Term	Spring Term	Summer Term
Curriculum Intent	<p>Of Mice and Men or To Kill a Mockingbird</p> <p>American Literature:</p> <p>Year 9 is seen by the team as key preparation for GCSE and therefore, we step up the challenge by beginning the year with a legacy GCSE text. The unit is titled American Literature and pupils' study either <i>To Kill a Mockingbird</i> or <i>Of Mice and Men</i>. More adult themes are dealt with in the safety of the classroom and what is particularly important for the team here is that pupils see the real horror of the language use, endemic racism and social injustice these two novels explore in order to further understand how a writer may use their art to draw attention to imbalances in their society. Themes such as the value of friendship, injustice and prejudice are explored.</p> <p>Key skills:</p> <ul style="list-style-type: none"> - Developing analysis of how context underpins meaning - Utilising inference and analysis of relationships to understand characterisation - Exploring cyclical structure - Developing analysis of foreshadowing, being able to formulate links across a whole text - Considering wider thematic links - Selecting quotations that are appropriately matched to the task - Ensuring analysis is in depth - developing perception - Considering multiple interpretations of language choices - Analysing atmosphere, considering purposeful imagery choices - Ensuing literary devices are analysed and embedded into analytical paragraphs 	<p>Romeo and Juliet</p> <p>Shakespeare: Reading the whole play</p> <p>The challenging and more mature themes of Year 9 continue in Literature lessons as we move on to read <i>Romeo and Juliet</i>. We approach this play from the perspective of tragedy and family conflict, themes which run through <i>Macbeth</i>, <i>Power and Conflict</i> poetry and <i>An Inspector Calls</i> at GCSE.</p> <p>Key skills:</p> <ul style="list-style-type: none"> - Further building on Shakespearean context and developing analysis of how context underpins meaning - Utilising inference and analysis of relationships to understand characterisation - Exploring how stage directions and dramatisation affects the audience - Selecting quotations that are appropriately matched to the task - Ensuring analysis is in depth - developing perception - Considering multiple interpretations of language choices - Understanding and analysing use of dramatic irony - Understanding and analysing use of extended metaphor in foreshadowing key events - Analysing atmosphere, considering purposeful imagery choices - Ensuing literary devices are analysed and embedded into analytical paragraphs 	<p>Unseen Poetry</p> <p>Year 9 English Literature students will move onto the study of poetry in the summer term. This will build upon the work from Y7 where they studied Poetry from Other Cultures and Traditions and in Year 8 where they were introduced to voices of injustice. In this unit, they will be consolidating their understanding of terminology already learnt and extending this to learn and apply new language and structural terminology. They will be using this to produce independent analysis of unseen poetry and to compare and contrast poems in preparation for GCSE.</p> <p>Key skills:</p> <ul style="list-style-type: none"> - Developing ability to understand unseen literature - Deepening ability to pinpoint and analyse poetic devices - Building independence in analysis - Considering deepened impact of imagery and extended metaphor - Developed understanding of poetic devices
Key Vocabulary explored in this unit	<p><u>Of Mice and Men</u></p> <p>Idyllic Individualist Symbiotic Discriminate Hierarchy Prejudice Meritocratic Machismo Marginalised</p> <p><u>To Kill a Mockingbird</u></p> <p>Discriminate Meritocratic Marginalised Machismo Segregated Individualist Prejudice Hierarchy</p>	<p>Fate Impetuous Abhor Fervid Patriarchy Incendiary Pious Disparage Virtuous Portent Apothecary Celestial Lament</p>	<p>Adversity Dehumanisation Futility Manacles</p>