

Yearly Overview

Subject: English Year 9

Term 1 19 th Century Fiction	Term 2 The Breadwinner	Term 3 Creative Writing - narrative language and structure	Term 4 Freedom Fighter Biographies: reading and writing	Term 5 Poetry around the world	Term 6 Othello
<p>Prior knowledge: Previously students have explored a range of texts in their primary schools as part of the NC and some may have studied a whole 19th century text.</p>	<p>Prior knowledge: Last term students looked at extracts as part of their reading skills.</p>	<p>Prior knowledge: Students would have seen a range of modelled writing over the past two terms. This will be both fiction (class texts) and non-fiction (reading booklets). Students will have had experience in writing skills in line with the NC in primary schools.</p>	<p>Prior knowledge: Students may have been introduced to the form of biographies in primary school.</p>	<p>Prior knowledge: Students may have been introduced to poetic terms and different poetic forms.</p>	<p>Prior knowledge: Students may have already studied shortened versions of Shakespeare or extracts from his plays.</p>
<p>Term 1 knowledge</p>	<p>Term 2 knowledge</p>	<p>Term 3 knowledge</p>	<p>Term 4 knowledge</p>	<p>Term 5 knowledge</p>	<p>Term 6 knowledge</p>
<p>This term students will be given extracts to decipher themes and patterns from 19th</p>	<p>This term students will read an entire novel so that they can develop language analysis into a</p>	<p>This term students will begin to develop their understanding of narrative writing.</p>	<p>This term students will begin to revise biographical form and be introduced to</p>	<p>This term students will revise the poetic terms and a range of different forms. Their</p>	<p>This term students will begin to grapple with Shakespearean language and develop the skills of</p>

<p>century seminal world literature. This will develop their comprehension of unfamiliar words as well as understanding how language creates meaning. They will also be reminded how to support ideas with evidence and introduced to linking contextual knowledge of the 19th century. For example, they will begin to consider why the author has made certain choices.</p>	<p>thematic approach, seeing a 'pattern' within the novel and beginning to understand and identify structural features as well as revise the language analysis from last term.</p> <p>Students will also focus on embedding quotations/context effectively within their assessments, rather than simply using evidence/context to support.</p>	<p>By the end of the term, students will have applied the structural and language methods seen in Term 2's text. They will have developed their narrative writing of beginning, middle and end from primary school to embed Freytag's elements. Their descriptive writing will have a focus on revisiting Show Don't Tell from primary school and refining this skill.</p>	<p>identifying/understanding perspective/viewpoint.</p> <p>They will again, be asked to practice embedding evidence and context as part of their assessment.</p> <p>Students will also be assessed on spoken language in this term. Delivering speeches/presentations on a key person of their choice will allow them to showcase their knowledge of perspective as well as practicing spoken language skills.</p>	<p>knowledge will expand from Haikus and shape poetry/sonnets to a wide variety of verse and forms.</p> <p>They will have the opportunity to be inspired to write their own poetry and apply the poetic techniques learnt from famous poets around the world.</p> <p>The assessment will ask students to analyse a poem, embedding the skills learnt in Terms 1-4.</p>	<p>understanding difficult themes, devices and 'patterns' within a text. By Term 6 students will be revising the topics from Terms 1-5 using Othello as a basis: Structure of the play, it's themes throughout and embedding context/relevant evidence to support ideas.</p>
<p>Future knowledge: The knowledge in Term 1 links into the ability to use a range of reading strategies to</p>	<p>Future knowledge: Developing these skills over KS3 will enable students to deepen structural and language</p>	<p>Future knowledge: Students are developing the writing skills needed for A05 and A06 as part of their</p>	<p>Future knowledge: Students are developing their understanding of a range of textual forms for Language Paper 2, Q5.</p>	<p>Future knowledge: Students are beginning to practice unseen analysis skills which will aid Language</p>	<p>Future knowledge: A Shakespearean text must be analysed and is included on the Literature GCSE.</p>

<p>understand and decipher unfamiliar texts as well as begin to realise the importance and influence of context on a text.</p> <p>The above skills are developed and refined over KS3 to prepare students for unseen texts for both their literature and language GCSE as well as the A03 component of Literature.</p>	<p>analysis as part of their A02 as they enter KS4. They will be introduced to the idea of What, How and Why which will be a change to structures such as PEE from primary school.</p> <p>In Year 7 they will understand basic structural elements within this novel. By Year 9 they will begin to understand the development of narrative perspective and narrative shifts.</p>	<p>language GCSE. Each element will be built upon over the course of Ks3 and KS4.</p> <p>Each of the writing skills needed will be developed throughout Year 8 and 9 and (depending on class ability) key skills/areas will be revisited based on assessment feedback.</p>	<p>Their spoken language skills of presenting to a class and practice in public speaking will built upon over KS3 ready for their spoken language assessment as part of their language GCSE.</p>	<p>GCSE extracts but also their Literature GCSE where they must analyse unseen poems.</p>	<p>Their ability to read a whole play and track patterns/themes will be developed over the course of Year 8 and 9.</p>
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