

**CNCS**  
**Year 9 English: Curriculum Overview**

**Rationale:** In Year 9 students will refine their reading and writing skills developed in Year 7 and 8 and be introduced to key concepts and content relevant to their GCSE English Language and Literature skills. Students will develop their understanding of how different contexts and time periods influence writers and begin to develop their own viewpoints towards writers' ideas.

**A learner in Year 9 will know:**

The context, plot, characters, key themes and some quotations of the following GCSE texts:

- An Inspector Calls (Priestley)
- Macbeth (Shakespeare)

The context and knowledge of a range of 19<sup>th</sup> century poetry

The context, plot, characters and key themes of Noughts and Crosses (Blackman)

Transactional Writing: Text types:

- Diary entry, letter (formal and informal), speech, CV

English literary/linguistic terminology

Rules of a debate

**A learner in Year 9 will be able to:**

- Read, understand and respond to a range of texts (poetry, fiction, plays, non-fiction)
- Analyse writers' craft using literary/linguistic terminology
- Respond to writing tasks by planning, constructing, editing and re-drafting
- Write with accuracy and some ambition, using accurate and varied sentence control, punctuation, spellings and vocabulary.
- Speak clearly, effectively and confidently in a formal setting

Term	Outline	Assessment	Home Learning	Key Skills/ End Point
<p><b>1.1 Noughts and Crosses (7 weeks)</b></p>	<p style="text-align: center;"><b><u>Transition – 2 weeks</u></b></p> <p>Students will study Noughts and Crosses by Malorie Blackman and explore the novel for plot, character and key themes.</p> <ul style="list-style-type: none"> <li>- Read and understand implicit and explicit information</li> <li>- Selecting relevant quotations</li> <li>- Identify writers' techniques with accuracy</li> <li>- Begin to analyse writer's craft and comment on meaning and effect</li> <li>- Adapt writing for particular forms, purposes and audiences</li> <li>- Features of a diary</li> <li>- Use of different sentence structures</li> <li>- Accurate use of SpaG</li> </ul>	<p><b>Pitstop 1: 20 marks</b></p> <ul style="list-style-type: none"> <li>➤ Plot comprehension (5 marks)</li> </ul> <p>Terminology (5 marks) Exploring writer's craft (5 marks) &amp; SPaG (5 marks)</p> <p><b>Pitstop 2: Plot Comprehension (10 marks)</b></p> <p><b>End Assessment: 20 marks</b></p> <ul style="list-style-type: none"> <li>➤ Diary Writing (20 marks)</li> </ul>	<p>Week 1-2: Subject terminology (Seneca)</p> <p>Weeks 3-7: Seneca (English Language Skills)</p>	<p><b><u>End point:</u></b></p> <p>Students understand and can recall the plot of Noughts and Crosses. They can respond to an extract focusing on character or theme while exploring writer's craft. Students can recall the conventions for diary writing and express their thoughts and feelings with clarity.</p> <p><b><u>Skills Interleaved</u></b></p> <ul style="list-style-type: none"> <li>- Read, understand an extract (KS3 transition units)</li> <li>- Identify key subject terminology (various KS3 units)</li> <li>- Variation of sentence structures for effect (KS3 units)</li> <li>- Apply contextual factors (Various KS3 units – poetry study/ novel study)</li> </ul>

<p><b>1.2 An Inspector Calls and Up for Debate (7 weeks)</b></p>	<p><b><u>Introduction to An Inspector Calls and Up For Debate</u></b>  Students will be introduced to the context of 1912 and 1945 British society and the key influences surrounding J.B Priestley with a particular focus on An Inspector Calls. Students will read the play and consider context, plot and characters when demonstrating understanding. Students will focus on developing their analysis skills and consider how this can be articulated through public speaking and debate</p>	<p><b>Pit Stop 1:</b> Plot comprehension (10 marks)  <b>Pit Stop 2:</b> Extract analysis (15 marks)  <b>End Assessment:</b> AIC Debate (P/M/D)</p>	<p>Weekly Seneca activities set to consolidate understanding of An Inspector Calls</p>	<p><b>End Point</b>  Students understand and can recall the plot of An Inspector Calls. They can respond to an extract, analysing writers’ methods and techniques. Students can recall the rules of a formal debate and can articulate their ideas confidently.  <b>Skills Interleaved</b></p> <ul style="list-style-type: none"> <li>- Influence of context (Year 7 2.1 Year 8 1.2)</li> <li>- Analysis of writers’ ideas (various KS3 units)</li> <li>- Ability to select evidence (various KS3 units)</li> <li>- Dramatic conventions and terminology (Year 7 3.2 Year 8 3.2)</li> <li>- Speaking and Listening (Year 7 3.1 Year 8 2.2)</li> </ul>
<p><b>2.1 Romantic and Victorian Poetry (6 weeks)</b></p>	<p><b><u>Fiction Reading and Writing</u></b>  Students will be introduced to key concepts of Romanticism and features of Victorian Poetry. Students will explore the context of the late-18<sup>th</sup> and 19<sup>th</sup> century and consider how key figures from this period reflect the tensions and anxieties of the time.  Key poets studied will include:  Blake  Wordsworth  Keats  Rossetti  Tennyson  Students will also be exposed to a range of different poetic forms: Ballad, Sonnet, Dramatic Monologue and be able to comment on features confidently</p>	<p><b>Pit Stop:</b> Poetic terminology (5 marks)  Analysis of poem (15 marks)  <b>End Assessment:</b>  1.SPAG (5 marks)  2.Analysis of a poem (15 marks)</p>	<p>Weekly Seneca activities set to consolidate SPaG and Vocabulary skills</p>	<p><b>End Point</b>  Students understand the context of late-18<sup>th</sup> and 19<sup>th</sup> century and how to response to an unseen poem  Students can write a 15 mark response analysing poets’ presentation of theme.  <b>Skills Interleaved</b></p> <ul style="list-style-type: none"> <li>- Understanding of poetic devices (Year 7 3.1, Year 8 2.2)</li> <li>- Read, understand and discuss a poem for meaning and effect (Year 7 3.1, Year 8 2.2)</li> <li>- Apply contextual factors (Various KS3 units – poetry study/ novel study)</li> </ul>
<p><b>2.2 Fiction Reading and Writing (5 weeks)</b></p>	<p><b><u>Fiction Reading and Writing</u></b>  Students will recap key skills of reading and crafted writing. Students will focus on planning, crafting and constructing a clear narrative story</p>	<p><b>Pit Stop 1:</b> Students to write the opening to a narrative. AO5 – developing character</p>	<p>Weekly Seneca activities set to consolidate SPaG and Vocabulary skills</p>	<p><b>End Point</b>  Students understand and can recall the plot of An Inspector Calls. They can respond to an extract, placing it in the play and analysing writers’ methods and techniques.</p>

	that is clearly linked and influenced by a particular stimuli.	(background, voice, perspective, dialogue (12 marks) AO6 SPaG (8 marks)  <b>End Assessment:</b> Students to write a narrative (40 marks) AO5/AO6		Students can recall the rules of a formal debate and can articulate their ideas confidently.  <b>Skills Interleaved</b> <ul style="list-style-type: none"> <li>- Accurate SPaG (KS2/3)</li> <li>- Writing for different purposes (KS2/3)</li> <li>- Awareness of writer's craft (KS2/3)</li> <li>- Variation of sentences (KS2/3)</li> <li>- Structuring a narrative (Year 7 2.2 Year 8 3.1)</li> </ul>
<b><u>3.1 Introduction to Macbeth</u></b>	<b>Introduction to Macbeth</b> Students will be introduced to Shakespeare's Jacobean Tragedy Macbeth and will explore the context, plot and key characters. They will be able to talk confidently about the key events of the play and to analyse key extracts for meaning. They will recall key features of drama and key conventions of the tragic genre.	<b>Pit Stop 1:</b> Dramatic terminology (5 marks) Plot/context questions (10 marks) <b>End Assessment :</b> Extract: Translation test (5 marks) Extract analysis - (15 marks)	Weekly Seneca activities set to consolidate understanding of Macbeth	<b>End point:</b> Students can recall key plot events in Macbeth, the key characters and context in the play. Students can read a Shakespearean extract (Macbeth) and translate key references into modern English. Students can analyse an extract and can plan and construct an essay response using the whole play to shape their response, whilst beginning to build an evaluative argument.  <b>Skills Interleaved</b> <ul style="list-style-type: none"> <li>• Shakespeare study (Year 7 3.2, Year 8 3.2)</li> <li>• Shakespearean tragedy (Year 8 3.2)</li> <li>• Ability to analyse an extract (various KS3 units)</li> <li>• Identifying dramatic devices (KS3 drama text units)</li> </ul>
3.2 Introduction to GCSE English Language	<b><u>Introduction GCSE English Language: Component 2</u></b> Students will be introduced to the requirements of GCSE English Language. Students will explore key aspects of component 2 focusing on PAFT, professional communication and oracy skills	<b>Pit Stop:</b> Transactional writing task (20 marks) <b>End Assessment:</b> English Language Comp 2 Mock Exam (60/80 marks) <b>Spoken English Presentation (P/M/D)</b>	Weekly Seneca activities focusing on SPaG and English Language skills	<b>End point:</b> Students can write fluently about, and compare, 2 texts linked by theme, identifying relevance evidence and exploring how writers' methods influence a reader/ their own reading of a text. Students can respond to real-life transactional writing tasks, identify and plan for the accurate purpose, audience, form, tone Students can write with development/detail, using accurate spelling, vocabulary, sentence construction and punctuation

				<p>Students can deliver a presentation to their peers with confidence and only notes/PPT to rely on</p> <p>Skills Interleaved</p> <ul style="list-style-type: none"> <li>- Writing for different audiences (KS2/3)</li> <li>- Using rhetorical devices (KS3) <ul style="list-style-type: none"> <li>- Using accurate SPaG (KS2/3)</li> <li>- Speaking and Listening (Year 9 2.2)</li> </ul> </li> </ul>
<p><b><u>Wider Reading Opportunities:</u></b>  15 Under 15 book recommendations: There's a boy in the girl's bathroom- Louis Sachar, The Haunting by Alan Titchmarsh, Pride and Prejudice by Jane Austen , Shadow Spinner by Susan Fletcher, Aristotle and Dante discover the secrets of the universe Benjamin Alire Sáenz, Moxie Jennifer Mathieu, Cinderella is Dead by Kalynn Bayron, The Grand Dark by Richard Kadrey, We Free the Stars by Hafsah Faizal, The Cruel Prince by Holly Black, Divergent by Veronica Roth We Were Liar E.Lockhart, They both Die at the End by Adam Silvera, The Girl of Ink and Stars by Kiran Hargrave, The House on Mango Street by Sandra Cisneros, The Colours that Blind by Rutendo Tavengerwei, Toffee by Sarah Crossan, The Quiet at the End of the World by Lauren James</p>				