Year 9 English Literature Curriculum
Identity

Subject Knowledge

Autumn 1	**Poetry: Identity**	
	Introduction to Poetry Booklet: identity	[ ]
	Activities: explore the theme of identity in a selection of poems from various time periods	[ ]
	Skill focus: Close analysis of single poems; consideration of links between text & context.	[ ]
	Essay structure: PEAL paragraphs	[ ]
Half Term		
Autumn 2	**Introduction to GCSE: English Language**	
	Introduction to English Language Paper One format	[ ]
	Reading skills focus: identifying, analysing, evaluating	[ ]
	Writing skills focus: plot, cohesion, structure, narrative hooks	[ ]
	Past paper practice	[ ]
Christmas		
Spring 1	**Verse Novel: Run Rebel**	
	Introduction to Verse Novels: prose poetry	[ ]
	Focus: Identity and Characterisation	[ ]
	Analysis: close textual analysis	[ ]
	Introduction to GCSE question type: whole text question about a character, using extract.	[ ]
	Persuasive speech: introduction to persuasive techniques	[ ]
	20th Century extracts: consolidating reading skills	[ ]
Half Term		
Spring 2	**Shakespeare: Twelfth Night**	
	Introduction to Twelfth Night: plot	[ ]
	Considering characters and themes	[ ]
	Introduction to GCSE question type: extract	[ ]
	Close textual analysis.	[ ]
	GCSE: English Language	
	Revision of English Language Paper 1 Reading for Exam preparation	[ ]
Easter		
Summer 1	**Shakespeare: Twelfth Night**	
	Close textual analysis.	[ ]
	Extended exploration of themes, including student presentations	[ ]
	Persuasive writing using text as stimulus	[ ]
	Characteristics of formal letters	[ ]
	GCSE: English Language	
	End of Year Exam feedback	[ ]
Half Term		
Summer 2	**Shakespeare: Twelfth Night**	
	Close textual analysis.	[ ]
	Key focus: Act 5	[ ]
	Extended exploration of themes, including student presentations	[ ]
	Persuasive writing using text as stimulus	[ ]
	Characteristics of formal letters	[ ]

English Literature: Key Skills	
Reading	*Literal and inferential comprehension:* understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events. *Critical reading:* identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text. *Evaluation of a writer's choice of vocabulary, grammatical and structural features:* analysing and evaluating how language (including figurative language), structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation (such as, but not restricted to, phrase, metaphor, meter, irony and persona, synecdoche, pathetic fallacy).
Writing	*Producing clear and coherent text:* writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references. *Accurate Standard English:* accurate spelling, punctuation and grammar.
English Language: Key Skills	
Unit 1: Writing	*Producing clear and coherent text:* writing effectively, selecting vocabulary, grammar, form, and structural and organisational features judiciously; using language imaginatively and creatively; maintaining coherence and consistency across a text. *Writing for impact*: selecting, organising and emphasising ideas; creating emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis).
Spoken Language	*Present information and ideas:* selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches. *Respond to spoken language:* listening to and responding appropriately to any questions and feedback. *Spoken Standard English:* expressing ideas using Standard English whenever and wherever appropriate.