

English

Overview of the year: The central objective is to promote high standards of language and literacy by embedding the confidence of spoken and written language. You will carry on developing your fiction and non-fiction reading skills, your repertoire of writing styles: creative, persuasive and evaluative. You will also have literacy focused lessons every week which build upon previous literacy skills work from Years 7 and 8. These key skills are taught alongside our reading and writing topic areas.		Ways to consolidate and extend your learning in English: Reading fiction and non-fiction is a great way to understand texts from different perspectives; this will enhance the cultural capital of our students. Reading lessons will help students enhance their understanding of narratives and develop a passion for reading. Writing creatively will develop key practical skills in writing and communication. This will enable students to develop comprehensive hard skills for life.		
Half Term	Topic:	Areas of study:	Skills:	Assessment:
1	Creative Writing	Descriptive writing <ul style="list-style-type: none"> Atmosphere, Character description, Character feelings: show not tell. Fiction text <ul style="list-style-type: none"> Focus on structure and evaluation. 	Use of descriptive writing techniques and vocabulary. Structural and evaluative skills to be applied to a range of texts.	To write a description or a descriptive opening of a story <i>e.g., Write a description as suggested by the picture <u>Or</u> Write the opening part of a story about a family.</i>
2	Blood Brothers (Play)	Exploring how language and structure is used for effect within a text with focus on: <ul style="list-style-type: none"> Social Context The development of characters 	Reading and writing tasks to explore language/ structure used by playwright Understanding the conventions/purpose of a play	Essay question based on character or a theme. <i>e.g., How does Russell explore divisions in the play 'Blood Brothers'?</i>
3	Macbeth (Shakespeare Play)	Exploring how language and structure is used for effect within a text with focus on: <ul style="list-style-type: none"> Social Context: Jacobean era The development of characters Central themes. 	Reading and writing tasks to explore language/ structure used by playwright Understanding the conventions/purpose of a play	Speaking and listening task: <i>e.g., Explore how Shakespeare presents Lady Macbeth in the play.</i>
4	Non-Fiction Writing	Making links between texts and the writers' intentions: Exploring texts to: persuade/explain/argue	Persuasive writing techniques. Writing a summary and comparative skills	To write a piece of non-fiction (speech, article, letter etc.) based on a given statement. <i>e.g. 'School inspires young people to be the best they are. It is the best experience in preparing young people for life'.</i> <i>Write a letter for your school newsletter, arguing your point of view on this.</i>

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5	Dr Jekyll and Mr Hyde (19th Century novel)	Exploring how language and structure is used for effect within a text with focus on: <ul style="list-style-type: none"> • Social Context • Development of characters • Central themes 	Reading and writing tasks to explore language/ structure used by writer. Conventions of the gothic genre. Character analysis	Essay question based on how a theme or character is presented in the given extract and novel as a whole. <i>Starting with this extract, explain how Stevenson presents Dr. Jekyll as a mysterious character.</i> <ul style="list-style-type: none"> • Write about how Stevenson presents Dr. Jekyll in this extract • Write about how Stevenson presents Dr. Jekyll in the novel as a whole
6	Power and Conflict Poetry	Exploring poets use language and structure for effect when writing about power and conflict, with focus on: <ul style="list-style-type: none"> • Social context • Ideas of war and conflict • Themes 	Analysing language and structure in different poems Understanding context and reasons for poets to express their feelings in particular ways	Comparative question – themes and ideas in one given poem needs to be compared to another from the Power and Conflict poems. <i>Compare the ways poets present conflict in ‘Remains’ and in one other poem from ‘Power and Conflict’.</i>