



Year 9 English Curriculum – 2024-2025

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	'The Hunger Games'	Introduction to Gothic Genre (Settings and Characters)	Non-Fiction – Controversial topics	Shakespeare Unit – 'Macbeth' – particular focus on female villains and the supernatural	Poetry Anthology – poetry from 'Worlds and Lives' cluster	Introduction to 'An Inspector Calls' and oracy project – 'who is to blame for Eva Smith's death?'
Knowledge & Understanding (National Curriculum) <i>Skills are across the whole year.</i>	In reading, pupils will be taught how to: • Further develop an appreciation, love and interest of reading and read increasingly challenging material independently • Interpret both implicit and explicit information and ideas from one or more texts (inferences) • Identify balanced and well-chosen evidence to support their ideas effectively, with a perceptive flare • Develop a confident understanding of the connections between texts • Have a clear and controlled analysis of how writers use language and structure to create effects and influence the reader • Secure their ability to use subject terminology to support and develop analysis • Write a skilful and detailed comparison of how writers' ideas and attitudes are presented • Write a confident and clear analysis of the success of the text, including ideas, events, themes and settings • Confident analysis of the writer's use of language and structure • Develop a clear analysis of the effect and impact that the writer's methods have on the reader • Develop their analysis of how different meanings and interpretations of a text relate to the contexts in which it was written or read e.g. how a particular context influences writers in different ways or how the meanings or interpretation of a text changes according to the context in which it is used In writing, pupils will be taught how to: • Confidently sustain the appropriate form for the purpose and audience • Use tone, style and register matched to form and audience • Consistently use clear and effective communication of a range of ideas, becoming more controlled and coherent					



	• Use effective vocabulary and phrasing, chosen for effect, with a range of linguistic devices, used successfully • Use a range of shaped ideas to create convincing and highly engaging writing • Write using coherent and cohesive overall structure, using effective paragraphing and discourse markers • Write using varied and effective use of structural and grammatical features in non-fiction texts • Use plot and sequencing in narrative or descriptive writing • Use a wide variety of sentence structures for purpose and effect • Use a range of sophisticated punctuation consistently and effectively • Confidently use complex sentences and clauses • Skilful use of Standard English • Accurate spelling of a wide vocabulary including irregular words • Use a wide range of vocabulary choices showing a skilful understanding of audience and purpose • Use vocabulary which is confidently chosen for deliberate effect In Speaking and Listening (Oracy), pupils will be taught how to: • Make precise selections from a wide repertoire of strategies and conventions • Engage with sustained and concentrated listening and responding with flexible developed ideas • Have a deepened response to ideas and issues, exploring different approaches and techniques within complex roles	
Skills	R <i>Develop</i> RESILIENCE	★ <i>Communicating orally and in the written format in peer assessments.</i> ★ <i>Adaptive writing for audience, style and tone</i> ★ <i>Reading challenging texts and decoding meaning</i>



	A Possess AMBITION	★ <i>Demonstrating leadership in group work tasks, questions, feedback, drama and role play.</i> ★ <i>Applying ideas and interpretations to writing</i> ★ <i>Pupils will develop their own independent ideas and analysis of texts and apply meaning through their own ideas and interpretations</i> ★ <i>Write effectively and coherently using Standard English appropriately.</i> ★ <i>Using assessment to make progress – designated improvement and reflection time (Green for Growth) is built in following class assessments, summative assessments and any other teacher marked work.</i>
	I Demonstrate INTEGRITY	★ <i>Use grammar correctly, punctuate and spell accurately</i> ★ <i>Using problem solving strategies to work through poetical meanings</i>
	S Embed Self-Discovery	★ <i>Read a wide range of texts, fluently and with good understanding</i>



					★ <i>Pupils will begin to develop their own writing style</i> ★ <i>Learning from their mistakes and staying positive – acting on feedback given with stamina and tenacity when studying a challenging range of texts</i> ★ <i>Communicating ideas effectively and succulently with clarity of meaning</i>	
	E <i>Display</i> EMPATHY				★ <i>Listen to and understand spoken language, and use spoken Standard English effectively.</i> ★ <i>Think, Pair, Share</i> ★ <i>Speaking and Listening</i> ★ <i>Collaboration group work and speaking and listening activities</i>	
Curriculum Links	'The Hunger Games' - KS2: Thematic links - KS2: Drawing inferences - KS2: Understanding range of texts - Harry Potter Y7 - Coraline Y8	Introduction to Gothic Genre - KS2: Thematic links - KS2: Drawing inferences - KS2: Understanding range of texts - KS2: Word types, etymology, etc. - Creative writing Y7 - Coraline Y8	Non-Fiction - KS2: To develop knowledge of the world we live in. - KS2: To help advance in reading independently. - KS2: To establish foundations for further learning. - KS2: To retrieve and record information	Shakespeare - KS2: Thematic links - KS2: Drawing inferences - KS2: Understanding range of texts - KS2: Word types, etymology, etc - Romeo and Juliet Y7 - Midsummer / Much Ado / The Tempest – Y8	Poetry - KS2: Analytical skills - KS2: Understanding narrative - KS2: Social and Historical context - Poetry from other cultures Y7 - War Poetry – Y8	Introduction to 'An Inspector Calls' - KS2: Thematic links - KS2: oracy - Y7 Oracy Project (my time in Y7) - Y8 Oracy Project (relevance of Shakespeare today)



			- Non-Fiction Y7 - Non-Fiction Y9			
Assessment	Reading Strand 1 and 2	Reading Strand 2 Writing Strand 3	Writing Strand 2 and 4	Reading Strand 4	Reading Strand 3 Writing Strand 1	Oracy
Aspirations & Careers	All skills from English are invaluable to the workplace. English enables pupils to express themselves verbally and through written format. It enhances their ability to infer, problem solve, recognise conventions and patterns as well as navigate through their chosen career with a well-equipped vocabulary. Furthermore, English empowers our pupils to write fluently, confidently and at length in a variation of formats, for different purposes and genres. Throughout KS3, pupils will have opportunities to extend their learning outside of the classroom through various after-school clubs. Pupils are encouraged to write at length and for pleasure. Seasonal competitions run at Halloween, Christmas and Easter time. Pupils are also actively encouraged to partake in activities around World Book Day to foster a love and passion for reading for pleasure. Every month, pupils will be exposed to and be aware of literature of interest.					

Due to the lengthy nature of English assessments, some of the topics may need extra lessons to ensure students' responses, marking and feedback is given. As such, some topics may need extra time for completion.