

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y9 Lit x3	Gothic Literature Introduce students to a key genre of literature prior to them starting GCSE. Introduce key ideas.	Oliver Twist Building on students prior knowledge of the Victorian Era but building in key ideas that students in this area can relate to. Allowing students to read a longer novel to develop their skill at analysing across a text..		Romantic poetry and paired texts Introducing students to a literary era in preparation for GCSE – laying the foundations.	Introduction to tragedy Pre-teaching the genre before students' study Macbeth at GCSE – develops students understanding of writing generally.	Animal Farm Students are introduced to their first GCSE text – this text is something that appeals to this cohort – the context engages students.
Langx1	Creative writing This allows students to develop the skills acquired in year 7 and 8. Also having it along side the gothic literature unit allows us to cross reference the skills.		Reading for meaning This allows students to develop their skills at exploring a text at word, sentence and whole text level. We are building skills in preparation for GCSE		Writing for a viewpoint This allows students to develop their persuasive skills.	Spoken Language Application of the persuasive skills learnt in the previous term and putting it into action with spoken language.
Reading x1	Read and Respond					

Year 9 Lit Heritage					
	Autumn 1	Autumn 2/Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Gothic Literature	Oliver Twist	Conflict Poetry	Introduction to Tragedy	Animal Farm
Unit length:	21 lessons	39 lessons	18 lessons	18 lessons	21 lessons
Knowledge/ Skills:	Knowledge <ul style="list-style-type: none"> Conventions of gothic literature (supernatural, mystery, emotions, setting, tragic hero, villain) Conventions of romanticism (nature, imagination, idealism and individualism) Key themes of the plots Skills <ul style="list-style-type: none"> How to compare texts (intertextuality) Detailed language analysis (literary techniques) Linking ideas back to the genre or movement 	Knowledge <ul style="list-style-type: none"> The contextual understanding of Victorian era and how it impacts the story (Poverty, redemption, workhouse, crime, greed) Contextual information about the author (how his experiences of poverty impacted the novel) The key characters, plot and ideas of the text and their role Skills <ul style="list-style-type: none"> How to respond to a text to show understanding (what) Exploration of quotations 	Knowledge <ul style="list-style-type: none"> The key idea of the poem The context of poems (various conflicts and how they influence the poem) Impact of the use of imagery (similes, metaphors, personification) Analytical responses (exploring language, structure and form) Skills <ul style="list-style-type: none"> How to develop a response to a poem Exploring the effect of techniques Exploration of quotations 	Knowledge <ul style="list-style-type: none"> The conventions of a tragedy (Greek and Shakespearian) Expectations of a tragic hero (nobility, tragic flaw, downfall, death) Narrative structure (Freytag's pyramid) Plot, character and themes of Macbeth Skills <ul style="list-style-type: none"> How to structure a clear response Exploration of quotations and their effect on the audience 	Knowledge <ul style="list-style-type: none"> Narrative form (allegory) Contextual understanding (Russian Revolution, greed, communism, Stalin, rebellion) The characters, themes and plot of the text Skills <ul style="list-style-type: none"> How to link characters back to the context How to explore the presentation of a character/theme How to explore the writers intentions

		▪ How to explore a text as a whole	▪ How to explore poets intentions	▪ How to explore a text as a whole	
End points covered:	<p>A personal appreciation of language and literature, through a grasp of intertextuality and enduring themes.</p> <p><i>Skills in literary criticism using orange of texts from different periods, styles and genres.</i></p> <p><i>Understanding of form, structure and language across contexts, cultures, writers and genres.</i></p> <p><i>Understanding of tragedy, British literature from classical literature to contemporary forms (chronology).</i></p>				
NC/Spec coverage:	<ul style="list-style-type: none"> - Reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. - Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - Recognising a range of poetic conventions and understanding how these have been used - Studying setting, plot, and characterisation, and the effects of these - Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play - Making critical comparisons with texts 				
Cross-curricular links:	History, Drama	History, Drama			
Assessments:	Pre test – extract based response Mid test – extract based response End test – extract based response	Pre test – extract based response Mid test – extract based response End test – extract based response	Pre test – extract based response Mid test – extract based response End test – extract based response	Pre test – extract based response Mid test – extract based response End test – extract based response	Pre test – extract based response Mid test – extract based response End test – extract based response
<i>Other academy intent priorities</i>					
Curriculum Careers - Gatsby 4	Teacher, writer, editor, publisher				
Culturally rich – broadening horizons	Exposure to a range of texts from different contexts Exposure to romanticism	Watch a performance – link to different versions Contextual exposure - Poverty, crime - Dickens life	Watch recording of poets performing poetry Contextual understanding - War across time - Conflicts	Exposure to ancient Greece Watch RSC versions of Macbeth	Exposure to Russian Revolution, Stalin, communism

Year 9 Language Skills				
	Autumn	Spring	Summer 1	Summer 2
Unit title:	Creative Writing	Reading for Meaning	Writing for a viewpoint	Spoken Language
Unit length:	14 lessons	12 lessons	6 lessons	7 lessons
Knowledge/Skills:	Knowledge	Knowledge	Knowledge ▪ Purpose, audience, format ▪ Rhetorical devices (AFFOREST)	Knowledge ▪ Presentational strategies (tone, intonation, gestures)

	<ul style="list-style-type: none"> ▪ Different story structures (Freytag’s pyramid, chronological, non-linear, flashbacks, flashforwards) ▪ Character development ▪ Imagery <p>Skills</p> <ul style="list-style-type: none"> ▪ Sentence variation for effect (simple, compound and complex) ▪ Varying language for effect (similes, metaphors, range of adjectives, verbs and adverbs). 	<ul style="list-style-type: none"> ▪ Various language devices (simile, metaphor, personification, imagery, nouns, verbs, adverbs, adjectives) ▪ Structural features (focus, zoom, flash backs, flashforwards) <p>Skills</p> <ul style="list-style-type: none"> ▪ Comparison ▪ Language analysis ▪ Structural analysis 	<ul style="list-style-type: none"> ▪ Syntactical devices (anaphora, contrast, listing) <p>Skills</p> <ul style="list-style-type: none"> ▪ Adapt language for purpose (level of formality, devices used, tone) ▪ Use language/structure for effect (rhetorical and structural devices) ▪ Express opinions clearly 	<ul style="list-style-type: none"> ▪ Rhetorical devices (AFFOREST) <p>Skills</p> <ul style="list-style-type: none"> ▪ Adapt language for purpose ▪ Use tone, expression etc. for effect ▪ Respond clearly to questions
End points covered:	<p>Write descriptively and imaginatively through sustained crafting of figurative language and symbolism to create fictional writing in different genres</p>	<p>Understanding of form, structure and language across contexts, cultures, writers and genres.</p> <p>Understand the power of written and spoken language, to inspire and manipulate, by reflecting critically and evaluatively on a writer’s intentions, identifying bias</p>	<p>Understand the power of written and spoken language, to inspire and manipulate, by reflecting critically and evaluatively on a writer’s intentions, identifying bias</p> <p>Write for different purposes and audiences and in different forms through effectively adapting style, tone and register appropriately, using knowledge gained from reading extensively.</p>	<p>Be a confident and impressive orator able to communicate effectively for a specific purpose through using a sophisticated repertoire of vocabulary, structure and rhetoric in order to engage the audience.</p>
NC/Spec coverage:	<ul style="list-style-type: none"> - Write accurately, fluently, effectively and at length for pleasure - Applying their growing knowledge of vocabulary, grammar and text structure to their writing - Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing 	<ul style="list-style-type: none"> - Read critically, knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning. - Consider how their writing reflects the audiences and purposes for which it was intended 	<ul style="list-style-type: none"> - Write for a wide range of purposes and audiences, including arguments, and personal and formal letters. - Summarise and organise material and supporting ideas and arguments with any necessary factual detail. - Apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. - Draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing. 	<ul style="list-style-type: none"> - Use Standard English confidently in a formal contexts, including classroom discussion. - Give short speeches and presentations, expressing their own ideas and keeping to the point. - Participate in structured discussions, summarising and/or building on what has been said.

WFA Long Term Plan

			- Consider how their writing reflects the audiences and purposes for which it was intended	
Cross-curricular links:	Basic literacy skills taught here will apply to all students.			
Assessments:	End test – extended writing	Mid test – response to a text End test – Response to a text	End test – extended writing	End test – extended writing
<i>Other academy intent priorities</i>				
Curriculum Careers - Gatsby 4	Media, journalism, teacher, researcher			
Culturally rich – broadening horizons	Exposure to a wide range of texts from different genres and contexts			

Reading	
	Whole Year
Unit title:	Read and Respond
Unit length:	39 lessons
Key concepts:	Character, plot, reading for meaning
Knowledge/ Skills:	Knowledge <ul style="list-style-type: none"> ▪ Understanding how characters are developed. ▪ Plot structures ▪ Wide range of vocabulary Skills <ul style="list-style-type: none"> ▪ Decoding vocabulary ▪ Locating information ▪ Reading between the lines
End points covered:	A personal appreciation of language and literature, through a grasp of intertextuality and enduring themes.
NC/Spec coverage:	<ul style="list-style-type: none"> • choosing and reading books independently for challenge, interest and enjoyment. • re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons. • studying a range of authors, including at least two authors in depth each year.
Cross-curricular links:	Basic literacy skills taught in all subjects.
Assessments:	NGRT tests T1 and T4