



Year Group	Year 9					
Subject intent	<p>Our aim is for students to spend part of Y9 enjoying reading, engaging with the more difficult texts – either the set texts as an introduction, or use of short-stories etc. Look at plot, sequence, characters. These units of work also focus on refining students' language analysis skills of challenging texts. There is more of a focus on embedding quotations, precise use of subject terminology.</p> <p>Spoken Language skills are also taught and developed in KS3 so students can participate effectively in group work/discussions/presentations for learning. Pupils consider key topics debated in the media and learn how to write these into a formal opinion piece</p> <p>Every half term, the students will have one formal assessment and one informal piece of work with written feedback. Formal assessments can consist of written essays and oral presentations.</p>					
Subject Implementation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Non-fiction unit This unit of work focuses on non-fiction texts and embedding persuasive techniques.	Dickens' Great Expectations Context: Victorians-social structure, and Gothic Narrative / Setting Narrator / Character Themes /Language	Relationships poetry Context: Relationships Form /Structure Language / Themes Comparison	Shakespeare – Romeo and Juliet Form: Tragedy Structure: Soliloquy / Setting Dramatic irony /Aside Prologue /Iambic pentameter Language: Allusion /Metaphors Similes etc.	Short Stories – Literary Shorts and Angela Carter Short stories' features: Narrative /Setting Narrator / Character Themes /Language	Jane Eyre/ The Woman in the Black Context: Victorians and women, and Gothic Narrative /Setting Narrator /Character Themes /Language
Skills	Identifying explicit and implicit Using research and information to construct a well-informed viewpoint on a topic	Exploring contexts and relevant themes in texts	Commenting and analysing language and structure in poetry	*Consolidate pupils' understanding of Shakespearean language. *Exploring on the	Critical approaches- feminism Context Form POV	Context- VICTORIANS Class Gothic features Atmosphere Tension vocabulary



	How to verbally express opinions and develop an argument Adapting writing to suit genre, audience and purpose of nonfiction.			importance of form and structure *Understanding of the playwright's choice of language and staging for effect.		
Subject Impact	Write a description inspired by this image	Comprehension; commenting on; explain, analyse etc., language, structure and form Familiarity with Victorians.	Comprehension; compare and contrast skills.	Exploring the concept of forbidden love.	Exploring Feminism; empowering the students by engaging in exploring post-modern text.	Exploring the woman's place in Victorian era. Engaging with Gothic Genre.
Assessment	Formative assessment: Write a description inspired by this image Summative assessment:	Formative assessment: Monologue: Miss Havisham Summative assessment: Writer's methods: commenting on /analysing/evaluating Pip's home life or Pip's visit (s) to Satis House .	Formative: creative writing- a response poem having as a stimulus one of poems studied Summative assessment: discussion/comment/analysis Compare the theme of relationship by two poets studied in this unit.	Formative assessment: newspaper article on the party scene Summative assessment: Character analysis: commenting on/analysing/evaluating Act 3 Sc. 5 The presentation of Lord Capulet in this scene and in the play as a whole.	Formative assessment: Commenting on/analysing/evaluating the presentation of a protagonist featured in one of the short stories studied. Summative assessment: creative writing: own short story	Formative assessment: diary entry: Jane in the Red Room Summative assessment: Themes: Commenting on /analysing/evaluating Jane's presentation in one extract and in the novel as a whole.