

Scheme of Work

DEPARTMENT: **English - YEAR 9**

Autumn 1: Novel study/Mini Modules (Autumn 1/2 on rotation)

The novel is selected from the following list depending on reading ability and SMSC factors, to ensure maximum attainment and differentiation. **The example novel used here is “The Boy In Striped Pyjamas” however other novels will follow a similar pattern of lessons to ensure appropriate skills and content are covered.**

As novels are differentiated, extra stretch and extend tasks will be included for the more able and more support will be offered for those who require it. This may mean that based on accurate AFL, content may be adjusted to meet the personalised needs of the students with pinpoint accuracy. This document is thus an overview.

Spelling and grammar are taught in an integrated manner throughout lessons, if you wish to see these, teachers can provide resources and powerpoints upon request.

Novels:

- **The Boy In Striped Pyjamas**
- **Noughts And Crosses**
- **The Outsiders**
- **Stone Cold**
- **Stories from Edgar Allen Poe**

Week	Autumn 1/2:
1	Introduction to theme and context of novel: WW2 and the Holocaust. Read chapters 1-3: a detailed character study of the main character (Bruno).
2	Read chapter 4 & 5: a study of the setting using inference. (“Out With” i.e. Auschwitz). Study an important secondary character and their impact on plot (Bruno's father).
3	Read up to chapter 7 & 8. Explore key themes from the novel and how they are presented. (Ignorance and innocence). Practise reader response. Creative writing based on the novel. (Bruno misses home).
4	Read chapter 9 & 10. Comparative writing skills based on the novel. Write to inform (about the context of the novel).
5	Read chapter 11 & 12. Use descriptive writing techniques to respond to the

	novel. This lesson includes proof reading skills.
6	Read chapter 13. Create an in-depth character study referring to the character and their role, status and emotional journey. Teach others about your interpretation.
7	Read to chapter 15. Practise the skills of fully analysing a quotation using the connotations of a keyword and accurately referring to writers' methods and purpose. Read to end of novel: Extend the work from the previous lesson to include "speculation" (anticipating and articulating different interpretations and more subtle connotations).
8	Assessment task: reading comprehension and independent writing task based on the novel.

To be rotated with Mini-Modules (a selection of shorter, more mature/challenging tasks to stretch and encourage aspirations in English Language).

Please note these are adjusted in order and level of challenge, based on AFL and maintaining the best possible levels of progress. The modules may be taught in a different order or adjusted to best promote learning and engagement and to maximise access to advanced ICT such as Ipads.

Week	Autumn 1/2:
1	<u>Mini-Module "Film Reviews"</u> Introduction to GCSE creative writing levels and criteria. Introduction to concept of "tension" and writers' methods for building it. Introduction to the concept of a film review and the technical vocabulary required. Use of "Batman" (or similar) film clips to inspire and stimulate.
2	Planning for depth and detail. Use of sophisticated vocabulary when writing for an adult reader. Time to plan, write and peer assess reviews.
3	<u>Mini-Module "Presentational and media devices"</u> Key media terminology taught and embedded by creating an 'ironic' advert for a film where an innocent, childlike story is presented in the horror genre (e.g. <i>Beauty IS The Beast!</i>).
4	<u>Mini-Module "Tension In Drama: The Tempest"</u> . Students read and annotate the storm scene from <i>The Tempest</i> . They learn about the lack of

	technology and how Shakespeare's actors would use voice and motion to create tension. They rehearse and present a version of the scene, being monitored for speaking & listening skills.
5	Mini-Module: "The Whole Town's Sleeping/Lamb To The Slaughter". Students read and annotate a sophisticated short story, identifying tension, crisis, foreshadowing and other elements.
6	Students are introduced to the key vocabulary and structures for writing formal analysis.
7	Students create their own written work in response to the stories: an alternative ending or empathetic piece based around the short story. This is marked for technical accuracy and use of appropriate generic conventions.
8	Assessed reading task on the poem "Prince Kano" (or similar poem). Explicit teaching of GCSE style analysis and annotation of classic poetry. Analysis is written in an extended task which is GCSE graded and KS3 levelled to help students understand the thresholds/differences between GCSE and KS3.

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NON FICTION AND MEDIA. To be rotated with Romeo & Juliet Please note these are adjusted in order and level of challenge, based on AFL and maintaining the best possible levels of progress. The modules may be taught in a different order or adjusted to best promote learning and engagement and to maximise access to advanced ICT such as Ipads.

Week	Spring 1/2:
1	Newspapers: learning key vocabulary for newspapers, non-fiction writing (inform and persuade), bias and emotive language. Creating newspaper front pages.
2	Violence and the media. Exploring how the media presents violence. Writing their own article on a social/crime issue.
3	Advertising (regarding social issues): anti-gang poster analysis to learn connotations of colour, font etc'. Use of emotive language: creation of an emotive appeal for the RSPCA.
4	Martin Luther King: understanding of social context and how this affects bias and the news. Information hunt (research skills) on MLK. Close analysis of "I have a dream" – creation and presentation of own speech to persuade and inspire.
5	Social media and the news: project on "Kony" and his exposure through social media. Discussion, debate and personal writing (explain) about the issues raised.
6	Investigation into Malala. Discussion about gender equality. Diary entry based on being a young protester. Philosophy For Kids student led discussion on guns/crime.
7	The London Riots: difference between freedom of speech and a riot. How do we exercise our right to a voice? Reflective (explain) essay, discussion, presentations. Analysis of news reports on the riots.
8	Revision for a GCSE-style reading paper using non-fiction skills learned in module. Assessment via the GCSE style test.

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ROMEO & JULIET. To be rotated with NON FICTION AND MEDIA Please note these are adjusted in order and level of challenge, based on AFL and maintaining the best possible levels of progress. The modules may be taught in a different order or adjusted to best promote learning and engagement and to maximise access to advanced ICT such as I pads.

Week	Spring 2:
1	Re-cap prior knowledge on Shakespeare's world. Discussion of key social themes/context: rival 'gangs', family loyalty, love, teenage rebellion. Read and close-study the prologue.
2	Act 1: read/perform. Explore the language of insults and perform the opening fight. Comprehension to practise decoding and understanding Shakespeare. Analysis of the oxymorons in Romeo's speech. Own creative writing using oxymorons.
3	Act 1 part 2: Love and Hate. Love: watch a performance of R&J meeting. Close-analysis of the language used in the scene, including religious imagery. Creation of a poem using Shakespearian love imagery. Hate: Tybalt's language of hate: analysis and creation of informative magazine style article on the ball.
4	Act 2: focus on Juliet. Read act 2 sc1-2. Focus on writing to advise: how would you advise Juliet? Analysis of balcony speech. Write a diary entry for that evening.
5	Act 2 part 2: Exploration of Friar Lawrence's character. Introduction of concept of foreboding and dramatic irony: how do events at the end of Act 2 'set up' the tragedy to come?
6	Act 3: Read and watch the fight scene and up to Romeo's banishment. Creative writing (report writing) in the form of a police report on the incident.
7	Complete reading/watching of the play. Explore the 'often deleted' Friar Lawrence exposition scene. Why might it often be left out of performances? How does it help us understand the play?
8	Assessment: designed to prepare students for real Shakespeare controlled assessment in future. Students are supported in completing a 'planning sheet' for an essay on who is most to blame for the deaths of Romeo & Juliet. They then write this essay independently.

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Summer1/2: Poetry OR Media and Spoken Word (on rotation)

The poetry is selected from the following list depending on reading ability and SMSC factors, to ensure maximum attainment and differentiation. The "Moon On The Tides" anthology is used as students will go on to work on controlled assessment or exam work on this topic in future. This is enhanced by carefully selected poems which enrich, enthuse and challenge students (these poems may be selected by the class teacher to best suit their class).

As poems are differentiated, extra stretch and extend tasks will be included for the more able and more support will be offered for those who require it. This may mean that based on accurate AFL, content may be adjusted to meet the personalised needs of the students with pinpoint accuracy. This document is thus an overview.

Spelling and grammar are taught in an integrated manner throughout lessons, if you wish to see these, teachers can provide resources and powerpoints upon request.

Week	Summer 1:
1	Checking Out Me History: Introduction to Agard/biography. Reading of poem with emphasis on reading poetry out loud: analysis of methods such as dialect, end-stops, rhyme and tone (enhancing a reading of the poem). Context and history of poem is taught. Open discussion: is he right to reject one history and replace it another?
2	Give: discussion of issue in poem (homelessness). Role play and choice making activities. Analysis of poem focuses on tone of voice and subtle connotations.
3	Hunchback In The Park- Dylan Thomas. Theme of outsiders. Close reading of the poem with commentary. Examination of theme (kindness, cruelty, nature, discord). Introduction to the idea of comparison (with next poem, Clown Punk). Students write their own poems in response.
4	Clown Punk: Close reading of the poem. Empathetic writing task: a monologue from the PoV of the Clown Punk: does he agree he is pathetic? Drawing and labelling the character in detail. Revision of poetic terms in relation to the poem. Comparison with the hunch back.

5	Out of The Blue: understanding 'multiple meanings' within poems. Use of previous learning about analysis to produce an independent grid showing interpretation and evidence.
6	Les Grand Seigneurs – discussion about status and relationships in the poem. Analysis of how status changes and our feelings about the narrator also change.
7	Independent planning: students are given a Poetry Controlled Assessment task from a past bank. They choose (with guidance where needed) poems to write about. They create and collate key quotations and notes.
8	Assessment essay is modelled and students write their assessment independently.

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To be rotated with poetry as above. SPOKEN ENGLISH.

In all cases, presentations, group activities and discussions will be included: please note that via AFL and gauging carefully what will engage and stretch students best, individual tasks may be adjusted.

Week	Summer 1:
1	Elements of Speaking and Listening: SKILLS NEEDED, How is speaking & listening assessed at GCSE? Task: Create a product and explain the product in detail. Review and assess.
2	Dragon's Den... speaking to persuade! Students analyse examples. They develop a chocolate product and use the persuasive methods from the examples to create a persuasive presentation for their chocolate. There is an element of competition as students rate the best, which would gain the funding to be made.
3	Presentation skills: students learn about and practise how to do a professional presentation. They use their product from last lesson as an ongoing example. Presentations are self-evaluated and evaluated by the class, using GCSE criteria <i>and</i> 'real world' business expectations.
4	Skills of debate: does money make you happy? Using Philosophy for Kids techniques, students research and run their own independent debate on the topic.
5	Curriculum Week: speaking and listening taught as part of projects run across years and in the collapsed school day.
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7	Role Play: using extracts from 'Of Mice & Men', student's role play scenarios with a focus on developing empathy, detailed character, intonation, and dialect.
8	Students are assessed role playing 'real life' scenarios such as: college interviews, negotiating with a responsible adult (e.g. if there were a clash of 2 clubs or boosters) – the importance of planning, tone and appropriate vocabulary (as well as techniques of argument and information) are emphasised.