

Curriculum Overview

Year 9

<u>SUBJECT</u>	<u>AUTUMN 1</u>	<u>AUTUMN 2</u>	<u>SPRING 1</u>	<u>SPRING 2</u>
ENGLISH	<p style="text-align: center;">WAR AND CONFLICT READING AND WRITING CREATIVE AND POETIC TEXTS</p> <p>Deconstructed materials A) Read and understand a selection of poetic and creative texts, including anthology poetry, fictional prose extracts, and dramatic texts. Be able to make straightforward comparisons between texts to make simple comments about the language and structure of creative texts. Use analysis methods such as VISIT a Poem (Vocabulary, Imagery, Structure, Ideas, Tone) and respond to creative texts using POINT-EVIDENCE-EXPLAIN with increasing confidence. Practise reading routines suitable for creative genres, including interactive reading techniques and TRACK-QUOTE-COVER when approaching texts.</p> <p>B) Demonstrate greater resilience by forming extended responses to writing. Write a fictional account related to the given theme of War and Conflict by drawing from the work of others. Employ Tier 2 vocabulary to convey precise meaning, such as, ‘artillery’ in place of ‘guns’. Use accurate punctuation and sentence variety to promote meanings and adapt paragraph lengths to contribute to the overall effectiveness of texts. Use a variety of sentence constructions and variety of punctuation to convey meanings. Show consistent control of verb tense and ability in selecting precise vocabulary to create effects.</p>		<p style="text-align: center;">LANDSCAPES READING AND WRITING CREATIVE FICTION</p> <p>Deconstructed materials A) Read and understand a selection of texts from creative non-fiction genres, including reportage. Be able to make comparisons between themes and language, begin to comment on structure of texts, and make evaluative remarks relating to the content of texts. Write about reading using POINT-EVIDENCE-EXPLAIN with increasing confidence. Practise reading routines, including interactive reading techniques and TRACK-QUOTE-COVER when approaching texts.</p> <p>B) Demonstrate greater resilience by forming extended responses to writing. Write an extended first-person account influenced by real experience of a visit to another place, practising principles of creative non-fiction writing, as well as, employing pathos in expressing thoughts and feelings. Consider implicit and explicit meanings in a first-person or autobiographical or travel writing style. Use the first-person perspective to employ Tier 2 vocabulary to convey precise meaning and accurate punctuation and sentence variety to promote meanings and adapt paragraph lengths to contribute to the overall effectiveness of texts. Use a variety of sentence constructions and variety of punctuation to convey meanings. Show consistent control of verb tense and ability in selecting precise vocabulary to create effects.</p> <p>C) Prepare a group discussion about a topic. Participate in that discussion using standard English and adapt language to respond to the context of the conversation.</p>	