

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Transactional Portfolio: Non Fiction	Novel: <i>A Christmas Carol</i>	Language of Advertising	Short Stories	Poetry	Shakespeare: <i>A Midsummer Night's Dream</i>
	<p>Students will complete a range of creative non-fiction tasks, to build up a portfolio of highly-polished written pieces that fulfil a variety of functions.</p> <p>They will consider strategies for getting across their ideas in a creative and engaging manner, outside the context of fiction writing. These will extend to structural choices like syntactical considerations and paragraphing, to the development of vocabulary and language choices to</p>	<p>The prose unit explores description and characterisation in a novel. It takes a complete text as a case study of language choices related to character and setting. Features and approaches are compared to examples in wider literature and every-day contemporary written text. Students draw on what they learn about using language and apply to their own written work. They also develop writing skills to express their understanding of texts, including but not limited to the</p>	<p>This unit studies the ways language is crafted and packaged in marketing and advertising. Students will focus mostly on current and relevant advertising that they are exposed to every day.</p> <p>They will also work to compose functional transactional pieces, marketing, and develop an understanding of purpose, audience and function in their own writing.</p>	<p>This unit gives students the opportunity to review the approaches of a number of Short Story authors. Students pay particular attention to the way Short Stories are structured, how information is conveyed economically, and will study ways to make writing clear, precise, and descriptive, in a short space of time.</p>	<p>The unit looks at a range of poems that specialize in particular areas of language or in an area of description. It starts with a detailed animal description, moving on to sound, then imagery etc. In between each poem, students will compose their own poetry to emulate what they've learned about writing and consolidate their learning. They will also spend time exploring the language used in each poem, and its effect on readers, and so build up a strong appreciation of the role of language in poetry.</p>	<p>Students finish the year with the study of one of Shakespeare's most well-known comedies. They will close study a selection of scenes, and focus on understanding the (complex) plot, characters and developing skills in the study of Shakespearean language.</p> <p>The drama component of this unit takes students' understanding of language, character and Shakespearean staging even further. Students appreciate this added dimension to dramatic texts in preparing and presenting a scene from the play.</p>

	suit a purpose and audience.	formal essay structure.	Several sections of this unit require group work and team planning in order to make decisions and produce outcomes.			
8	Transactional Portfolio: Non-Fiction	Novel: <i>A Monster Calls</i>	Poetry: 'Time & Place'	Shakespeare: <i>Romeo and Juliet</i>	Imaginative Writing	Victorian Drama: <i>Pygmalion</i>
	<p>This unit focuses on students researching and planning their own pieces of non-fiction writing. They will be exposed to a range of text types and techniques that builds on their Year 7 foundations. They are encouraged to use these in their own writing to create a strong impression of opinion and experience.</p> <p>The unit also introduces students to research: the</p>	<p>In their second close analysis of an extended prose text, students will explore language further, and develop skills to express the effect of language choices in more depth. Their paragraph writing will be more detailed than in Y7, with a greater emphasis on embedded quotes to show a deeper understanding of language and its effect.</p>	<p>The unit looks at a range of poems in relation to the theme of time and place. Students are introduced to strategies for analysis, with the goal of their being able to analyse poetry independently by the end of the unit. Students should be noting similarities and differences between poems as they progress through them, and using comparison as</p>	<p>Students develop tools to use when reading Shakespeare, particularly in terms of appreciating meaning in extracts. They develop comprehension skills, close analysis skills, and strengthen their understanding of poetic language devices. In studying a full text, the students have an appreciation of dramatic structure and Tragedy, and</p>	<p>This unit gives students the opportunity to draw on previous work with short stories and travel writing. Pupils need to work on developing their descriptive skills for characterisation and setting, and will advance their vocabulary choices. They also need to use a variety of sentence structures and understand when to use them. Pupils should be able to control tense comfortably, and</p>	<p>Follows on from students' drama study in Year 7 (<i>A Midsummer Night's Dream</i>), and the close reading skills students have developed throughout the year. They will study (the majority of) the play, looking particularly at characterisation, development of conflict, and structure. They will analyse how scripts capture personality and tension, and create scenarios that audiences will be drawn in by. Students will also link their understanding of</p>

	<p>practical side of finding relevant and useful information. It also has them editing and planning their structure carefully, while keeping the purpose of their piece in mind.</p>	<p>There will also be an increased focus on themes/issues and context, and how these are revealed in texts.</p>	<p>a means of analysing multiple poems.</p> <p>Analysing a range of poems in light of a single theme will also develop an enhanced appreciation for how authors use poetic approaches to share ideas.</p>	<p>develop a deep understanding of a key theme in the play. Students will also have the opportunity to relate the play to Elizabethan dramatic devices and staging, and the Shakespearean context of the play, in terms of gender roles, courtly love, romantic ideals, and family responsibilities.</p>	<p>choose appropriate narrative viewpoint.</p>	<p>socio/historical context to the play; they will connect this to themes and characters, and be able to find and justify examples.</p> <p>Students will be able to study a script to appreciate staging, stage direction and choreography, and then use these to compose and present their own performance. The unit, along with their earlier <i>Romeo and Juliet</i> unit, helps prepare students to interpret drama for meaning.</p>
9	<p>Novel: <i>Of Mice and Men</i></p> <p>This unit further develops students' abilities to explore the effect of language in prose literature. They will use skills which help them identify the significance of</p>	<p>Transactional: Speech</p> <p>Several examples of effective speaking and presentation will be analysed to identify techniques and methods which make presentations successful. The speakers represent a</p>	<p>Shakespeare: <i>Much Ado About Nothing</i></p> <p>The unit focuses on developing deep reading and inference skills in relation to a Shakespearean drama. This includes deep analyses of characters and</p>	<p>Poetry: WW1</p> <p>Year 9 Students now have a developed sense of language analysis from their Novel study and Shakespeare analysis. In this Unit, students will be taking their</p>	<p>Crafting the Short Story: Gothic</p> <p>Students study the genre of Gothic literature in detail, using contemporary examples and extracts from nineteenth century fiction. They build an understanding of a range of gothic</p>	<p>In Year 9 students complete only five units of work as each unit is more detailed and demanding than those previously studied in Key Stage Three. Moving more slowly and comprehensively</p>

	<p>language choices used by authors.</p> <p>The unit links to GCSE skills needed to interpret a range of language devices and discuss how context is revealed or influences a text. Students' use of detailed evidence and sophistication in the discussion of language will be a focus for assessment.</p> <p>Students will analyse a piece of unseen prose in their end of year exam.</p>	<p>range of styles, both formal and informal, and personality types. Students will develop their own abilities and unique skills, and will reflect on which style or situation is best suited to their strengths. The unit will guide students through how to open, structure and close their presentations, and develop skills in speaking confidently in a class scenario, using PowerPoint effectively, turning a detailed speech into notes, and ways to prepare for a presentation.</p> <p>The unit connects to both non-fiction writing and oral presentations for GCSE Language and Speaking and Listening.</p>	<p>themes, as well as taking advantage of the drama text for learning about staging, voice, intonation, movement, and text structure. There will be a strong emphasis on finding quotes, and annotating the text for meaning or inference. Language techniques will also have a strong focus.</p> <p>Study of the play will be closely linked to the Shakespearean Comedy genre, and the themes of Gender Politics, Love, and Confusion.</p> <p>This topic will be assessed in the Year 9 Exam, with a Literature-style GCSE question requiring students</p>	<p>analytical skills further in terms of comparing the different approaches of authors. Students perform a close study of 5-10 World War 1 poems, looking particularly at different thematic angles for the same topic - namely Romantic, Realist, Positive, Negative, Protest, Propaganda etc. The spine of the Unit involves students forming opinions about the War. The poetry will help students explore both positives and negatives.</p> <p>Students are required to have a working knowledge of 15 Anthology poems for their Literature GCSE, any</p>	<p>conventions, and ways to develop place, situation and characterisation in a text. They also develop skills in presenting mood and atmosphere, as well as plot choices and structuring short fiction.</p> <p>The unit helps to prepare students for working with nineteenth century texts, which is a requirement for both GCSE language and literature, and develops their own writing skills, which will account for 50% of their Language GCSE.</p>	<p>through these units allows students to develop skills that will prepare them for their GCSE studies in Key Stage Four. This includes the introduction of GCSE style questioning in their End of Year Exam.</p>
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