

**Long
Term Plan**

Students will appreciate the way in which a broad range of literary fiction and non-fiction texts work. They will confidently and competently draw links between the texts in order to appreciate the wider literary context that every work sits within. Students will be able to appreciate the ways in which writers convey key ideas and construct their texts in order to make a comment on universal themes. The Year 9 curriculum aims to challenge students to plan, edit and draft writing across a range of genres and purposes in order for students to truly appreciate the power of language and the process writers undertake in order to craft an effective text.

		Learning Cycle	Key Concepts and Themes	Vocabulary
Year 9: English	HT1	Short Stories: Texts in Conversation	<ul style="list-style-type: none"> • Story openings and endings, structure for impact • Exploring genre • Considering Narrative perspective and voice and analysing tone • Experimentation with sentence construction and Choice around setting and character • Figurative language for specific impact and patterns in language • Making connections: short stories in conversation • Planning, editing and drafting for accuracy and effect 	Genre, tone, exposition, climactic, omniscient, tension, semantic field, personification, symbolism, tone, dystopian, foreboding
	HT2			
	HT3	What is poetry?	<ul style="list-style-type: none"> • Function of poetry • Considering the choices poets make: poetic form; imagery; structure; voice • Poetic conventions: considering their use • Performing poetry using intonation, volume, mood, silence, stillness and action to add impact. 	Metonymy, enjambment, end-stopped line, caesura, stanza, sonnet
	HT4	Poetry: from the Romantics to the Postmodern	<ul style="list-style-type: none"> • Factors of production and reception • Analysis of language and poetic techniques • Poetic form and purpose • Authorial intention and Exploration of theme 	Romanticism, meter, rhyme, dramatic monologue, allusion, monotony, patriotism acquiescent,
	HT5	An Inspector Calls	<ul style="list-style-type: none"> • Characterisation and Structure • Stagecraft and dramatic devices • Context of production and reception (including reviews) • The way a writer uses and subverts generic conventions • The significance of social responsibility • Tracing themes across a text 	Microcosm, Socialism, Capitalism, infantilise, mouthpiece, façade, motif, symbolism, omniscience, cyclical structure, proxemics, dramatic irony
	HT6	Voices of Change	<ul style="list-style-type: none"> • The art of rhetoric and Structuring an argument to create a specific impact • Vocabulary and imagery to create tone • Using the full range of sentence constructions to create specific and varied impacts • Identifying perspective and viewpoint • Planning, editing and drafting for accuracy and effect 	Logos, pathos, ethos, rhetoric

Skill Development	<ul style="list-style-type: none"> • Students should start to be able to orientate themselves when faced with a text that is unfamiliar. • Students will also begin to consider their personal tastes and preferences as readers. • They will read with confidence and a critical eye. • students will continue to develop a wide vocabulary used with precision. • Students will begin to craft overarching thesis statements about texts they have read and will begin to appreciate how to effectively explore the argument through analytical writing. • Students will identify and appreciate the impact of a writer's choice accurately and with precision, spotting patterns and appreciating a writer's style. • Students will continue to appreciate how a text has been shaped by the context of its production and how the reception of a text has changed and will continue to change as society evolves. • Students will consciously craft their writing in order to create varied specific impacts. • Students will learn how to plan, draft, edit and proof-read their work in order to evaluate its overall effectiveness. • Students will perform play scripts of increasing complexity, in order to discuss language use, using role, intonation, tone, volume, mood, silence, stillness and action to add impact • Students will make critical comparisons across a range of texts in order to illuminate understanding of contexts, themes, characterisation, structure and language • Students will take an active role in managing classroom debate and will speak persuasively for formal presentations.
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