| Topic Name |  | Skills Developed | Link to National Curriculum Subject Content | Essential knowledge | Next link in WKGS curriculum | Link to KS2 National Curriculum | Other Notes |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Intro unit linked to outreach |  | Oracy   * Confidence in formal public speaking * Ability to write to persuade effectively | * using Standard English confidently in a range of formal and informal contexts, including classroom discussion * giving short speeches and presentations, expressing their own ideas and keeping to the point * participating in formal debates and structured discussions, summarising and/or building on what has been said * plan, draft, edit and proof-read through: considering how their writing reflects the audiences and purposes for which it was intended * using Standard English confidently in their own writing and speech | Audience  purpose  rhetorical devices  pitch  gesture  Structure  Counter argument | * Year 9 Sunmmer- Danger of a Single Story - study of speeches | * identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own * speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, * maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others * select and use appropriate registers for effective communication. | Pupils will take part in an interform debate |
| Novel | A  U  T  U  M  N | Reading   * Selecting and analysing evidence * Accurate paragraphing * Appreciation of writers’ choices | * Develop an appreciation and love of reading, and read increasingly challenging material independently * Studying setting, plot, and characterisation, and their effects | * Discourse marker * Authorial intent | * Y9 Autumn Twisted Tales) | * Inferring feelings, thoughts and motives * Predicting * Identifying how language, structure and presentation contribute to meaning | 25 mark-style essay:  How is character/ theme presented throughout the novel |
| Writing   * Register and tone * Format * Engaging the reader | * Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning * write accurately, fluently, effectively and at length for pleasure and information through writing for a wide range of purposes and audiences * drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing | * Register * Conventions of newspaper articles * Structure | * Year 9 summer Danger of a Single Story * SPAG | * Plan writing * Identifying conventions * Discuss and evaluate how authors use language * Use and understand grammatical terminology | Newspaper article |
| Poetry linked to novel | Reading   * Make links across forms * Identify similarities and differences * Making inferences | * English literature, both pre-1914 and contemporary, including prose, poetry and drama * knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning * recognising a range of poetic conventions and understanding how these have been used | * Poetic forms * Imagery | * Y8 – poetry examination * (GCSE English Literature Component 1 and 2 – poetry Anthology and unseen poetry) | * Wide range of poetry * Comparisons across [texts] * Discuss how authors use language to impact the reader * Identifying and discussing themes across a wide range of writing |  |
| Shakespeare | S  P  R  I  N  G | Reading   * Accurate inference * Understanding historical traditions * Developing interpretations | * Shakespeare (two plays) * Making inferences and referring to evidence in the text * Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play * Checking their understanding to make sure that what they have read makes sense | * Soliloquy * Structure of play * Use of stage directions * Life and times of Shakespeare * Canon * Iambic pentameter * Prose * Verse | * Year 9 spring –Shakespeare) | * Wide range of fiction from literary heritage * Inferring character’s thoughts, feelings and motives * Making comparisons * Predicting * Discuss and evaluate how authors use language, considering impact on reader | 25 mark- style essay:  How does [a character] change throughout the play? |
| Writing   * Controlling techniques to create effect * Cohesive structure * Wide ranging vocabulary | * Summarising and organising material, and supporting ideas and arguments with any necessary factual details * Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form * amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness * drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects | * Cohesion * Active and passive voices * Discourse markers | * Year 9 Autumn- Danger of a Single Story * SPAG | * Plan their writing, identifying the audience for and purpose of the writing * Noting and developing initial ideas, drawing on reading * Selecting appropriate grammar and vocabulary * Build cohesion * Assessing the effectiveness of writing * Ensuring consistent and correct use of tense * Ensuring subject and verb agreement * Proofread for SPaG | Island description |
| Poetry  EXAMINATION | S  U  M  M  E  R | Reading   * Understand effects of structure * Explore features used by a range of writers * Reader response | * English literature, both pre-1914 and contemporary, including prose, poetry and drama * knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning * recognising a range of poetic conventions and understanding how these have been used | * Relevant poetic forms and conventions * Assonance * Consonance * Half rhyme * Enjambment * Onomatopoeia * Personification | * GCSE English Literature component 1 and 2 – poetry anthology and unseen poetry | * Wide range of poetry * Identifying themes * Discuss and evaluate how authors use language * Identifying how language, structure and presentation contribute to meaning | poetry analysis |
| The Apprentice | Writing & Spoken language   * Producing texts specific to audience, purpose * Variety of group roles and speech types * Craft expression to suit context | * Using Standard English confidently in a range of formal and informal contexts, including classroom discussion * Giving short speeches and presentations, expressing their own ideas and keeping to the point * Write accurately, fluently, effectively and at length for pleasure and information through stories, scripts, poetry and other imaginative writing | * Rhetorical devices * Persuasive writing * Media | * Year 9 summer - Danger of a single story * (GCSE English Language Component 3 – spoken language endorsement assessment) | * Participate in discussions * Formal presentations and debates * Predicting * inferring * Wide range of non-fiction * Plan writing * Noting and developing initial ideas, drawing on research * Perform compositions * Assessing effectiveness * Understand how choices can change and enhance meaning * Structure texts | Spoken language – team presentation |
| Reading lessons | ALL YEAR | Reading   * Independent reading and study skills * Love of reading and literature | * Choosing and reading books independently for challenge, interest and enjoyment * Develop an appreciation and love of reading, and read increasingly challenging material independently * Write accurately, fluently, effectively and at length for pleasure and information through stories, scripts, poetry and other imaginative writing * Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons |  | * (GCSE English Language component 1 – creative and imaginative writing/ narrative writing) * SPAG | * Positive attitudes to reading * Wide range of texts * Recommending books to peers | Also linked to KS3 Creative Writing Competition – half termly in reading lessons |

Spoken language

There will be many opportunities during the course of the key stage to develop spoken language skills in a variety of lessons and tasks.