| 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
 | Audiencepurposerhetorical devicespitch gestureStructureCounter 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 | AUTUMN | 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 | SPRING | 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 |
| PoetryEXAMINATION | SUMMER | 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.