



## English Curriculum Plan Overview

Year 9					
Term	Topic	Learning	Pathway Links	How can parents' best support	Key Vocabulary
Autumn 1	Dystopian Fiction Skills for Writing	<ul style="list-style-type: none"> <li>Constructing a point of view</li> <li>Use of dialogue</li> <li>Language of fear</li> <li>Writing a short story</li> <li>Structuring a sense of fear</li> <li>Grammar for writing.</li> </ul>	<p><u>GCSE English Language</u></p> <p><u>AO2</u></p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p><u>AO5</u></p> <ul style="list-style-type: none"> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul> <p><u>AO6</u></p> <p>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>	<p>Watch films of the Dystopian Fiction genre e.g. The Hunger Games, Maze Runner.</p> <p>Discussions with your child on democracy vs dictatorships.</p> <p>Encouraging your child to write creatively.</p>	<p>Utopia</p> <p>Universe</p> <p>Noun</p> <p>Noun Phrase</p> <p>Dystopia</p> <p>Alternative</p> <p>Adverb</p> <p>Adverbial Phrase</p> <p>Deception</p> <p>Identity</p> <p>Rebellion</p> <p>Humanity</p> <p>Themes</p> <p>Characterisation</p> <p>Intention</p> <p>Equality</p> <p>Social context</p> <p>Political context</p>

			<p><u>AO7</u></p> <p>Demonstrate presentation skills in a formal setting</p> <p><u>AO8</u></p> <p>Listen and respond appropriately to spoken language, including to questions and feedback to presentations</p>		
<b>Assessment:</b>					
<b>Autumn 2</b>	<p><b>Appearance and Reality</b></p> <ul style="list-style-type: none"> <li>• Creating and illusion</li> <li>• Characters and setting</li> <li>• Unreliable narrator</li> <li>• Metaphors</li> <li>• Puns and wordplay</li> </ul>	<p><u>AO1</u></p> <ul style="list-style-type: none"> <li>• Identify and interpret explicit and implicit information and ideas</li> <li>• Select and synthesise evidence from different texts</li> </ul> <p><u>AO3</u></p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p><u>AO5</u></p> <ul style="list-style-type: none"> <li>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> </ul>	<p>Look at optical illusions with your child</p> <p>Talk to your child about narrators, identify them in films and TV programmes.</p> <p>Look for wordplay and puns in newspapers and magazines.</p>	<p>Illusionist</p> <p>Simile</p> <p>Connotation</p> <p>Unreliable narrator</p> <p>Acute</p> <p>Hearken</p> <p>Foresight</p> <p>Dissimulation</p> <p>Wrath</p> <p>Foe</p> <p>Wiles</p> <p>Pun</p> <p>Wordplay</p> <p>Homophone</p> <p>Theme</p> <p>Tale</p> <p>Folklore</p>	

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<b>Assessment:</b>	<b>Analysing Language and Structure - Madame Doubtfire (AO1, AO2)</b>				
<b>Spring 1</b>	<b>19th Century Fiction and Non-fiction</b>	<ul style="list-style-type: none"> <li>Analysis of language and structure 19<sup>th</sup> century fiction and non-fiction texts by Charles Dickens</li> <li>Identifying form style and register</li> <li>Evaluating and comparing</li> <li>Synthesising texts</li> </ul>	<p><u>AO1</u></p> <ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas</li> <li>Select and synthesise evidence from different texts</li> </ul> <p><u>AO2</u></p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p><u>AO3</u></p>	<p>Watch any modern films based on texts written in 19<sup>th</sup> century e.g. A Christmas Carol, Water Babies.</p> <p>Encourage your child to research who Charles Dickens is, books he wrote.</p> <p>Discuss and research what life was like in 19<sup>th</sup> century.</p>	<p>Domestic System</p> <p>Factory</p> <p>Farming</p> <p>Chimney Sweep</p> <p>Child Labour</p> <p>Attitude</p> <p>Language</p> <p>Factory</p> <p>Mill</p> <p>Labour</p> <p>Testimonies</p> <p>Charles Dickens</p> <p>Chimney Sweep</p> <p>Homeless</p> <p>Squalor</p> <p>Refuge</p> <p>“Freak Show”</p> <p>Difference</p>

			<p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p><u>AO6</u></p> <p>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p> <p><u>AO8</u></p> <p>Listen and respond appropriately to spoken language, including to questions and feedback to presentations</p>		Circus Deformity
<b>Assessment:</b>	<b>Evaluation and Comparison - 20th century text and a 19th century text (Christy Brown and Joseph Merrick) (AO1, AO3)</b>				
<b>Spring 2</b>	<p><b>News Writing</b></p> <p><b>Skills for Writing</b></p>	<ul style="list-style-type: none"> <li>• What is the purpose of a newspaper?</li> <li>• News paper reading and analysis</li> <li>• Transactional writing techniques</li> <li>• News article research</li> </ul>	<p><u>AO1</u></p> <ul style="list-style-type: none"> <li>• Identify and interpret explicit and implicit information and ideas</li> <li>• Select and synthesise evidence from different texts</li> </ul> <p><u>AO2</u></p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p><u>AO5</u></p>	<p>Look at newspapers in shops with your child.</p> <p>Read different headlines and ask your child who, what, where, when and why questions about the newspaper headline.</p> <p>Buying a newspaper</p> <p>Reading a newspaper</p>	<p>Headline</p> <p>Sub-heading</p> <p>Article</p> <p>Organisational marker</p> <p>Verbs</p> <p>Construction</p> <p>Clause</p> <p>Subordinate clause</p> <p>Clause</p> <p>Journalist</p> <p>Opinion</p> <p>Comparison</p> <p>Feature</p> <p>Device</p>

			<ul style="list-style-type: none"> <li>● Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>● Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul> <p><u>A06</u></p> <p>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p> <p><u>A08</u></p> <p>Listen and respond appropriately to spoken language, including to questions and feedback to presentations</p>		
<b>Assessment:</b>	<b><u>Transactional writing - Writing a news report (A05, A06)</u></b>				

Summer 1

EOY Exams Functional Skills Exams

- Reading Skills
- Writing Skills
- Speaking and listening skills
  
- Pearson/Edexcel Functional skills Entry Level English exams

**Component 1: Speaking, Listening and Communicating**  
**Texts**

Learners should practise different types of speaking, listening and communicating activities. This should include straightforward narratives, accounts, explanations, discussions instructions, information and descriptions.

By the end of the course, learners should be able to do the following.

**Learners must be able to:**

E3.1	Identify and extract relevant information and detail in straightforward explanations
E3.2	Make requests and ask concise questions using appropriate language in different contexts
E3.3	Communicate information and opinions clearly on a range of topics
E3.4	Respond appropriately to questions on a range of straightforward topics
E3.5	Follow and understand the main points of discussions
E3.6	Make relevant contributions to group discussions about straightforward topics
E3.7	Listen to and respond appropriately to other points of view, respecting conventions of turn-taking

**Component 2: Reading**

**Texts**

Learners should practise reading different types of text. This should include straightforward texts that instruct, describe, narrate and explain.

By the end of the course, learners should be able to do the following.

**Learners must be able to:**

E3.8	Read correctly words designated for Entry Level 3 (see <i>Annexe D</i> )
E3.9	Identify, understand and extract the main points and ideas in and from
E3.10	Identify different purposes of straightforward texts
E3.11	Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types)
E3.12	Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links)

Talk about exam stress with your child.

Discuss strategies to deal with the pressure of exams.

Discuss with your child the importance of exams.

			<p><b>Component 3: Writing</b></p> <p><b>Texts</b></p> <p>Learners should practise writing different types of text. This should include straightforward texts such as narratives, instructions, explanations and reports. By the end of the course, learners should be able to do the following.</p> <p><b>Content (spelling, punctuation and grammar)</b></p> <table border="1"> <tr> <td>E3.13</td> <td>Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)</td> </tr> <tr> <td>E3.14</td> <td>Form irregular plurals</td> </tr> <tr> <td>E3.15</td> <td>Use mostly correct grammar (e.g. subject-verb agreement, consistent tense, definite and indefinite articles)</td> </tr> <tr> <td>E3.16</td> <td>Use the first, second and third place letters to sequence words in alphabetical order</td> </tr> <tr> <td>E3.17</td> <td>Spell correctly words designated for Entry Level 3 (see <i>Annexe D</i>)</td> </tr> </table>	E3.13	Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)	E3.14	Form irregular plurals	E3.15	Use mostly correct grammar (e.g. subject-verb agreement, consistent tense, definite and indefinite articles)	E3.16	Use the first, second and third place letters to sequence words in alphabetical order	E3.17	Spell correctly words designated for Entry Level 3 (see <i>Annexe D</i> )		
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<b>Assessment:</b>															
<b>Summer 2</b>	<b>Class Read: Of Mice and Men</b>	<ul style="list-style-type: none"> <li>• Historical context</li> <li>• 1920's America</li> <li>• The Great Depression</li> <li>• Character analysis</li> <li>• Relationships</li> <li>• Representations of women</li> <li>• Racism</li> </ul>	<p><u>AO1</u></p> <ul style="list-style-type: none"> <li>• Identify and interpret explicit and implicit information and ideas</li> <li>• Select and synthesise evidence from different texts</li> </ul> <p><u>AO2</u></p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p>	<p>Conduct research with your child about the Great Depression</p> <p>Talk to your child about hidden disabilities</p> <p>Discuss racism in 1920's</p> <p>What is a ranch?</p>											

			<p><u>AO3</u></p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p><u>AO6</u></p> <p>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>		
<u>Assessment:</u>		<u>GCSE English Question</u>			