

## Year 9 Long Term Plan (2017-18)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>The Novel (Teacher's Choice)</b>	<b>Shakespeare (<i>Much Ado About Nothing</i>)</b>	<b>Non-Fiction Reading and Writing</b>	<b>Poetry (World War I)</b>	<b>Modern Drama (Teacher's Choice)</b>	<b>English Language (Paper 1) Media</b>
<p><b>Focus: English Literature AO1-3</b></p> <ul style="list-style-type: none"> <li>- Read, understand and respond to texts</li> <li>- Maintain a critical style and develop an informed personal response, using textual references to support interpretations</li> <li>- Analyse the language, form and structure used by a writer to create meanings</li> <li>- Show understanding of the relationships between texts and the contexts in which they were written</li> </ul>	<p><b>Focus: English Literature (AO1-4)</b></p> <ul style="list-style-type: none"> <li>- Read, understand and respond to texts</li> <li>- Maintain a critical style and develop an informed personal response, using textual references to support interpretations</li> <li>- Analyse the language, form and structure used by a writer to create meanings</li> <li>- Show understanding of the relationships between texts</li> <li>- Use a range of vocabulary, sentence structures and punctuation, with accurate spelling</li> </ul>	<p><b>Focus: English Language (AO5-6)</b></p> <ul style="list-style-type: none"> <li>- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purpose and audiences; Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> <li>- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</li> </ul>	<p><b>Focus: English Literature AO1-3</b></p> <ul style="list-style-type: none"> <li>- Read, understand and respond to texts</li> <li>- Maintain a critical style and develop an informed personal response, using textual references to support interpretations</li> <li>- Analyse the language, form and structure used by a writer to create meanings</li> <li>- Show understanding of the relationships between texts and the contexts in which they were written</li> </ul>	<p><b>Focus: English Language (AO7-9)</b></p> <ul style="list-style-type: none"> <li>- Demonstrate presentation skills in a formal setting</li> <li>- Listen and respond appropriately to spoken language, including to questions and feedback</li> <li>- Use spoken standard English effectively in speeches and presentations</li> </ul>	<p>Focus: English Language (AO1, 2 and 4)</p> <ul style="list-style-type: none"> <li>- Identify and interpret explicit and implicit information and ideas</li> <li>- Select and synthesis evidence from different texts</li> <li>- 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</li> <li>- Evaluate texts critically and support this with appropriate textual references</li> </ul>
<p><b>Assessment:</b> How does the writer present (character/theme) in this passage, and the rest of the novel? <b>Teacher to choose a suitable passage from the novel they have studied.</b></p>	<p><b>Assessment:</b> How does Shakespeare present Beatrice and Benedick's relationship in Act 1:1 and the play as a whole?</p>	<p><b>Assessment:</b> <i>'Tattoos and body art are unprofessional and obscene. They have no place in the workplace, school or in public.'</i> Write an article for a teenage magazine that argues your point of view in response to this comment</p>	<p><b>Assessment:</b> Compare the ways poets present the effects of conflict in 'Mental Cases' and 'The Not Dead'.</p>	<p><b>Assessment:</b> Deliver a monologue/dialogue in role as one of the characters from the play studied.</p>	<p><b>Assessment:</b> English Language Paper 1 (<i>White Fang</i> extract and descriptive task)</p>
<b>Mark out of 30</b>	<b>Mark out of 34 (30 + 4 SPaG)</b>	<b>Mark out of 40 (AO5 – 24; AO6 – 16)</b>	<b>Mark out of 30</b>	<b>Pass, Merit, Distinction</b>	<b>Mark out of 80 (Reading and Writing)</b>