

All Saints Catholic High School

Year 9 | English | Curriculum Knowledge Map - 2023/2024



Knowledge

Reading:

- Noughts and Crosses Malorie Blackman
- Other Voices
- An Inspector Calls JB Priestley

Writing:

- Narrative Writing
- Transactional Writing

All pupils in Y9 read for 15 minutes in every English lesson. A range of fiction texts are read to complement the Y9 curriculum including: They Both Die at the End, Martyn Pig, My Sister Lives on the Mantelpiece, All the Stars Were Burning Brightly and The Book Thief.

Each class will focus on a set text chosen after discussions with pupils. They will use a variety of reading strategies such as questioning, predicting, making & justifying inferences and summarising. More focused conversation around author purpose and intended/targeted audience reaction will take place. Focused study of use of salient vocabulary, grammatical technique and voice.

Skills

- A combination of reading and writing skills including:
- (English Literature): Maintain a critical style and develop an informed personal response. Use quotes and references to support and illustrate interpretations of the text.
- (English Literature): Show understanding of the relationship between the texts and the context they were written in.
- Communicate clearly and imaginatively and adapt tone, style and register to suit purpose, audience and form of writing. Organise information and ideas using paragraphs, discourse markers and PinAFORST (speech) imagery and sensory description (narrative story).
- Use a developing range of vocabulary and accurate sentence structures for clarity, purpose and effect with accurate spelling and punctuation.

Cross Curricular and Curriculum Enrichment Opportunities

- Drama: Noughts & Crosses, An Inspector Calls.
- History: Edwardian Era - social unrest.
- RE: social/moral responsibility.
- PSHE: diversity, racial inequality and discrimination.

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- Exploring different cultures, traditions and attitudes from a range of countries
- Bookflix

	Knowledge and Knowledge Extension	Building On	Assessment
Autumn	<p>Noughts and Crosses Know and understand the sequence of events to make up the plot. Know the key traits of the main character(s). Use a range of quotes to support inferences. Understand how to use register to communicate a personal response to the text. Explore and comment on how writers use language to achieve effects. Learn the importance of stage directions. Learn terminology e.g. playwright, structure, play/ scene/act, climax, stage directions, dramatic irony etc.</p> <p>Transactional Writing Focus on a range of non-fiction writing tasks and understand the difference between the various forms and structure. Explore how to use persuasive techniques and language devices to create specific effects. Develop arguments and how to craft detailed opinions and ideas. Use subject-specific terminology and discourse markers to communicate ideas successfully. Continue to develop drafting, proof-reading and editing skills.</p>	<p>Year 7 & 8 skills on creating setting, character and structure are beginning to be developed.</p>	<p>Low stakes tests on spellings, punctuation and grammar.</p> <p>Low stakes tests and live marking of class work. A mix of peer, self and teacher assessment in class..</p> <p>Formal: Two half-termly summative reading and writing assessments /50, to consolidate understanding of topics covered.</p>
Spring	<p>Other Voices Poetry: Read a range of 9-10 poems from other cultures. Know and learn the content (what's it about) and the structure (how it's organised) of each poem. Explore and comment on how the poet uses language, form and</p>	<p>Year 7 & 8 skills on context and poetic devices.</p>	<p>Low stake tests of poet, context, terminology and a range of quotations.</p> <p>Low stakes tests and live</p>

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	<p>structure to create specific meaning and effects. Learn terminology e.g. metaphor, juxtaposition, adjective, sonnet form etc. Analyse and explore quotations from each poem to enhance knowledge and understanding as well as to prepare for the formal assessment. Develop comparison skills – theme, structure, context, language etc. Show and analyse a range of WAGOLLS.</p> <p>Narrative Writing/Reading: Understand the key elements to writing a narrative. Understand the success criteria for story writing. Develop setting, character, plot and structure using language devices e.g. figurative language, hyperbole, pathetic fallacy etc. Develop ‘show don’t tell’ skills. Practice drafting and crafting responses to sample titles. Understand the need for technical accuracy/ grammar/punctuation for clarity of meaning and communication. Show and analyse a range of WAGOLLS. Read a range of short stories from other cultures. Know and learn the content (what’s it about) and the structure (how it’s organised). Explore and comment on how the writer uses language, form and structure for effects. Use these stories as inspiration for creation of own narrative writing.</p>	<p>Build on AO1 and AO2 skills learned in Yr7 & 8.</p> <p>Build on writing skills learned in KS2 and KS3.</p>	<p>marking of class work. A mix of peer, self and teacher assessment in class..</p> <p>Formal: Two half-termly summative reading and writing assessments /50, to consolidate understanding of topics covered.</p>
Summer	<p>Literature - An Inspector Calls Read and understand the whole play. Understand the AOs. Know and learn the sequence of events, all of the characters with a main focus on the key characters, themes, symbolism and a range of quotes. Learn the importance of stage directions.</p>	<p>Building on 20th Century prose studied in Yr8 (Animal Farm) and 20th Century play studied in Yr9 Term 1</p>	<p>Low stakes tests on plot, character, terminology and quotations. Low stakes tests and live marking of class work. A mix of peer, self and teacher</p>

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Learn terminology e.g. playwright, structure, play/ scene/act, climax, stage directions, dramatic irony etc.
Explore and comment on how the writer uses language and structure to create specific meaning and effects.
Understand how social/historical events impact upon events that take place within the play and the impact upon the audience.
(NB AO3 is not required but context is important for deeper understanding of the play).

Analysis/ exploration of extracts and quotations throughout the play in order to enhance knowledge and understanding as well as to prepare for the formal assessment.

Transactional Writing

Focus on a range of non-fiction writing tasks and understand the difference between the various forms and structure. Explore how to use persuasive techniques and language devices to create specific effects. Develop arguments and how to craft detailed opinions and ideas. Use subject-specific terminology and discourse markers to communicate ideas successfully. Continue to develop drafting, proof-reading and editing skills.

(Noughts and Crosses)

assessment in class..

Formal: Two half-termly summative reading and writing assessments /50, to consolidate understanding of topics covered.