

Overview	Knowledge: What will they Learn?	Skills: Understanding - what will they be able to do?	Literacy - Key Terminology	Assessment
Autumn Term 1 The Novel	• The main storyline and features of the plot such as character, setting and atmosphere • Know different word classes (noun, verb, adjective, adverb) • Different methods writers use - language and structure • What a PEE paragraph is and how it helps to focus ideas • Knowledge of basic punctuation • How structure can be used by writers to tell a story in a certain way • How writers are influenced by a genre	• Show a basic understanding of the plot and structure (order of key events) • Identify and comment on basic word classes (noun, verb, adjective, adverb) • Identify and make a variety of comments on writers' methods • Continue to use the PEE structure to express ideas clearly • Use punctuation in their writing to demarcate clauses and sentences accurately • Be able to write clear sentences with accurate spelling and grammar • Join clauses and sentences in a cohesive way to express related ideas clearly	• Plot • Word class (noun, verb, adjective, adverb) • Context • Character • Writers' methods • Setting • PEE Paragraph • Novel • Structure • Atmosphere	<u>Self-assessment:</u> analytical paragraph (focus on structural analysis) in the style of the teacher assessed reading DMT <u>Teacher assessed reading DMT:</u> Teacher assessed reading DMT: analytical paragraph (focus on structural analysis)

		• Make relevant comments on the effects of structural choices made by the writer • Explain how writers have been influenced by particular aspects of a genre		
Autumn Term Term 2 Diverse Poetry	• Understand the importance of reading diverse poems from a range of diverse writers and the importance of hearing about different experiences. • Understand increasingly challenging texts through: learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries; • make inferences, referring to evidence in the text. • Draw out and comment on relevant connotations of powerful words • Recognise a range of poetic conventions and understand how these have been used;	• Be able to make points (ideas) in answer to a question • Find suitable quotations to support a point • Identify a range of poetic devices used in a quotation or the structure of a poem • Analyse how poetic devices create meaning and effect • Understand and explain how background and context help a reader understand a poem • Understand the effect of different structures in poetry • Compare how ideas are presented in different poems, looking for similarities and differences between poems	• Stanza • Rhythm • Rhyme scheme • Free Verse • Figurative language • Imagery • Couplet • Onomatopoeia • Alliteration • Sibilance • Symbolism • end stop • enjambment	<u>Self-assessment:</u> comparative paragraph in the style of the teacher-assessed reading DMT (students can compare how ideas about identity are presented through language, form and structure) <u>Reading teacher marked DMT:</u> To compare how the theme of identity is presented within The British and Flag (students can

	• Make comparisons across texts.	and commenting on what these can tell us about the world and the poets' diverse viewpoints and experiences • Use a range of punctuation • Use a range of different sentence structures and lengths within poetry • Use a wide range of vocabulary • Use poetic devices such as similes and metaphors imaginatively • Make considered structural choices when writing poetry	• Caesurae • Extended metaphor • quatrain	compare how ideas about identity are presented through language, form and structure)
Progress check	What measurable criteria will you use to determine who is Above Expected, Expected, Expected, Below Expected? • Above Expected: Students will meet all bullet points outlined in the skills outlined above. • Expected: Students will meet most bullet points outlined in the skills outlined above. • Below Expected: Students will meet two or fewer bullet points in the skills outlined above. • Cause for concern: Students produce insufficient work to meet any of the skills outlined above.			

Spring Term 1 19th C Extracts	To explore a wide range of 19th Century extracts - To explore the features of non-fiction text types and employ them in our writing - To learn the difference between fact and opinion - To share and discuss their opinions on a wide range of topics - To explore persuasive methods used by writers	Basic understanding of different 19th Century text types and identifying their features - To understand the term '19th Century' - To identify basic facts from opinion and how to check facts - To follow the basic structure and conventions of nonfiction writing (statistics, facts, emotive language) - To use some basic persuasive methods for effect - make some relevant recommendations on how to improve persuasive language	19th Century - non-fiction - Victorian Era - register - Standard English - concise - persuasion - fact - opinion - Statistics	<u>Self-assessment DMT:</u> Write a speech delivered to the senior leadership team at Holy Cross in which you give your opinion on the statement. <u>Teacher assessed writing DMT:</u> Write an article for your school newspaper in which you argue for or against the statement.
Spring Term 2	- To understand what the term 'genre' means - To explore the conventions of the gothic, detective, fantasy,	To identify and show a basic understanding of different conventions from a range of genres	Genre Conventions	<u>Self-assessment</u> Task: Write a short fantasy fiction story

Creative Writing	dystopian, science fiction and bildungsroman genres • To explore the conventions of a gothic setting • To explore language and multiple interpretations within a text • To explore the detective genre and the role of the detective • To create their eccentric detective • To explore how sentence forms create tension • To explore how to effectively use structure in a short story • To explore totalitarianism in dystopian fiction • To effectively create a drama performance based on a chosen genre	• To identify and comment on a gothic setting showing a basic understanding • Analyse language closely, showing a basic understanding of how language can have multiple meanings within a text • Pick and analyse sentence forms from a text and comment on how tension is created showing a basic understanding • Write their own creative writing exploring how structure and genre conventions inform their creative choices • Create a drama performance and make some basic choices around plot, movement, intonation and volume.	Setting Plot Character Protagonist Antagonist Gothic Detective Sidekick Fantasy Dystopian Science fiction Bildungsroman Archetype Stereotype Totalitarianism Supernatural	and include a cyclical structure within your creative writing. <u>Teacher marked assessment</u> Task: Write the opening to a dystopian society.
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Summer Term 1 Romeo and Juliet	• The plot and subplots of Romeo and Juliet • Who characters in Romeo and Juliet are and how they interact with one another • A wide range of dramatic effects such as entrances and exits • How Shakespeare's plays are divided into Acts and Scenes and how the structure of the play creates dramatic effects • Identify how a wide range of methods are used for effect	• Show a basic understanding of the plot and subplots • Show a basic understanding of characters and how they interact with one another • Identify and comment on basic dramatic effects such as entrances and exits • Identify and comment on how Shakespeare's plays are divided into Acts and Scenes and explain how the structure of the play creates dramatic effects	• Plot • Sub-plot • Character • Writers' methods • PEE Paragraph • Dramatic effects • Entrances • Exits • Rhyming Couplets • Puns	Note: Y9 end-of-year exams usually take place in either Summer 1 or 2 and will replace a class DMT. The Y9 EOY exams focus on reading skills. They will read a fiction extract and answer a series of questions about its structure.

	including rhyming couplets and puns • To structure my analytical paragraph in PEE paragraphs • To develop my explanation of the effect of a range of methods • Know the aspects of a Shakespearean tragedy and identify those used in Romeo and Juliet, including the term 'tragic hero' • To proofread and correct SPAG • To edit and improve my work	• Identify and make basic comments on the effects of Shakespeare's methods • Use the PEE structure to express ideas clearly • Make relevant comments on the effects of structural choices made by the writer • Explain how Shakespeare has included the conventions of a Shakespearean tragedy, including the term 'tragic hero' • Proofread and correct SPAG • To self-assess work to edit and improve responses	• Shakespearean tragedy • Tragic hero	Teacher assessed reading DMT: Analyse how Shakespeare presents Romeo's feelings towards Juliet in Act Two, Scene Two, lines 1-25. Students may comment on: - language features - structural features - dramatic features
Summer Term 2	• To understand the conventions of speeches and assess the effectiveness of different speakers	• To make basic observations about the effectiveness of a speech • To understand a range of contemporary issues	Genre Purpose Audience	Note: Y9 end-of-year exams usually take place in either Summer 1 or 2 and will

Speaking & Listening (planning and drafting of GCSE speech to be recorded at the beginning of Y10)	• To appreciate a range of contemporary issues and the diversity of opinion around them • How to plan out the content of a speech • How to research topics and issues and assess the reliability of sources • How to structure a speech for effect • How to use language devices to interact with an audience • How to use tone of voice and body language for effect in a speech • How to deliver a recorded speech in front of an audience	• To be able to carry out basic research for a speech • To be able to use simple structural techniques for effect • To be able to include a range of literary devices for effect • To be able to deliver a straightforward speech with some variety of tone and engagement with the audience • To be able to explore a range of arguments and ideas	Opinion Tone of voice Body language Structure Basic Techniques such as a list of 3, statistics, rhetorical question, list of 3, repetition of keywords, simple sentences	replace a class DMT. The Y9 EOY exams focus on reading skills. They will read a fiction extract and answer a series of questions about its structure. <u>S&L Assessment:</u> students perform their speeches in pairs and peer assess Teacher assessed writing DMT: mark a draft of their speeches
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