SUBJECT AREA:	English Language	YEAR / GROUP:	9 KS3 Rolling programme In Sequence 7,8,9

BRIEF SUMMARY OF CURRICULUM INTENT

Year 9 pupils will be introduced to a range of fiction and non-fiction texts from different historical periods (from the 19th, 2oth and 21st centuries, which will prepare them for the type of texts they can expect to find in the Pearson Edexcel Lift GCSE examination preparation moving in to year 10 and 11.

Year 9 students will read and engage in more difficult fiction texts and short stories and focus on plot, sequence and characters. Non-fiction reading will be used to answer questions about interpreting ideas and information, summary and synthesis, identifying language choices, commenting on effects, identifying points of view and making comparisons.

Year 9 pupils will learn about the features required to write pieces of fiction and non-fiction writing. Spoken Language skills will be taught and developed in Year 9 so students can participate effectively in group work, discussions and presentations for learning.

One poetry unit is included in this planning- Nettles by Vernon Scannell which will be studied through reading, writing and speaking and listening activities.

The year 7,8,9 curriculum planning includes the coverage of a wide range of reading, writing and speaking and listening skills which will support the coverage of content for a variety of examination boards for those returning to a mainstream educational establishment, and in addition to that to guide pupils staying at H3 towards the H3 chosen GCSE- Pearson Edexcel 2.0 Lift.

Due to pupils at H3 being on a part-time timetable, coverage of this curriculum map will be proportional to the amount of time spent covering the subject and differentiated to meet their SEN needs and best ways of working. Pupils arrive at H3 with significant gaps in their learning and individual learning programmes (often from lower year groups or key stages) are developed to meet their needs.

Individual Reading Route: H3 has a range of reading books from beginner's readers to books that will support/challenge/build resilience for pupils working towards GCSE and if they stay at H3, the Pearson Edexcel Lift 2.0 GCSE. Pupils 'on target' with their reading at KS3 will initially read through our collection of 'Ransom Readers Shades 2.0' books and then progress to the 'Robinswood Teenage Novels'-each of these titles has been included in the Accelerated Reader (AR) programme and if for various reasons pupils are not able to access their group/individual English lesson on a certain day, then exercises from the scheme can be set for individual work.

How SMSC and British Values are delivered in this subject
Being able to work in a group or team situation/ Reflection of social and moral issues within a text/ Exploring a range of situations and discussing them / Building on the understanding that narratives and literature can influence our understanding of how we view ourselves in the world/ Understanding how cultures differ through texts/ Developing own individual voice/ Developing an understanding of how poverty and social issues are presented in a text and explore these issues/ Gaining a sense of enjoyment in learning about themselves, others and the world around them.

KEY DATES / NOTES
Induction period of two weeks to precede the curriculum map below Oak Academy Trust is used as a planning resource for many lessons and schemes alongside other support such as TES, Teachit, Twinkl and the AQA and Pearson Edexcel site.

Timing	Key Skills for each half term	Teaching & Learning • Themes • Learning Styles	Literacy elements to be covered (whole school Literacy focus)	Assessment Focus *including dates and suggested assessments Methods of assessment*	Additional features of m • Visits • Special events
AUTMN Half term 1 Heroes by Robert Cormier	Fiction Reading Identifying information Interpreting ideas	Reading independently. Working in groups to develop reflectiveness and understanding of the opinions of others. Teacher lead sessions when working on questions types and how to answer a given question. Step by step, teacher lead, when leaning about how to extract explicit and implicit information from text.	School Reading Scheme- group and individual. Filling the gaps phonics wok-individual. Shared reading- H3 books- Heroes by Robert Cormier and other GCSE and Pearson Edexcel 'Lift' extracts Suggested texts: Reading research for Spoken Language activities. Reading one fiction text and identifying information about one aspect of the text.	BKSB tracking assessments regularly. Verbal feedback whilst working Group and paired discussions Verbal feedback after completion of work Practice questions Homework questions Controlled independent work	CC Links- ICT/PSHE/ (History/geography/Scien depending on text used)

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		Computer based learning when researching Modelling Effective questioning Differentiation Reinforcement activities Personalised learning Collaborative work Individual assignments	Understanding the key terms explicit, implicit and interpret. Being able to list information about a text. Being able to check the focus of a question. Reading statements and being able to show which part of the text produced certain information.	Half-termly assessment questions.	
	Fiction Writing Description Considering a range of ideas Developing sensory Language Creating interesting opening sentences Narrative writing	Teacher-lead modelling sessions Working in pairs and groups to share ideas Independent writing Drafting and editing Computer word processing H Modelling Effective questioning Differentiation Reinforcement activities Personalised learning Collaborative work Individual assignments and-written work	Spelling, punctuation and grammar associated with descriptive writing. Generating ideas for writing Deciding upon interesting and appropriate beginnings. Describing settings/Pearl Harbour theme Describing characters/character profile Opening sentences to create mood. Starting sentences in different ways. Using pictures as a stimulus for writing Review of language features: adjectives, adverbs, similes, metaphors, personification, alliteration, onomat-poeia Narrative writing- Pearl Harbour theme Beginning, middle and endings. Action, description, dialogue Planning, drafting and editing.	BKSB tracking assessments regularly. Verbal feedback whilst working Group and paired discussions Verbal feedback after completion of work Practice questions Homework questions Controlled independent work Half-termly assessment pieces of writing.	CC Links- ICT/PSHE/ (History/geography/Scien depending on text used)

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AUTUMN Half term 2 I'm the King of the Castle/ The Yellow Wallpaper Nettles by Vernon Scannell	Fiction reading Identifying Language choices Analysing effects of language Poetry- Nettles by Vernon Scannell: Language analysis/ content, form and structure of a poem/ developing a deeper meaning from a poem/ comparing and contrasting poems/ understanding symbolism	Reading independently. Working in groups to develop reflectiveness and understanding of the opinions of others. Teacher lead sessions when working on questions types and how to answer a given question. Step by step, teacher lead, when leaning about how to explain a writer's language choices and how to analyse language Computer based learning when researching Paired and group poetry discussion Individual analysis of poetry Computer research of poet Modelling Effective questioning Differentiation Reinforcement activities Personalised learning Collaborative work Individual assignments	School Reading Scheme- group and individual. Filling the gaps phonics wok- individual. Shared reading- H3 books- Pearson Edexcel suggested story selection including I'm the King of the castle by Susan Hill- The Yellow Wallpaper by Charlotte Perkins Gilman and other PE extracts Suggested Texts- Reading research for Spoken Language activities. Identifying whether the writer has used interesting words, phrases and language features and to explore what effect they have on the reader. Review of key terms such as: atmosphere/phrase/ adjectives/ alliteration/connotations/contrast/ metaphor/ simile/personification Being able to describe the atmosphere in a text. Annotating - making notes on a text Describing the comparisons in a simile and the effect that they have. Understanding and describing imagery as being descriptive language, creating an image in the reader's mind.	BKSB tracking assessments regularly. Verbal feedback whilst working Group and paired discussions Verbal feedback after completion of work Practice questions Homework questions Controlled independent work Half-termly assessment questions.	CC Links- ICT/PSHE/ (History/geography/Scien depending on text used)

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			Understanding how a writer creates an impression. Exploring emotions in a poem Identifying specific vocabulary in a poem Metaphor identification in poetry Alliteration and its effect in poetry Exploring the tone of a poem Exploring the structure and form of a poem Rhyming words in poetry Personal responses and evaluations of poetry		
	Writing: Narrative writing Exploring a range of ideas Exploring settings Fiction reading Identifying Language choices Analysing effects of language Poetry- Nettles by Vernon Scannell: Language analysis/ content, form and structure of a poem/ developing a deeper meaning from a poem/ comparing and contrasting poems/ understanding symbolism	Teacher lead modelling sessions Working in pairs and groups to share ideas Independent writing Drafting and editing Computer word processing Hand-written work Modelling Effective questioning Differentiation Reinforcement activities Personalised learning Collaborative work Individual assignments Visual Literacy –video clips	Spelling, punctuation and grammar associated with narrative writing. Using a variety of sentence lengths. Using paragraphs. Research and descriptive work on a range of settings in preparation for narrative writing e.g. a story set at night/ narrative set in a forest-frightened theme- link to Yellow wallpaper Generate notes ad word banks on the figurative language that could be used in different settings. Changing the focus from one setting to another within a narrative.	BKSB tracking assessments regularly. Verbal feedback whilst working Group and paired discussions Verbal feedback after completion of work Practice questions Homework questions Controlled independent work Half-termly assessment pieces of writing.	CC Links- ICT/PSHE/ (History/geography/Scien depending on text used)

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			Using pictures as a starting point for ideas. Planning, drafting and editing. Writing responses to poetry/texts e.g. personal response by letter Note taking during visual Literacy- Report writing- Asylums (after discussion work) S and L- Planning and preparing an argument Work on first person Analysing quotes and what they infer Effectiveness of adjectives Introduction to using PEE (Point evidence explain) Starting to look at GCSE AO1- Find 4 things Historical research- women's rights- letter writing Descriptive writing- setting		
SPRING Half term 3 War Horse	Reading Fiction Identifying structural features Analysing effects of structure Evaluation of how good a writer is at using a range of features to create an effect. Exploring structural and language effects together.	Reading independently. Working in groups to develop reflectiveness and understanding of the opinions of others. Teacher lead sessions when working on questions types and how to answer a given question. Step by step, teacher lead, when leaning about how to explain a writer's language	School Reading Scheme- group and individual. Filling the gaps phonics wok- individual. Shared reading- H3 books- War Horse by Michael Morpurgo and other Pearson Edexel extracts Suggested Texts- Reading research for Spoken Language activities. Exploring opening sentences. Understanding key terms such as: flashback/ perspective/ setting/	BKSB tracking assessments regularly. Verbal feedback whilst working Group and paired discussions Verbal feedback after completion of work Practice questions Homework questions Controlled independent work	CC Links- ICT/PSHE/ (History/geography/Scien depending on text used)

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		choices and how to analyse language and structure. Computer based learning when researching Modelling Effective questioning Differentiation Reinforcement activities Personalised learning Collaborative work Individual assignments	climax/ empathy/ pace/ symbolism/dialogue Understanding how a writer changes the focus of a story-shifts. Identifying switches from first to third person. Looking at paragraph lengths. Making judgements about a narrative- opinion. Be able to comment upon structural and language effects together.	Half-termly assessment questions.	
	Writing- fiction Narrative Introducing characters Character development Dialogue Developing punctuation for dialogue Exploring and generating plots for narrative	Teacher lead modelling sessions Working in pairs and groups to share ideas Independent writing Drafting and editing Computer word processing Hand-written work Modelling Effective questioning Differentiation Reinforcement activities Personalised learning Collaborative work Individual assignments	Spelling, punctuation and grammar associated with narrative writing. Using pictures as stimuli for writing. Planning, drafting and editing. Developing interesting characters using profiles. Working on how to present different characters. Introducing characters into a narrative. Explore dialogue punctuation. Presenting a character through dialogue. Looking at plot: rising action, climax and falling action- use of story mapping. Writing parts of a narrative and whole piece.	BKSB tracking assessments regularly. Verbal feedback whilst working Group and paired discussions Verbal feedback after completion of work Practice questions Homework questions Controlled independent work Half-termly assessment pieces of writing.	CC Links- ICT/PSHE/ (History/geography/Scien depending on text used)

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SPRING Half term 4 War Horse	Reading – non-fiction Interpreting information and ideas in non-fiction text.	Reading independently. Working in groups to develop reflectiveness and understanding of the opinions of others. Teacher lead sessions when working on questions types and how to answer a given question. Step by step, teacher lead, when leaning about how to answer questions about a non-fiction text. Computer based learning when researching Modelling Effective questioning Differentiation Reinforcement activities Personalised learning Collaborative work Individual assignments	School Reading Scheme- group and individual. Filling the gaps phonics wok- individual. Shared reading- War Horse Michael Morpurgo/ PE extracts Reading research for Spoken Language activities. Finding explicit and implicit information Being able to explain what is implied by quotations and parts of a text Reading statements and deciding which are true or false	BKSB tracking assessments regularly. Verbal feedback whilst working Group and paired discussions Verbal feedback after completion of work Practice questions Homework questions Controlled independent work Half-termly assessments	CC Links- ICT/PSHE/ (History/geography/Scien depending on text used)
	Writing non-fiction- Arguments/point of view Selecting and sequencing ideas Exploring tone and register Developing sentence forms	Teacher lead modelling sessions Working in pairs and groups to share ideas Independent writing Drafting and editing Computer word processing Hand-written work Modelling	Spelling, punctuation and grammar associated with argument writing. Planning, drafting and editing. Responding to statements and giving points of view Arguing for and against Presenting a point of view- building up an argument Linking ideas	BKSB tracking assessments regularly. Verbal feedback whilst working Group and paired discussions Verbal feedback after completion of work Practice questions	CC Links- ICT/PSHE/ (History/geography/Scien depending on text used)

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		Effective questioning Differentiation Reinforcement activities Personalised learning Collaborative work Individual assignments	Use of connectives such as: moreover, furthermore, in addition, on the other hand, in contrast. Including a contrasting argument to dismiss and make point of view stronger Use of modal verbs, standard English, avoiding abbreviations and contractions. Use of direct address, rhetorical questions and repetition.	Homework questions Controlled independent work Half-termly assessment pieces of writing.	
SUMMER Half term 5 Kick- Mitch Johnson	Reading non-fiction Making connections and synthesizing ideas in non-fiction text Summarising ideas Commenting on the effects of language in non-fiction texts	Reading independently. Working in groups to develop reflectiveness and understanding of the opinions of others. Teacher lead sessions when working on questions types and how to answer a given question. Step by step, teacher lead, when leaning about how to summarise and synthesize/ effects of language Computer based learning when researching Modelling Effective questioning Differentiation Reinforcement activities	School Reading Scheme- group and individual. Filling the gaps phonics wok- individual. Shared reading- / Kick by Mitch Johnson/PE extracts Reading research for Spoken Language activities. Understanding of the meaning of summarising and synthesis Extracting key points and main ideas Finding evidence to support key points and main ideas Understanding the focus of the question and what it is to be summarised Using inference- interpreting ideas	BKSB tracking assessments regularly. Verbal feedback whilst working Group and paired discussions Verbal feedback after completion of work Practice questions Homework questions Controlled independent work Half-termly assessments	CC Links- ICT/PSHE/ (History/geography/Scien depending on text used)

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		Personalised learning Collaborative work Individual assignments	Finding interesting choices of language Choosing quotations to support ideas Finding interesting examples of Figurative language Finding and using technical language to explain ideas and effects		
	Writing non-fiction- Letters Letters arguing a point of view Selecting and sequencing ideas Exploring tone and register Developing sentence forms	Teacher lead modelling sessions Working in pairs and groups to share ideas Independent writing Drafting and editing Computer word processing Hand-written work Modelling Effective questioning Differentiation Reinforcement activities Personalised learning Collaborative work Individual assignments	Spelling, punctuation and grammar associated with writing letters and expressing a point of view Planning, drafting and editing. Responding to a statement and giving point of view by letter. Understanding of audience, form and purpose- letter layout Using appropriate formal language Showing a build- up of ideas and arguments Paragraphs- opening clear statements, exploring ideas and points in detail and final reinforcement Linking of ideas and paragraphing. Use of connectives such as: moreover, furthermore, in addition, on the other hand, in contrast.	BKSB tracking assessments regularly. Verbal feedback whilst working Group and paired discussions Verbal feedback after completion of work Practice questions Homework questions Controlled independent work Half-termly assessment pieces of writing.	CC Links- ICT/PSHE/ (History/geography/Scien depending on text used)

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SUMMER Half term 6 Kick by Mitch Johnson	Reading non-fiction Identifying points of view Making comparisons Organising comparisons	Reading independently. Working in groups to develop reflectiveness and understanding of the opinions of others. Teacher lead sessions when working on questions types and how to answer a given question on comparisons Step by step, teacher lead, when leaning about how to Computer based learning when researching Modelling Effective questioning Differentiation Reinforcement activities Personalised learning Collaborative work Individual assignments	School Reading Scheme- group and individual. Filling the gaps phonics wok- individual. Shared reading- Kick by Mitch Johnson/ PE extracts Reading research for Spoken Language activities. Identifying points of view Listing differences and similarities Identifying how a writer chooses to present their points of view- features used Identify and comment upon structural features Deciding upon the most effective text	BKSB tracking assessments regularly. Verbal feedback whilst working Group and paired discussions Verbal feedback after completion of work Practice questions Homework questions Controlled independent work Half-termly assessments	CC Links- ICT/PSHE/ (History/geography/Scien depending on text used)
	Writing non-fiction Writing non-fiction- Articles- point of view Selecting and sequencing ideas Exploring tone and register Developing sentence forms	Teacher lead modelling sessions Working in pairs and groups to share ideas Independent writing Drafting and editing Computer word processing Hand-written work Modelling Effective questioning Differentiation Reinforcement activities Personalised learning	Spelling, punctuation and grammar associated with writing articles and expressing a point of view in articles Planning, drafting and editing. Understanding the form, purpose and audience of a range of articles. Using appropriate formal/informal language Showing a build- up of ideas and arguments Paragraphs- opening clear statements, exploring ideas and	BKSB tracking assessments regularly. Verbal feedback whilst working Group and paired discussions Verbal feedback after completion of work Practice questions Homework questions Controlled independent work Half-termly assessment pieces of writing.	CC Links- ICT/PSHE/ (History/geography/Scien depending on text used)

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		Collaborative work Individual assignments	points in detail and final reinforcement Linking of ideas and paragraphing. Use of connectives such as: moreover, furthermore, in addition, on the other hand, in contrast. Use of quotations		