

	Autumn 1	Autumn 2 Key Dates/Data Drop: Dec 3 rd -12 th	Spring 1	Spring 2 Key Dates/Data Drop: March 6 th	Summer 1	Summer 2 Key Dates/Data Drop: June 19 th
Year 9	Topic: Topic: Transactional Writing	Topic: 19th Century Novel 'A Christmas Carol'	Topic: Shakespeare	Topic: Read All About It!	Topic: Poetry	Topic: Modern play or prose
Educational Opportunities:	Rationale of Learning: Pupils develop skills in formal writing drawing from a range of stimulus. Focus to be on transactional persuasive writing with targeted topics to encourage students to consider both sides of controversial topics.	Rationale of Learning: Students study Christmas Carol. The approach will ensure development of understanding of writer's perspectives and key characters and themes in the text, rather than memorisation of a range of quotations and historical context. <i>T&L to include opportunities for narrative/description writing.</i>	Rationale of Learning: Pupils study Macbeth and develop skills in interpretation of themes and relating a text to its context. This unit has a comparative element where pupils will discover links between the play and previous Shakespeare plays studied.	Rationale of Learning: Pupils explore articles from a variety of sources and use their analysis as a basis for developing their own skills in article writing using the project-based learning cycle for formative peer feedback and re-drafting. Allows for teachers and students to consider targeted areas for improvement in line with age-related expectations.	Rationale of Learning: Pupils will develop skills in interpretation and analysis of language through the study of poetry. <i>T&L to include opportunities for narrative/description writing once a week.</i>	Rationale of Learning: Pupils study extracts from range of contemporary plays and prose to explore specifically the writers' attitudes and perspectives towards their subjects through their use of a range of methods.
	Differentiation Opportunities: <ul style="list-style-type: none"> 'Magpie' tasks and Vocabulary builders. Call and respond writing tasks. Drafting and re-drafting with use of peer assessment and experts. Vocab banks Range of questioning about varying degrees of social and cultural contexts Range of reading strategies to suit different learning needs. Exposure to a varying degree of literature suitable to challenge different reading ages. 	Differentiation Opportunities: <ul style="list-style-type: none"> Visual aids to inform understanding of imagery. Live class annotation Reading against the grain New historical perspectives for high ability to encourage critique. Wider reading to include essays and articles to consider ability. Independent attempts at GCSE questions. Expert tasks. Differentiated discussion of social and political situations. Use of model answers based on targeted grades. 	Differentiation Opportunities: <ul style="list-style-type: none"> Modern scripts available to aid understanding Shakespeare comic strips available. Visual aids to inform understanding of imagery. Live class annotation Reading against the grain New historical perspectives Gender studies 	Differentiation Opportunities: <ul style="list-style-type: none"> Expert tasks. Comprehension and differentiated discussion of social and political situations. Study of contemporary issues and real-industry writing. Project-based article writing based on topic of students' choice. 'Mastering' objective that encourages redrafting. Group/paired writing tasks. In-class workshops Project-based learning scheme which encourages peer feedback and student experts. 	Differentiation Opportunities: <ul style="list-style-type: none"> Breadth of study and curricular links to consider ability. Teaching to target differentiated levels based on GCSE criteria. Memorisation tasks to improve retention skills. Depth of context to consider ability. Class annotations and targeted questioning. Wider reading to include essays and articles for high ability. 	Differentiation Opportunities: <ul style="list-style-type: none"> 'Magpie' tasks and Vocabulary builders. Call and respond writing tasks. Writing frames and learning strips. Audio/Visual accompaniment to texts. Pupil-friendly GCSE markschemes and targeted peer assessment. Differentiated assessments to ensure accessibility.
	Skills taught: Language (Writing) AO5- What to write AO6- How to write	Skills taught: Language (Reading) AO1- Reading for meaning AO2- Looking closer at language AO3- Writer's message	Skills taught: Language (Reading) AO1- Reading for Meaning AO2- Looking closer at language.	Skills taught: Language (Writing) AO5- What to write AO6- How to write	Skills taught: Literature (Reading) AO1- Reading for meaning AO2- Looking closer at language AO3- Writer's message	Skills taught: Literature (Reading) AO1- Reading for meaning AO2- Looking closer at language AO3- Writer's message
	Summative Focus: <ul style="list-style-type: none"> Writing (Lang AO5/6) <i>Opinion piece in response to a statement and two related sources.</i> 	Summative Focus: <ul style="list-style-type: none"> Reading (Lit AO1/2/3) <i>Extract and Question based on theme and/or key character.</i> 	Summative Focus: <ul style="list-style-type: none"> Reading <i>Extract and Key Question based on character and/or theme.</i> 	Summative Focus: <ul style="list-style-type: none"> Writing (Lang AO5/6) <i>Opinion piece in response to a statement and two related sources</i> 	Summative Focus: <ul style="list-style-type: none"> Reading (Lit AO1/2/3) <i>Poem and Key question based on theme. (2 poems for differentiation)</i> 	Summative Focus: <ul style="list-style-type: none"> Reading (Lit AO1/2/3) <i>Choice of 2 questions based on character and theme (possible extracts for differentiation)</i>
	Cross-curricular Opportunities: <ul style="list-style-type: none"> Cross-curricular subject specific articles to explore content beyond the subject English. 	Cross-curricular Opportunities: <ul style="list-style-type: none"> Christmas Parcels for Homeless shelter and OAP homes. Links with Victorian history. 	Cross-curricular Opportunities: <ul style="list-style-type: none"> Involvement of drama specialists/workshops Possible theatre visit. Art - costume design 	Cross-curricular Opportunities: <ul style="list-style-type: none"> Engagement with MCA news. Photography opportunities to accompany articles. Potential exhibition/sale of the magazine containing student articles. 	Cross-curricular Opportunities: <ul style="list-style-type: none"> Contextual understanding in history of key conflicts. Performance poetry to gain understanding of rhythm. 	Cross-curricular Opportunities: <ul style="list-style-type: none"> Cross-over with H&W around bullying and mental health. Potential to see the plays being performed.

MCA English Faculty: Long Term Plan

Year 9

By the end of Year 9, a student should be able to demonstrate the following skills:

Writing

- Write with a sustained effort to use tone, style and register of a range of purposes (to entertain, to advise, to inform) with a greater awareness of specific audiences.
- Use all punctuation from Year 7 and 8 with a competent level of control of complex sentences for deliberate creative effect.
- Use conjunctions and prepositions to build cohesion within and across paragraphs and use creative structural features such as foreshadowing and extended metaphors.
- Able to develop ideas in each paragraph with clear use of major and minor details to support a clear argument or description.

Reading

- Read for a range of purposes (persuade, describe, entertain) and make connections between texts by theme/intention.
- Draw explicit and implicit ideas, including writer's perspectives, and justify inferences with some synthesised evidence and some interpretation.
- Give some explanation of how language/structure achieve specific effects on the reader and sometimes link to writer's intention as a whole.
- Look closely at specific words and give some explanation to begin to build an argument.

Speaking and Listening

- Start to develop a skill to interest the listener by use of intonation, volume, use of dramatic pauses and cater for specific audiences in these ways.
- Able to reflect on and improve original performances and discuss language use and meaning when offering peer feedback.
- Able to assume a stance different to their own view in a debate and sometimes adopt a specific role when discussing a controversial topic (summariser, clarifier, challenger, builder, instigator, prober).

By the end of Year 9, a student should be able to demonstrate the following in their attitude to learning:

SMSC

- Evaluate a statement or situation and consider reasons to build a well-rounded argument.
- Show an understanding and knowledge of a culture different to their own.
- Show qualities of a good mentor to someone and show maturity when offering constructive criticism.
- Be able to consider social, moral, spiritual and cultural thinking in response to issues surrounding different time periods and cultures.
- Demonstrate self-regulation and resilience in their own learning.