

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

## 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.