

SPRS – Academic Year 2021-2022

KS4 - Year 9 - English Long Term Plan

Intent - Year 9 Pupils are included in the GCSE preparation with the rationale that Pupils have an extra year to become familiar with the texts, design of the exam paper and vocabulary. Exam groundwork will be vital for the success of the Pupils and so to account for absences and transitional periods it was felt it would be beneficial to have the extra time to prepare.

Term 1		Term 2		Term 3	
Learning Cycle 1 7 th Sept 2021 – 22 nd Oct 2021 7 Weeks	Learning Cycle 2 1 st Nov 2021 – 17 th Dec 2021 7 Weeks	Learning Cycle 3 5 th Jan 2022 – 18 th Feb 2022 7 Weeks	Learning Cycle 4 28 th Feb 2022 – 8 th Apr 2022 6 Weeks	Learning Cycle 5 25 th Apr 2022 – 27 th May 2022 5 Weeks	Learning Cycle 6 6 th June 2022-25 th July 2022 7 Weeks
<u>Baseline Assessment</u>	<u>Formal Assessment-</u> written piece.	<u>Formal Assessment –</u> Project..	<u>Formal Assessment-</u> GCSE style paper.	<u>Formal Assessment</u> -Spoken Language Ass -Step Up to English Formal Assessment piece to be completed.	<u>End of Year Assessment</u> Completed piece of coursework moderated and graded.
<u>Of Mice and Men</u> Intent-Pupils will study the whole text and gain an understanding of the era and social climate as well as reading and comprehension skills. <u>Implementation</u> - Pupils will be expected to have a clear understanding and interpretation of themes, character and plot by the end of the study. Pupils should also be able to write effectively for purpose and audience during this cycle of learning. Key points, evidence and use of quotations should also be a developed skill.	<u>Narrative of War</u> Intent - Pupils to study extracts from texts and understand themes and characterisation Implementation - Pupils to develop PEEL responses Pupils to develop empathy and use of SMSC and British Values. Example of texts to be used - Private Peaceful/War Horse/Anne Frank Use of film – Saving Private Ryan Goodnight Mr Tom	<u>Stone Cold Homeless Project.</u> Intent- Pupils to study the text and understand the characters Pupils to look at themes and issues presented within the text. (Homeless) Implementation - Pupils to develop descriptive writing techniques. Pupils to develop empathy and use of SMSC, PSHE. Texts – Stonecold, poetry relating to homelessness. Local Community Links – Project to help homeless shelter Impact - Pupils to have personal reading books	<u>Media advertising.</u> Intent- Pupils will develop their own ideas through writing and creating an advertising campaign. Implementation- Pupils will deconstruct packaging and adverts. Speaking and listening exercises. Presentation of campaign. Persuasive writing techniques will be the key focus in this unit. Cross curricular Art/ICT Pupil to look at influence of social media on their lives and how the internet affects them.	<u>Intent – Taste of Shakespeare- Heroes and Villians.</u> Intent- Pupils to study and understand how Shakespeare created the stories. Implementation - Pupils will analyse character, theme and development through language. Pupils will look at Shakespeare the man, who he was and where he came from. Research piece. Male versus Female (Patriarchal society) Texts – Midsummer Nights Dream, Tempest, Twelfth	<u>Intent – Literature from other cultures.</u> Intent- Pupils to learn about their own and other cultures. Implementation- Pupils to analyse a range of poems and stories incorporating other cultures. Pupils to analyse and understand extracts from texts to show other cultures and how the fit into society. Resources – Aunts from Pakistan, Night of the Scorpion. Refugee Boy, Pigeon English, Anita and Me.

<p>Impact – The text is part of the exam board specification leading to GCSE English Literature. Cross curricular mapping is also present across the scheme of work.</p> <p>Pupils to have personal reading books with 30 minutes of guided reading per week.</p> <p>Work on basic punctuation</p> <p>Basic reading comprehension skills</p> <p>Use of KS3 SPaG workbooks.</p>	<p>War Poetry - The Soldier, Flanders Field, Exposure, Remains.</p> <p>Links to - Armistice Day (Whole School) Thematic lessons and display.</p> <p>Impact- Pupils to have personal reading books with 30 minutes of guided reading per week.</p> <p>Work on basic punctuation</p> <p>Basic reading comprehension skills</p> <p>Use of KS3 SPaG workbooks.</p> <p><u>Formal Assessment – Extended written piece</u></p> <p>Impact – Pupils will be able to analyse writing and be objective when speaking about writer's style and viewpoint</p> <p>Formal Assessment Extended writing - Victorian Child Diary</p>	<p>with 30 minutes of guided reading per week.</p> <p>Work on basic punctuation</p> <p>Basic reading comprehension skills</p> <p>Use of KS3 SPaG workbooks.</p>	<p>Resources – Newspapers, internet, blogs, broadcasts.</p> <p>Easter Egg Competition</p> <p>Impact - Pupils to have personal reading books with 30 minutes of guided reading per week.</p> <p>Work on basic punctuation</p> <p>Basic reading comprehension skills</p> <p>Use of KS3 SPaG workbooks.</p> <p><u>Formal Assessment</u></p> <p>Spoken Language – to incorporate filming alongside written script.</p>	<p>Night, Taming of the Shrew, Romeo and Juliet, Macbeth.</p> <p>Impact – Pupils to have personal reading books with 30 minutes of guided reading per week.</p> <p>Work on basic punctuation</p> <p>Basic reading comprehension skills</p> <p>Use of KS3 SPaG workbooks.</p>	<p>Links to – PSHE, SMSC, British Values.</p> <p>Impact- Pupils to have personal reading books with 30 minutes of guided reading per week.</p> <p>Work on basic punctuation</p> <p>Basic reading comprehension skills</p> <p>Use of KS3 SPaG workbooks.</p> <p><u>Formal Assessment</u></p>
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