

Year 9 Language	How is power presented in Literature? How much power is too much?		Summer GCSE English Literature
	Autumn	Spring	
Texts	<i>Animal Farm</i> <i>Noah Can't Even</i> <i>Stone Cold</i>	Literary Non-fiction: <i>PHS 'Power' Anthology</i>	Modern Play <i>Blood Brothers</i>
Active Reading Strategies	<p><b>Consolidate</b> (through independent practice) all reading comprehension strategies from Y7&amp;8.</p> <p><b>Bridge to KS4 assessment objectives:</b></p> <p><b>AO1:</b> Identify and interpret explicit and implicit information and ideas.  <b>AO2:</b> Explain, comment upon and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.  <b>AO4:</b> Evaluate texts critically and support this with appropriate textual references.</p>	<p><b>Consolidate</b> (through independent practice) all reading comprehension strategies from Y7&amp;8.</p> <p><b>Bridge to KS4 assessment objectives:</b></p> <p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas.</li> <li>Select and synthesise evidence from different texts.</li> </ul> <p><b>AO2:</b> Explain, comment upon and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.  <b>AO3:</b> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p>	<p><b>Context</b> What ideas and attitudes are being explored in the play? What message is the writer trying to convey?</p> <p><b>AQA English Literature assessment objectives:</b></p> <p><b>AQA English Literature assessment objectives:</b></p> <ul style="list-style-type: none"> <li><b>AO1:</b> Read, understand and respond to texts. Students should be able to: <ul style="list-style-type: none"> <li>maintain a critical style and develop an informed personal response</li> <li>use textual references, including quotations, to support and illustrate interpretations.</li> </ul> </li> </ul>
Writing Skills	<p><b>Creative Writing</b></p> <p><b>Consolidate</b> (through independent practice) creative writing skills from Y7&amp;8.</p> <p><b>PLUS:</b> Alternative perspectives in description Crafting structure for effect in narrative and descriptive writing (e.g. non-linear storytelling, dual narrative)</p> <p><b>Bridge to KS4 assessment objectives:</b></p> <p><b>AO5:</b> Communicate clearly, effectively and</p>	<p><b>Transactional Writing</b></p> <p><b>Consolidate</b> (through independent practice) transactional writing skills from Y7&amp;8.</p> <p><b>PLUS:</b> Crafting structure for effect in transactional writing Ensuring clarity and cohesion</p> <p><b>Bridge to KS4 assessment objectives:</b></p> <p><b>AO5:</b> Communicate clearly, effectively and imaginatively, selecting and adapting tone,</p>	<ul style="list-style-type: none"> <li><b>AO2:</b> Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li> <li><b>AO3:</b> Show understanding of the relationships between texts and the contexts in which they were written.</li> </ul>

	<p>imaginatively, selecting and adapting tone, style and register for different forms, purposes and audience. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p><b>AO6:</b> Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>style and register for different forms, purposes and audience. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p><b>AO6:</b> Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Fortnightly spelling tests</li> <li>• Half-term vocab/knowledge/skills test</li> <li>• KS3 summative (timed) creative writing task</li> </ul>	<ul style="list-style-type: none"> <li>• Fortnightly spelling tests</li> <li>• Half-term vocab/knowledge skills test</li> <li>• KS3 summative (timed) transactional writing task</li> </ul>	<ul style="list-style-type: none"> <li>• Fortnightly spelling tests</li> <li>• Half-term and end of term text knowledge recall test (BB)</li> </ul>
<b>Independent Learning</b>	<p><b>Vocabulary Builder:</b> Challenging Vocabulary (1)</p> <p><b>MS Forms:</b> Fortnightly SPAG practice</p> <p><b>Extended Writing Task:</b> Creative</p>	<p><b>Vocabulary Builder:</b> Challenging Vocabulary (2)</p> <p><b>MS Forms:</b> Fortnightly SPAG practice</p> <p><b>Extended Writing Task:</b> Transactional</p>	<p><b>MS Forms:</b> Fortnightly SPAG practice</p> <p><b>Seneca Learning:</b> <i>Blood Brothers</i> text revision and recall practice.</p>