

# Curriculum Map: Year 9 English

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Topic</b>	Fiction text Non-fiction texts Transactional writing	Fiction text Non-fiction texts Transactional writing	Imaginative Writing	Shakespeare play: The Taming of the Shrew	Fiction text Poetry Persuasive speeches	Fiction text Poetry Persuasive speeches
<b>Intent</b>	Encourage a love of literature. Address gaps in cultural knowledge.	Encourage a love of literature. Address gaps in cultural knowledge.	Use high quality texts to model excellent writing. Students express themselves through imaginative writing.	Group performances cross-curricular links with Drama. Oracy skills: students express themselves fluently and confidently.	Individual presentations give students chance to express opinions in front of an audience. Encourage a love of literature.	Individual presentations give students chance to express opinions in front of an audience. Encourage a love of literature.
<b>Key Knowledge</b>	Recognise what makes an engaging and successful text.	Recognise what makes an engaging and successful text.	Recognise what makes an engaging and successful text.	Appreciate Shakespeare's plays as performances.	Recognise what makes an engaging and successful speaker.	Recognise what makes an engaging and successful speaker.
<b>Key Skills</b>	Respond to texts. Write appropriately for purpose and form.	Respond to texts. Write appropriately for purpose and form.	Write appropriately for purpose and form.	Respond to challenging texts and explore key themes.	Respond to texts. Write/speak appropriately for purpose and form.	Respond to texts. Write/speak appropriately for purpose and form.
<b>Key Vocabulary</b>	Patriarchy Subordinate Power Protest	Patriarchy Subordinate Power Protest	Archetype Dehumanising Pun	Archetype Dehumanising Pun	Motif Anaphora	Motif Anaphora
<b>Key Reading</b>	Class reader - fiction. Range of non-fiction texts such as reviews, balanced arguments, memoirs, obituaries.	Class reader - fiction. Range of non-fiction texts such as reviews, balanced arguments, memoirs, obituaries.	Range of fiction extracts linked to gothic fiction.	Key scenes from a Shakespeare play: The Taming of the Shrew	Class reader – fiction Poetry from our own anthology: Poetry of Protest A range of speeches.	Class reader – fiction Poetry from our own anthology: Poetry of Protest A range of speeches.
<b>End Point</b>	Students will have learnt how to read actively and question texts as well as how to successfully write a piece of non-fiction.	Students will have learnt how to read actively and question texts as well as how to successfully write a piece of non-fiction.	Students will have learnt how to read actively as well as how to successfully write a piece of fiction.	Students will have learnt how to read actively and respond to a Shakespeare play.	Students will have learnt how to read actively and question texts as well as how to successfully write and perform a speech.	Students will have learnt how to read actively and question texts as well as how to successfully write and perform a speech.
<b>Form of Assessment</b>	Non-fiction reading diagnostic.	One formal reading assessment on a non-fiction text.	One formal imaginative writing assessment.	Performance.	A formal reading and writing assessment on fiction.	A formal presentation on a topic linked to the key themes of the year.
<b>Enrichment Opportunities</b>	Opportunities offered to students throughout the year, such as: Booker Reading Club, Poetry Writing Club co-run by our school Poet Laureates, Book Buzz, Book Fairs, poetry writing and short story writing competitions, celebrations of World Book Day and National Poetry Day. Students aged 14 and above who participate in the D of E Award Scheme can also volunteer to support students and teachers in the Hub.					
<b>Leadership Opportunities</b>	Opportunities for leadership are offered to students throughout the year in roles such as Subject Ambassadors who support the English faculty with Open Evening and promotion of English and reading across school. Oracy leadership is promoted through group and class discussions, debating, formal presenting, sharing experiences of English with prospective parents and students, championing the subject and a love of wider reading amongst peers.					