

English Year 9 Curriculum Progress Map

Term	Autumn Term A and B	Spring Term A and B	Summer Term A	Summer B
<p><b>Students will know...</b></p>	<p>How to deconstruct a whole novel and write descriptively (with a high level of challenging text choices)</p>	<p>read and inferred meaning on a whole Shakespeare play including contextual factors</p>	<p>Spoken Language study - language change over time. How to read and understand attitude/perspectives and methods of writer's non-fiction articles</p>	<p>How to read and analyse a range of texts including: pre 20<sup>th</sup> century prose, short stories, flash fiction, poetry</p>
<p><b>Students will be able to....</b></p>	<ul style="list-style-type: none"> <li>• <b>analyse range of extracts</b> from chosen novel,</li> <li>• <b>approach an unseen extract</b> with assurance and <b>respond to a thematic question which covers the whole text</b>; showing an ability to take a <b>synoptic view</b> of a whole text, drawing together different moments in <b>narrative structure</b> to show writer's intentions</li> <li>• incorporating aspects of historical and social context into analysis</li> <li>• <b>deconstruct key/relevant evidence and understand the intended effect of the writer</b></li> <li>• <b>identify range of sophisticated literary techniques</b></li> <li>• develop <b>descriptive writing</b>, responding to images as stimulus and understanding and writing with more complex grammatical structures in preparation for GCSE.</li> <li>• use a <b>variety of linguistic and literary techniques</b> in descriptive writing</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Independently develop skills of inference/analysis/evaluation</b></li> <li>• write an <b>overview introduction</b> which includes narrative context and responds to question</li> <li>• <b>select key (relevant and rich) moments</b> from across the whole play and <b>synthesise information independently</b></li> <li>• <b>carve out clear argument – pinning down clear focus</b></li> <li>• <b>explore key linguistic techniques</b> used by Shakespeare, <b>exploring why these techniques are effective</b> in character/theme/plot development</li> <li>• <b>synthesise ideas and group quotations together</b> –and <b>embed</b> them in an analytical response</li> <li>• write a <b>developed PEAL</b> with primary and secondary evidence</li> <li>• <b>clearly analyse the writer's intentions, purpose and intended effect of a text/key moment</b> in and articulate it showing <b>evaluative skills</b></li> <li>• provide relevant and <b>insightful alternative interpretations</b> where relevant</li> <li>• add <b>contextual factors that enhance</b> the argument presented</li> </ul>	<ul style="list-style-type: none"> <li>• have <b>developed key terminology and meta language to discuss language issues</b></li> <li>• have had the opportunity to <b>understand how society and culture influences the English Language</b></li> <li>• Have watched and taken notes on a range of <b>TED lectures</b></li> <li>• Have read a variety of media articles about Language change</li> <li>• have <b>researched a range of 21<sup>st</sup> century phenomena</b> including text language</li> <li>• have <b>analysed their own language as data</b></li> <li>• To be able to <b>track the journey of a text and</b> understand the <b>viewpoint and attitude of a writer, a change in attitude</b> and be able to communicate this effectively</li> <li>• <b>To be able to identify the tone and change in tone</b></li> <li>• Begin to make <b>clear comparisons</b> between two texts</li> <li>• Understand and analyse they methods used to create the attitude/viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>• consider the <b>theme of detective fiction</b> through their study of texts</li> <li>• gain an understanding and insight into <b>plot, character, setting and how structural techniques</b> can shape a text, and how to discuss this within a literary context</li> <li>• create a <b>vivid descriptive piece</b> and reflected on what elements make a successful character description</li> <li>• use a <b>range of literary and structural techniques</b> to create a portfolio of work</li> <li>• create <b>tension graphs</b> to explore plot</li> <li>• have developed their <b>reflective and critical powers</b> using <b>green pen</b> to develop, edit and improve their own work</li> <li>• write a <b>commentary</b> on the intended effect of a piece of fiction</li> </ul>

		<ul style="list-style-type: none"> <li>begin to make <b>clear comparisons</b> between moments of the play/characters</li> </ul>		
<b>Key Assessments</b>	KAT 1: Creative writing – style emulation of opening KAT 2: Extract and whole text response	KAT 1: Poster deconstructing Act 1 Sc 5 or Sc 7 KAT 2: Extract and whole text question	KAT1: Comparative analysis grid of two texts KAT 2: End of year examination paper	KAT1: Description of own detective KAT 2: Portfolio of emulated style including commentary

<b>Range of expected key stage 3 levels for Year 9 English</b>	<b>Autumn term</b> 3B-4C	<b>Spring Term</b> 3A-4B	<b>Summer Term</b> 4C-4A
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