

# KESTEVEN AND SLEAFORD HIGH SCHOOL

## English Scheme of Learning

### Year 9 – Term 3+4 Reading and Writing

#### Intent – Rationale

Reading and Writing Non-Fiction - An essential part of success in English is that of being a rigorous reader. In this unit students will be encountering a number of texts from a range of sources that will help them develop as a critical reader. Texts from the past and present will be compared and the ideas within them challenged and commented upon. Students will develop their ability to respond critically to ideas and perspectives from Non-Fiction. They will also develop their decoding skills for 19<sup>th</sup> century non-fiction and comment and utilise an increasingly sophisticated range of rhetorical techniques in their analysis and writing. The AQA short story Anthology and gothic short stories will also be used to challenge student's reading and retrieval skills.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p><b>Year 7 – Term 3</b> Persuasive writing and analysis; ongoing creative writing skills and analysis of writer's methods</p> <p><b>Year 8 – Term 4</b> Persuasive writing and analysis, <b>Term 5&amp;6</b> Oliver Twist – study of 19<sup>th</sup> century fiction; ongoing creative writing skills and analysis of writer's methods</p>	<p><b>Year 10</b> - Term 1 English Language Paper 1</p> <p><b>Year 11</b> – Term 1 Literature Paper 1 Section B 19<sup>th</sup> century prose study, Term 3 Language recap, November/March mock content</p> <p><b>KS5</b> – Prose Units in English A level Language</p>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> <li><b>History</b> – reading 19<sup>th</sup> century texts with an understanding of contextual factors</li> <li><b>EP</b> – Sense of debate, ethical treatment of children in workplace</li> <li><b>PE</b> – Everest paper Mountain climbing – physical education link</li> </ul>	<ul style="list-style-type: none"> <li><b>SMSC</b> – SP3 – creative SP4 - writing an account of personal experiences M1 M3 S3– debate around child working practices section B</li> <li><b>BV</b> – 2 reflect on the rule of law</li> <li><b>Careers</b> - journalistic papers studied skills for journalism – Workplaces discussed through articles, Food industry.</li> </ul>
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> <li><b>Extended reading</b></li> <li><b>Private reading regularly in class - AQA anthology of short stories</b> FROM THE LIBRARY <i>Child labour and exploitation: Cara Acred</i> <i>The Victorians; Aidan Cruttenden</i> <i>BBC History; Magazine</i> Social Science Collection.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of data and statistics in articles</li> <li>Chronological understanding of historical dates</li> </ul>

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#### Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

# KESTEVEN AND SLEAFORD HIGH SCHOOL

## Know

### Term 3

Developed awareness of genre and purpose within non-fiction  
 The difference between explicit and implicit information in a range of texts  
 How to identify ideas and perspectives that contribute towards a point of view  
 How to comment on a writer's point of view and how it is expressed through methods  
 The requirements and time guidelines for Language Paper 2 Section A and Section B  
 How to effectively summarise and compare when responding to Language Paper 2 Section A

### Term 4

How to match writing to genre, audience and purpose  
 How to follow rules for persuasive writing depending on the genre and form  
 How to vary sentences e.g. complex multicausal sentences  
 Paragraphing with discourse markers and connectives  
 Structural techniques – parallelism – repetition – tripartite patterning for effect

## Apply

The skills of decoding 19<sup>th</sup> Century non-fiction texts  
 The skills of recognising and commenting on writer's point of view  
 The skills of constructing a piece of point of view writing with a clear voice

## Extend

How to include figurative techniques within non-fiction writing  
 Linking the issues within the non-fiction texts to contemporary and local issues  
 Applying Aristotelian logic

What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
Genre Audience Purpose Ideas and perspectives Explicit and implicit Tabloid/Broadsheet Rhetoric Idiom Pathos/Logos/Ethos – Aristotelian rhetoric Articles, speeches, letters – form Complex multicausal sentences Discourse markers and connectives Parallelism – repetition – tripartite patterning	<p><b>Term 3 Week 3/4</b> - Language Paper 2 Section A peer and self-assessment  <b>Term 4 Week 3</b> – Language Paper 2 Section B assessment</p> <p><i>Tracking point: w/b 10<sup>th</sup> January - from Term 2 Literature assessment (Educating Rita)</i></p>
	<p><b>Recall Curriculum:</b></p>
	<p>Term 3 – AQA short story anthology                      Term 4 – Shakespeare and play scripts</p>

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Gothic literature and tropes – setting, the uncanny, masculinity, doppelganger	
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## Intent – Concepts

	Lesson title	Non negotiable content	Suggested activities and resources
Week 1	Identifying GAP	Key terms such as Genre Audience Purpose Types of purpose	GAP Why Japan paper
	Hack the menu – identifying POV	Identifying POV ideas and perspectives of a writer Recapping Persuasive techniques	Hack Persuasive techniques Hack the menu Exemplars Hack the menu
	Explicit and explicit information	Explicit and implicit information Creating 8 true or false statements from the first paragraph and identifying them as Q1 skills Summarising information and ideas from a text	Explicit-summary 5. Defining Viewpoints and ideas
Week 2	Identifying POV	Identifying POV through techniques using a table Create analytical paragraph from the table	POVthrough technique Summarising viewpoints and ideas
	19 <sup>th</sup> century texts	Introduce pre 21 <sup>st</sup> century syntax and lexis	Using a second text
		Create a 'Victorian sentence'	<b>Progress grades from Rita Assessment</b>
Week 3		Comparing two texts	Comparing two texts POV
		Working through a full language paper Dalmatian paper	Dalmatian paper Recapping the question
		Dalmatian paper	Dalmatian paper
Week 4		Dalmatian paper	Dalmatian paper

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			Persuasive techniques
Week 5		Preparing for section B	Section B Planning a response
<b>Term 4</b>			
Week 1		Defining what your ideas and perspectives are	Persuasive techniques ninja level
		Summarising what your ideas and perspectives are Language Paper 2 AO2 skills	Punctuation for effect Get Grounded
		Punctuation for effect – get grounded speech / hack the menu for levels of formality through punctuation	
Week 2		Extended metaphors	Extended metaphor MLK MLK transcript
		Anecdotes that incorporate figurative language	
		Section B Practice from Dalmatians Paper	
Week 3		Section B DIRT or peer assessment	
Week 4	Mini-module	Study of examples of 19 <sup>th</sup> Century fiction and non-fiction to extend vocabulary and stretch analysis skills  The Yellow Wallpaper The Odour of Chrysanthemums (short story anthology) The Tell-Tale Heart	Private reading AQA anthology  <a href="#">The Yellow Wallpaper</a>  <a href="#">Tell Tale Heart</a>
Week 5			

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Week 6			