

Moor House School & College Curriculum Map

YEAR GROUP/PATHWAY: Year 9			SUBJECT AREA: English
Texts covered will be selected by the class teacher according to the ability of the class			
Autumn 1	Reading	Writing	Speaking and Listening
Knowledge	<ul style="list-style-type: none"> Use short extracts from all literature texts, including poetry. Develop knowledge of narrative styles/genres. Develop inference and quotation skills. 	<ul style="list-style-type: none"> Focus on transactional writing. Develop confidence/skills in: forms, audience and purpose organisation – connectives and paragraphing generation of ideas from a variety of stimuli use of variety of rhetorical devices. 	<ul style="list-style-type: none"> Independent Research followed by presentations to whole class (graded using GCSE AOs)
Skills	<ul style="list-style-type: none"> Reading comprehension Inference (sentence and paragraph level) 	<ul style="list-style-type: none"> Transactional Writing Paragraphing Generate ideas 	<ul style="list-style-type: none"> Performance Questioning
Autumn 2			
Knowledge	<ul style="list-style-type: none"> Develop knowledge of narrative styles/genres. Develop inference skills Class novel 	<ul style="list-style-type: none"> Writing to imagine Using a variety of descriptive techniques Improved grammatical accuracy Importance of varied sentence construction 	<ul style="list-style-type: none"> Thinking in character Improvisation Varying language choice
Skills	<ul style="list-style-type: none"> Reading comprehension Inference (sentence and paragraph level) 	<ul style="list-style-type: none"> Planning a story Re-drafting Peer evaluation 	<ul style="list-style-type: none"> Speaking to the class Performing in-front of peers Understanding character
Spring 1	<ul style="list-style-type: none"> Reading 	<ul style="list-style-type: none"> Writing 	<ul style="list-style-type: none"> Speaking and Listening

Moor House School & College Curriculum Map

Knowledge	<ul style="list-style-type: none"> Develop knowledge of narrative styles/genres. Class Play Assessment on the play 	<ul style="list-style-type: none"> Writing to inform A selection of non-fiction texts and extracts as stimulus 	<ul style="list-style-type: none"> How to perform Appropriate tone Projecting the voice
Skills	Reading comprehension	To use stage directions Correct lay-out for a playscript	Performance skills

Spring 2			
Knowledge	<ul style="list-style-type: none"> Poetry Unseen and pre-taught poetry Annotation Poetry Assessment 	<ul style="list-style-type: none"> Writing to describe Using a variety of descriptive techniques Improved grammatical accuracy Importance of varied sentence construction Descriptive Writing Assessment 	<ul style="list-style-type: none"> Performance Poetry Performance Poetry Assessment
Skills	<ul style="list-style-type: none"> Confidence approaching unseen poem Identify literary devices Annotation 	<ul style="list-style-type: none"> Use literary devices in own writing Re-drafting 	<ul style="list-style-type: none"> Confidence Projecting voice Communication Experimenting with tone and accents
Summer 1	Reading	Writing	Speaking and Listening
Knowledge	<p>Shakespeare play</p> <ul style="list-style-type: none"> Cover plot/characters/theme through engaging activities Read selected key scenes with a focus on analysing language and structure Trace themes through play 	<ul style="list-style-type: none"> Writing to analyse Introduce students to PEEL (Point, evidence, explain, link) Essay writing on play 	<ul style="list-style-type: none"> Perform scenes from the play (modern or Shakespearean language) Hot seat key characters

Moor House School & College Curriculum Map

	<ul style="list-style-type: none"> • Have an understanding of the relationship between text and context 		
Skills	<ul style="list-style-type: none"> • To identify and write about themes • Reading Shakespeare (some) 	<ul style="list-style-type: none"> • To identify and write about themes • Reading Shakespeare (some) • Re-drafting 	<ul style="list-style-type: none"> • Peer evaluation
Summer 2			
Knowledge	<ul style="list-style-type: none"> • Shakespeare continued • Assessment on the play covered • Non-fiction – First News 	<ul style="list-style-type: none"> • Writing to analyse • Introduce students to PEEL (Point, evidence, explain, link) • Essay writing on play 	<ul style="list-style-type: none"> • Perform scenes from the play (modern or Shakespearean language) • Hot seat key characters
Skills	<ul style="list-style-type: none"> • Understanding plot • Reading comprehension 	<ul style="list-style-type: none"> • Analyse writer’s craft • Essay writing (some) • Re-drafting 	<ul style="list-style-type: none"> • Peer evaluation