

Year 9: 2017-18

As part of each unit, students will complete a number of tasks, although only the starred ones (*) are formally assessed:

Intro to Term 1.1 (Sept)

Writing with an opinion

- Practise looking for deeper and multiple meanings in music videos
- Develop a personal voice when evaluating a moving image text
- Respond to a view on an extract of the forthcoming novel showing the skills above.

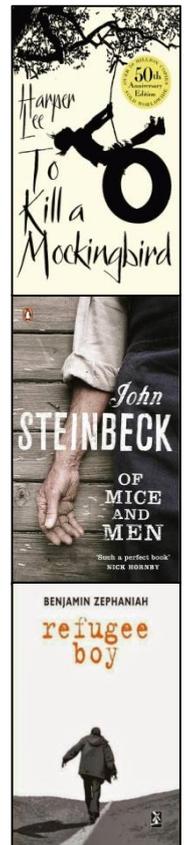


- ✓ Exam Question in line with and marked according to Language Paper 1 Question 4

Term 1.1 and 1.2 (Sept – Christmas)

Study of a novel (*To Kill a Mockingbird*, *Lord of the Flies*, *Of Mice and Men*, *Refugee Boy*, *Dr Jekyll and Mr Hyde*)

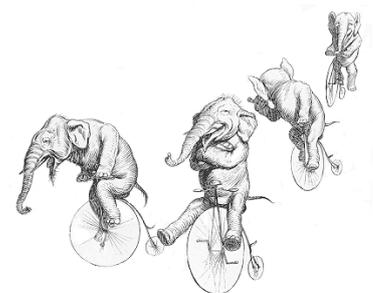
- read the whole text, studying setting, plot and characterisation
 - study a text to know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
 - study and discuss the context of the novel
 - Complete an exam question using the AQA legacy GCSE Literature Spec ‘exploring cultures’*
 - revisit Standard English
 - research the context of the novel and give a formal presentation to the class on one aspect of context*
- ✓ Spoken English ‘Presenting’ (to be completed before half term)
 - ✓ Exam question In line with and marked according to ‘Modern texts’ Literature Paper 2 Sec A.



Term 2.1 (Christmas - February HT)

Imaginative writing

- read a range of extracts/short texts of the creative genre, studying the way the writer shapes setting, plot and characterisation.
- Practise writing skills
- produce a piece of imaginative writing – based on the New GCSE specification Language paper 1 Section B under timed conditions*



- ✓ Exam question in line with and marked according to ‘Explorations in creative reading and writing’ Language Paper 1 Sec B.

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Term 2.2 (Feb HT – Easter)

Paper 2 Non-fiction

- Read a range of extracts and respond to these with a developed personal response.
 - Practice academic writing, using textual references to support interpretations.
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 - Study how writers create meanings and effects
 - Research contexts of text and comment upon their importance
 - Make comparisons across texts*
- ✓ Exam question in line with and marked according to ‘Writers’ Viewpoints and Perspectives’ Language Paper 2 Sec A.

Term 3.1 (Easter – May HT)

Shakespeare – Multi Modal

- Study key scenes from Romeo and Juliet, analysing how character and themes are developed
 - recap the genre of tragedy to understand how the plays fit within the genre
 - use the Baz Luhrman version to study the staging of a play to understand how the drama is communicated in performance; study how alternative staging may create different interpretations
 - Develop own interpretations of key scenes through group role play*
 - research context of the play and be able to use context in analysis
 - Exam style question on one or two scenes from Romeo and Juliet, using the film to develop interpretation.*
- ✓ Exam Question in line with and marked according to ‘Shakespeare and the 19th century novel’ Literature Paper 1 Sec B



Term 3.2 (May HT - July)

Poetry – Discussing and debating a range of poetry

- study a range of poems from year 9 anthology, including Romanticist poetry
 - recognise a range of poetic conventions and understand how these have been used
 - consider how text structure and organisational features present meaning
 - be able to compare poems in terms of ideas, themes, techniques and structure
- ✓ Spoken Language – group discussion and presentation on different poems in the poetry anthology.

N.B. Spoken English assessments are deliberately placed at the end of each unit of work, to enable any written assessments to be marked before the end of the unit. This allows for a meaningful and connected ‘Reflect and review’ task, before a new unit begins, allowing for better cohesion and relevance.