

# KESTEVEN AND SLEAFORD HIGH SCHOOL

## English Scheme of Learning Year 9 – Term 3+4 Reading and writing

### Intent – Rationale

Reading 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.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<b>Year 7 – Persuasive writing and analysis TERM</b> <b>Year 8 – Persuasive writing and analysis TERM Oliver Twist TERM</b>	<b>Year 10 - Term 4</b> <b>Year 11 – Term 3 and March mock content</b> <b>KS5 – Units in English A level Language</b>
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> language paper two asks students to read texts with historical contexts</li> <li><b>EP – Sense of debate Ethical treatment of children in workplace</b></li> <li><b>PE – Everest paper Mountain climbing – Physical education link</b></li> </ul>	<ul style="list-style-type: none"> <li><b>SMSC – SP3 – creative SP4 - writing an account of personal experiences M1 M3 S3– debate around child working practices section B</b></li> <li><b>BV – 2 reflect on the rule of law</b></li> <li><b>Careers - journalistic papers studied skills for journalism – Workplaces discussed through articles, Food industry.</b></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

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

### Know

#### Term 3

How to match their writing to purpose (Inform Purpose Argue Describe Explain), form and audience KSHS AO5

Genre rules for Persuasive Writing – Articles, Speeches, letters

How to vary sentences – orthographic sentences – complex multiclausal sentences

Paragraphing with discourse markers and connectives

Structural techniques – parallelism – repetition – tripartite patterning

#### Term 4

The difference between explicit and implicit information in a range of texts – AO1

How to summarise implicit and explicit information

How to comment on Writer's points of view and how these are expressed through the methods they use

Requirements of Lang paper 2 section A Comparison explained

### Apply

The skills of decoding 19<sup>th</sup> Century Non-Fiction texts

The skills of constructing a piece of Point of View writing

### Extend

How to include figurative techniques within Non-Fiction texts

Linking the issues within the non fiction texts to contemporary and local issues

Aristotelian logic

What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> <li>• Tabloid</li> <li>• Broadsheet</li> <li>• Rhetoric</li> <li>• Idiom</li> <li>• Pathos</li> <li>• Logos Ethos / Ethics</li> <li>• Genre</li> <li>• Articles, Speeches, letters</li> <li>• orthographic sentences –</li> <li>• complex multiclausal sentences</li> <li>• discourse markers and connectives</li> <li>• parallelism – repetition – tripartite patterning</li> </ul>	<ul style="list-style-type: none"> <li>• Peer assessment of creative writing</li> <li>• Lang Paper 2 Section B POV writing Assessing against KSHS AO5+6 Term 3 Week 4</li> <li>• Peer assessment of preparatory Section A tasks</li> <li>• <b>Formal assessment week 23-3-20</b> Lang Paper 2 section A Assessing against KSHS AO1+2 Term 4 Week 5</li> </ul>
	Recall Curriculum:
	Term 3 – AQA short story anthology Term 4 – Shakespeare and play scripts

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## Intent – Concepts

	Lesson title	Non negotiable content	Suggested activities and resources
Week 1			<a href="#">Language Paper 2 PPT</a>
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 1	Non -Fiction extracts AQA KS3 resources available Q1-2 Focus	Q1 Implicit Explicit information Q2 referencing	Folder

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		AO2	
	Private reading AQA anthology	AO2	
Week 2	Non -Fiction extracts AQA KS3 resources available Q3-4 Focus		
Week 3	Non -Fiction extracts AQA KS3 resources available All question focus		
	Private reading AQA anthology		
Week 4	Non -Fiction extracts AQA KS3 resources available All question focus / prep assessment		
	Private reading AQA anthology		
Week 5	<b>Formal Assessment Fairs and Festivals (Dickens and Glastonbury)</b>		
	Private reading AQA anthology		
Week 6	Fiction extracts <b>Paper 1 section B</b> focus (descriptive writing)		

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	Private reading AQA anthology		
Week			
Week			
Week			
Week			