Year 9 – English - Spring Term 1st Half

Unit of work:	Literacy foci:
STUDY OF POETRY	- Topic sentences - Developing vocabulary - Synonyms and homophones

Outline of unit:	Core knowledge:
Selection of powerpoint units on key poems identified for use at GCSE within the Relationships cluster: - Begin to understand context - Learning to memorise quotations - Analyse poems in depth	- Context for each poem - Understanding how to compare poems - Knowledge of poetic techniques: linguistic - Knowledge of poetic techniques: form and structure - Knowledge of themes and ideas - Knowledge of writers' purpose - Understanding of purpose and audience

Support vocabulary:	Core vocabulary:	Challenge vocabulary:	Core skills:
Stanza Rhyme rhythm Alliteration Assonance Onomatopoeia Metaphor Simile Personification	Enjambment Consonance Caesura Quatrain Semantic field Couplet Sonnet elegy	Allusion Dissonance Anthropomorphism Motif Hyperbole Ellipsis	- Identifying and analysing poetic techniques - Analysis of language - Analysis of form and structure - Comparison of poems - exploring different interpretations - use of critical language - writing to describe - writing to narrate - spelling - punctuation - grammar - structure of writing - conscious crafting of writing

Homework:		Assessments:
Core: Find a poem by a poet of your choice from a specified time period. Explain reasons for your choice and annotate to identify language and structural techniques	**Challenge:** Find a poem by a poet of your choice from a specified time period. Explain reasons for your choice, annotate to identify language and structural techniques and write a short analysis	**Reading:** **Close analysis and comparison of two poems (closed text) one printed in the assessment.**
Core: Learn your poem off by heart	**Challenge:** Learn your poem off by heart and present to the class	
Core: Research the contextual factors for your poem (writer's context)	**Challenge:** Research the contextual factors for your poem (writer's context / social / historical)	
Core: Write a review of your chosen poem for the school website	**Challenge:** Write a review of your chosen poem for the Guardian newspaper	
Core: Prepare a reading of your poem for the class	**Challenge:** Prepare a short presentation for the class on your poem which includes some analysis	
Core: Write your own poem in the style of one poem you have studied	**Challenge:** Write your own poem in the style of one poem you have studied using a range of linguistic and structural	

Year 9 – English - Spring Term 2nd Half

Unit of work: 19th century novel: A Christmas Carol	Timing: Summer half term	Literacy foci: Topic sentences, coherent sentences, paragraphs

Outline of unit:	Core knowledge:
The study of the novel A Christmas Carol in preparation for GCSE. ● Develop knowledge and understanding of 19th century context and Dickens background and influences ● Read the novel and complete activities on plot, narrative style, themes, etc. ● Give the students the opportunities to practise analysis of language form and structure ● Complete an assessment in style of GCSE	● knowledge of contextual factors ● understanding of Dickens intentions as a writer ● awareness of how language and structure affect meaning ● knowledge of characterisation and techniques used by Dickens to shape character ● understanding of how context impacts on content ● understanding of narrative viewpoint and how it creates meaning for the reader ● knowledge of plot, setting, character, themes, ideas ● learning new words to extend personal vocabulary

Core vocabulary:	Challenge vocabulary:	Core skills:
Ghost Bleak Ferocious Gruel Bustle Gravely Haggard Phantom Shrivelled Solitary	Endeavour Covetous Entreaty Meagre Intricate Abject Degradation Bigotry Remorse Incessant Unhallowed Fluctuated	● analysis of how Dickens uses language for effect ● analysis of structure and form ● personal interpretation ● Structured, coherent writing with topic sentences ● Textual referencing (use of quotes) ● embedding of contextual information ● Use of critical language ● Crafting of character ● Writing effectively for specific purpose and audience ● Use of accurate spelling, grammar and punctuation ● Using an extended vocabulary to analyse

Homework:		Assessment:	
Core: Explain what a Victorian Christmas was like.	**Challenge:** Explain what a Victorian Christmas was like and describe the differences between a rich family and a poor family celebration.	**Reading: GCSE style question** ● How does Dickens present Scrooge in this extract? ● How does Dickens present Scrooge in the novel as a whole?	
Core: Summarise a chapter /episode (teacher choice) and identify 3 language devices.	**Challenge:** Summarise a chapter /episode, identify 3 language devices used and analyse effect		
Core: Find out and write down 5 facts about Charles Dickens' life	**Challenge:** Research and make notes on : Who was Malthus and what did he believe? What was the Poor Law and how did it affect the people?		
Core: Draw and label the Ghost of Christmas past with quotes from the text to describe it	**Challenge:** Draw and label the Ghost of Christmas past with quotes from the text to describe it and add notes on type of language device used and its effect on reader		
Core: Learn 5 key quotes from one from each chapter	**Challenge:** Learn 10 key quotes 2 from each chapter		
Core: Plan Assessment by selecting key extracts and learning some quotes	**Challenge:** Plan assessment by selecting key extracts and learning quotes		