

YEAR 9 English LIFE AND CRIME Scheme of Work

Rationale: In Year 9, students are introduced to the crime and tragedy genres in preparation for GCSE and A-Level but also to develop their analytical and critical thinking skills. Through communication with parents and students, it is evident that there is a decline of interest in reading for pleasure for some students as they transition into secondary school, particularly of more diverse and challenging texts.

With low levels of Literacy upon entry, texts are specifically chosen to be accessible yet challenging, exciting and engaging and to promote a love of Literature both independently and within the classroom setting. Our curriculum design also means that units are differentiated to meet the needs of all ability learners but with a consistent approach. The English Curriculum at UAH has been designed and produced by the English department staff as a collaborative process, with a focused working group, to develop the essential reading, writing and Spoken Language skills required to be effective communicators across all subjects and to meet the needs of our cohort to inspire a love of English. At the heart of the curriculum is an appreciation of Literature across time and genres.

Intent	Implementation	Impact
<p><u>English curriculum</u></p> <ul style="list-style-type: none"> To meet the needs of our students To enable all students to progress and achieve their potential To inspire a love of English and Literature To develop cultural capital through experiencing texts through culture, genre and time To develop the essential reading, writing and spoken skills To become effective communicators A broad and balanced curriculum spanning a wide range of fiction and non-fiction texts <p><u>Reading</u></p> <ul style="list-style-type: none"> To read for meaning and understanding, including inference To support ideas with effective evidence To be part of a collaborative reading experience in school To engage with varied and challenging reading material, in order to develop critical, independent thinking skills To participate in enrichment activities To encourage and promote reading for pleasure <p><u>Spoken Language</u></p> <ul style="list-style-type: none"> To understand the differences between spoken and written English To become confident and proficient speakers To develop skills in talk, debate and discussion To work collaboratively in order to listen, shape and share opinions <p><u>Writing</u></p> <ul style="list-style-type: none"> To write for a range of purposes and audiences using conventions successfully To write with confidence, fluency and accuracy To support the development of a broad and rich vocabulary To explicitly teach the key skills of spelling, punctuation and grammar To use subject terms with accuracy and precision To plan, draft and edit work as part of the writing process 	<p><u>English Curriculum</u></p> <ul style="list-style-type: none"> Four hours a week usually with the same teacher Texts have been specifically chosen to be accessible and challenging; exciting and engaging and to promote a love of Literature Knowledge and skills are developed through the teaching of literary texts – narrative, poetry, drama and non-fiction Builds connections across genres and years Builds on prior knowledge from each unit and throughout each year Explorative and creative approach in years 7 to 9 which teaches essential exam skills through imaginative and engaging tasks Units are differentiated to meet the needs of all ability learners The teaching of Literacy and vocabulary is embedded throughout the curriculum Revision and repetition of key skills in English Thematic approach to each year group Sequencing of units is consistent across KS3 to build on skills from earlier units Begin each year with a novel to support settling and engagement Created by members of the English Department using published resources and lessons of their own design Homework currently being built into the schemes with activities to consolidate learning Medium term plans and power points for individual lessons created to ensure they are engaging Power points structured to follow a sequence of lessons but teachers are expected to differentiate according to the needs of their group <p><u>Reading</u></p> <ul style="list-style-type: none"> Through whole texts and extracts Whole group reading in the classroom is facilitated by challenging yet engaging text choices Independent reading is routinely practised in lessons Reading for pleasure is promoted through joint initiatives between the English department and the library Opportunities for enrichment are built in as an integral and enjoyable aspect of the curriculum for all year groups Reading and spelling ages are tested on transition Fresh Start programme supports specific students in small groups by trained specialists 	<ul style="list-style-type: none"> Common assessments, progress tests for units and end of year exams Student response to specific targets set by teacher Shared Learning Journey for every student at the beginning of each unit Student voice feedback – questionnaire Continuous review of the curriculum by staff and students following each unit

Spoken Language

- Spoken Language embedded into schemes of work
- Opportunities for discussion and debate are routinely practised in the classroom
- Opportunities for more formal, structured talk such as presentations are incorporated into schemes of work throughout Key Stage Three

Writing

- During the first term of each KS3 Year, students are explicitly taught **creative writing skills to develop imagination, flair and originality**
- To respond to themes and ideas in texts in a creative and personal way
- Respond critically and analytically using structures to scaffold writing
- *Annotate, model, write* approach;
- *I do, we do, you do* approach

Autumn Term 1	Spring Term 1	Summer Term 1
<p data-bbox="92 222 661 258"><u>Year 9 – Novel Study – Lord of the Flies</u> 1</p> <p data-bbox="92 285 1003 338">The challenge of the Year 9 life and crime themed units reflects the transition into the next stage of their English journey; GCSE.</p> <p data-bbox="92 365 1003 420">The novel study in Year 9 consolidates pupils’ understanding of narrative writing and furthers the teaching of narrative conventions. Pupils study Lord of the Flies.</p> <p data-bbox="92 447 1003 499">This novel study reinforces and develops the skills introduced in Year 7 and Year 8 in a challenging 20th century text to prepare students for GCSE study.</p> <p data-bbox="92 527 1003 579">Students explore and understand themes including the tension between group dynamics and individuality, between rational and emotional reactions, and between morality and immorality.</p> <p data-bbox="92 606 1012 716">Creative Writing – Pupils continue to explore the key terms associated with creative writing, writing for effect, characterisation, using the senses for descriptive writing and creating a setting. This progresses from the Year 8 study of literary techniques and consolidates understanding for the forthcoming unit.</p> <p data-bbox="92 743 1003 884">Progression - Lord of The Flies is a challenging text that features on the GCSE specs. This further develops the Year 7 and 8 themes which explore the ‘monstrous’ side of human nature. This text forges a love of literature as with the text choices in Years 7 and 8 and the text was chosen as it is engaging, ambitious and accessible. Literary techniques and skills will be revisited and developed thoroughly in preparation for the demands of GCSE.</p> <p data-bbox="92 911 379 932">Assessment –Creative Writing</p>	<p data-bbox="1032 212 1347 247"><u>Year 9 – Poetry – Life</u> 1 9</p> <p data-bbox="1032 275 1961 564">In Year 9, pupils extend their ability to analyse poetry by implementing the element of comparison. Pupils study a range of post and Pre-1914 poetry exploring the theme of Life. This prepares students for the GCSE poetry unit by exploring some of the named poets but widening their understanding through the study of different perspectives. Pupils explore and analyse the themes of birth, death, relationships and conflict. Pupils implement the skill of comparing poems using specific language of comparison. Pupils are introduced to and analyse the specific form of poetry such as a ballad. Pupils in Year 9 will be able to identify and analyse poetic techniques such as anaphora, caesura, ambiguity, assonance, alliteration, semantic field and contrast. Students explore poetry from a range of poets such as: Carol Ann Duffy, Andrew Waterhouse, Seamus Heaney, Roger McGough, Simon Armitage, Cecil Day-Lewis, Philip Larkin, Owen Sheers and Dylan Thomas.</p> <p data-bbox="1032 592 1941 701">Progression - Further exploration of this engaging theme through a different form. Following on from terms 1 and 2 (where students learn about one writer William Golding), students now read a range of poems about life from a variety of poets, times and contexts. Poetic techniques are revisited and developed in this unit and different poetic forms.</p> <p data-bbox="1032 749 1427 770">Assessment – Respond to a taught poem</p>	<p data-bbox="1973 212 2599 247"><u>Year 9 – Themed Fiction Crime Short Stories</u> 1 4 7 9</p> <p data-bbox="1973 275 2902 506">In Year 9, pupils read and analyse short crime stories exploring the crime genre. Pupils will understand the plot and the narrative structure. Pupils will explore the context of crime writing across time. Pupils will consolidate their previous knowledge of the genre, exploring the conventions of the crime genre. Pupils will analyse characterisation, narrative conventions, structural choices and language choices. Pupils will implement crime conventions in their own writing and analyse the conventions or subversion of conventions on a range of crime fiction. Pupils explore short crime fiction by authors such as: Frederic Brown, Guy de Maupassant, Charlie Fish, Roald Dahl, Edgar Allen Poe.</p> <p data-bbox="1973 533 2902 642">Progression – Here is an opportunity for students to further their exposure to brilliant crime literature in short story form in preparation for the demands of GCSE English Language. This will add to their prior knowledge of narrative conventions and thematic conventions. Students can demonstrate the skills they have acquired across the novel and creative units in all KS3 years.</p> <p data-bbox="1973 669 2347 690">Assessment - Paper 1 – Q1, Q2 and Q3</p>
Autumn Term 2	Spring Term 2	Summer Term 3
<p data-bbox="92 1083 661 1119"><u>Year 9 – Novel Study – Lord of the Flies</u> 1</p> <p data-bbox="92 1146 1003 1199">The challenge of the Year 9 life and crime themed units reflects the transition into the next stage of their English journey; GCSE.</p> <p data-bbox="92 1226 1003 1281">The novel study in Year 9 consolidates pupils’ understanding of narrative writing and furthers the teaching of narrative conventions. Pupils study Lord of the Flies.</p> <p data-bbox="92 1308 1003 1360">This novel study reinforces and develops the skills introduced in Year 7 and Year 8 in a challenging 20th century text to prepare students for GCSE study.</p> <p data-bbox="92 1388 1003 1440">Students explore and understand themes including the tension between group dynamics and individuality, between rational and emotional reactions, and between morality and immorality.</p> <p data-bbox="92 1467 1012 1577">Creative Writing – Pupils continue to explore the key terms associated with creative writing, writing for effect, characterisation, using the senses for descriptive writing and creating a setting. This progresses from the Year 8 study of literary techniques and consolidates understanding for the forthcoming unit.</p> <p data-bbox="92 1604 1003 1745">Progression - Lord of The Flies is a challenging text that features on the GCSE specs. This further develops the Year 7 and 8 themes which explore the ‘monstrous’ side of human nature. This text forges a love of literature as with the text choices in Years 7 and 8 and the text was chosen as it is engaging, ambitious and accessible. Literary techniques and skills will be revisited and developed thoroughly in preparation for the demands of GCSE.</p> <p data-bbox="92 1772 379 1793">Assessment –Creative Writing</p>	<p data-bbox="1032 1083 1715 1157"><u>Year 9 – Play Text – The Curious Incident of the Dog in the Night-Time</u> 1 9 4</p> <p data-bbox="1032 1184 1941 1367">In Year 9, pupils analyse and explore a playwright’s messages and intentions and pupils analyse theme and context such as social class, social division, discrimination, and prejudice. This unit reinforces and develops the skills introduced in Year 7 and Year 8 in a challenging 20th Century Drama text to prepare students for GCSE Modern Drama study. Pupils will explore the significance of context to the play. Pupils will analyse stage directions to convey the playwright’s messages and intentions.</p> <p data-bbox="1032 1394 1881 1478">Pupils’ understanding of dramatic conventions and tragic conventions are enhanced and consolidated with the Box Clever Theatre Company’s visit with interactive Romeo and Juliet workshops.</p> <p data-bbox="1032 1505 1941 1635">Progression - Further exploration of this engaging theme through another different form. This play text revisits and develops students’ understanding of dramatic conventions. This precedes An Inspector Calls in Year 10 as there is no Shakespeare play in Year 9 so this introduces the modern drama classic. This unit also furthers students’ exploration of important issues surrounding society which is also relevant for An Inspector Calls.</p> <p data-bbox="1032 1684 1911 1705">Assessment – END OF YEAR EXAMS – Language Paper 1 KS3 AQA and Lord of The Flies extract</p>	<p data-bbox="1973 1052 2421 1087"><u>Year 9 – Crime Non-Fiction Unit</u> 1</p> <p data-bbox="1973 1115 2902 1224">In Year 9, the thematic approach to literature study continues with analysis of fiction and non-fiction related to the theme of crime. Pupils are exposed to the challenging language of 19th century fiction and non-fiction in preparation for GCSE Language Paper 2. Pupils experience a wide range of literature from the crime genre across time.</p> <p data-bbox="1973 1251 2902 1392">Pupils develop reading skills by analysing and exploring the conventions of crime literature. Pupils explore how writers create meaning in a range of fiction and non-fiction texts and explain how language is used for effect, ensuring they use the conventions of narrative and specific contextual information relating to the genre in their analysis. Pupils develop writing skills by writing in a style that is appropriate, using the conventions explored in the reading texts.</p> <p data-bbox="1973 1419 2902 1593">Progression - This unit consolidates the study of the theme with a selection of non-fiction extracts relevant to the theme in preparation for Language Paper 2. This unit has a more detailed focus on the conventions of different non-fiction texts. There is focused teaching of non-fiction reading and writing skills to develop skills for next year. This follows Year 7 and 8 where the skills of non-fiction reading and writing were introduced and explored. This unit includes formal spoken language to develop skills for the GCSE Spoken Language unit.</p> <p data-bbox="1973 1621 2436 1642">Assessment - Non-Fiction – Reading – Paper 2 Q3</p>

No.	<ul style="list-style-type: none"> • Cross Curricular Link • Literacy • Numeracy highlighted in topics	Examples
1	Literacy and Oracy	
2	Numeracy	
3	RSE **	
4	SMSC /CITIZENSHIP*	
5	Digital Competency	
6	Careers	
7	Enterprise	
8	Economic Understanding	
9	Appreciation of Sports and the Arts	

YEAR 9 ENGLISH TERM 1 – NOVEL STUDY									
Rationale:									
Week 1	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Introduction – Island Survival	Lord of The Flies – Novel Study	Year 7 and Year 8 novel study	Allegorical, survival, information, context	To explore the concept of survival	What would you need to survive on a desert island? Producing a leaflet.	LOTF Diary Entry from the perspective of Jack	Teacher assessed	Power point Novel	Informative writing
Creative writing – creating characters	Literacy	Literacy from Y8	Characterisation, figurative language, fiction	To describe a fictional character. To use figurative language to create a fictional character	Respond to images and answer questions on a given character image.		Teacher assessment of written responses	Power point	Creative writing to develop characterisation
Week 2	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Leadership Chapter 1: The Sound of the Shell	Lord of The Flies – Novel Study	Year 7 and Year 8 novel study	Leadership, persuasive, speech, characterisation	To understand how characters are presented at the start of Lord of The Flies	From the perspective of this character you need to write a speech outlining why you should be the Island Leader. Deliver your speech to the group	<p>“A good leader must be popular, intelligent and an interesting speaker.”</p> <p>To what extent do you agree with this statement? Write one side of A4 arguing what you believe to</p>	Peer assessed	Power point Novel Prompt sheets	Persuasive writing Spoken Language

						be the qualities of a good leader.			
Creative writing – characterisation	Literacy	Literacy from last week	Dialogue, techniques, senses, show not tell.	How do we create characters? What different methods can we use?	Students will read a range of character descriptions and discuss what methods the writer has used. Write a description of a character who is a bully.		Verbal feedback in the lesson. Peer assessment of paragraphed response.	Power point	Reading to identify methods used by writers. Writing using descriptive language.
Week 3	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Characterisation Chapter 2: Fire on the Mountain	Lord of The Flies – Novel Study	Year 7 and Year 8 novel study	Inference, characterisation, dialogue, personality, presentation	To be able to make inferences from a text to infer a characters motives	Re-write the previous passage from the perspective of Jack. <ul style="list-style-type: none"> What might Jack be thinking as he confronts the pig? What could he be feeling as he lifts the knife in the air? Does he imagine what it would be like to kill the pig? 	Qu: How does the writer show the boys are in a dangerous situation? Consider what is happening/ language used and characters feelings.	Teacher assessed (marking/ verbal feedback)	Power Point Novel Character pictures	Language analysis
Creative writing – characterisation	Literacy	Literacy from last week.	Adjective, verbs, adverbs, simile, metaphor	How do we create an interesting and engaging character?	Students will read a description of a character and determine what we learn about this character. Students then create a character to set criteria.		Verbal feedback. Teacher assessment of written responses.	Power point	Reading extracts for understanding. Speaking- sharing ideas as a class. Writing a creative response.
Week 4	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Thematic study: Horror Chapter 3: Huts on a beach	Lord of The Flies – Novel Study	Year 7 and Year 8 novel study	Horror, nightmare, description, theme	To explore how the author conveys a sense of sustained horror	Use your annotated picture to write a graphic description of your nightmare creature as it moves through the forest.	To create a timeline of events from the perspective of Piggy	Peer assess against the success criteria (students can generate these)	PPT Film clip	Creative writing To be part of a collaborative reading experience
Creative writing – Character challenges	Literacy	Literacy from last week	Senses, language techniques	How can we use the senses to aid character development?	Students respond to a given image and complete tasks concerning the senses. Students then uses these ideas to write a story with a focus on character development.		Teacher assessment of written responses.	Pdf worksheet	Writing creatively using a given image stimulus.
Week 5	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Symbolism Chapter 3: Huts on a beach	Lord of The Flies – Novel Study	Year 7 and Year 8 Novel study	Representation, symbolic, theme, presented, meaning, language	To identify and explore key areas of symbolism	Use your own table of quotes to write PEE paragraphs explaining how the fire is presented in Chapter 2.	Chapter Summaries with word fill Ext: Make a prediction as to what will happen next in the novel	Teacher assessed (marking)	PPT Novel PEE templates	To write critically and analytically
Creative writing – setting	Literacy	Literacy from last week	Atmosphere, metaphor, simile	Why is setting important in creative writing?	Students will analyse a short extract considering the setting created and how the writer has used atmosphere. Students will then describe a setting using a given image		Verbal feedback in the lesson. Teacher assessment of written responses.	Power point	Speaking – sharing ideas in class. Reading a short extract. Writing a creative piece.

Week 6	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Describing Setting Chapter 4: Painted faces and Long Hair	Lord of The Flies – Novel Study	Year 7 and Year 8 Novel Study	Utopia, dystopia, setting, adjectives, metaphor	To incorporate a range of language devices in our writing To use figurative language to describe setting	Creative writing task: beautiful island or dark dystopia?	Identifying Language Features Worksheet	Peer assessment (Purple pens WWW/EBI)	PPT Novel Mix and Match cards	To write imaginatively and develop vocabulary
Creative writing – settings	Literacy	Literacy from last week	Description, ambitious vocabulary	To continue to develop students' ability to create effective settings	Students will identify effective vocabulary choices from a short extract and write how they are effective. Students to complete their own descriptive setting from a range of images.		Verbal feedback in class. Teacher assessment of written responses.	Power point	Speaking- sharing ideas as class. Reading a short extract. Writing short creative piece.
Week 7	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Savagery and Civilisation Chapter 4: Painted faces and Long Hair	Lord of The Flies – Novel Study	Year 7 and 8 Novel Study	Savagery, civilisation, society, anarchy, tribalism, symbols	To explore the concept of savagery and trace the boys decline. To provide examples of symbolism throughout the chapter which reflects the boys' descent.	To create a savage chant outlining the key skills needed to survive on a desert island	Research Golding's experience of violence during the War (Background of author)	Peer assessment (presentation to class)	PPT Novel A3 Sugar paper	To develop confident communication skills
Creative writing – setting in crime fiction	Literacy	Literacy from last week	Noun, verb, adverb, adjective, senses	How can we use the senses to create an effective setting in crime fiction?	Students to share ideas on a given crime setting image. Discuss how the senses could be used effectively. Write a paragraph to describe this crime setting image.		Verbal feedback. Peer assessment of completed paragraphs.	Power point	Speaking – sharing ideas in response to an image. Writing a creative responses.
Week 8	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Characters Perspectives of the Beastie Chapter 5: Beast from the water	Lord of The Flies – Novel Study	Year 7 and Year 8 Novel	Compare, contrast, perspective, reason, nightmare	To compare and contrast different characters views of the beast	PEE: Explain how each characters view of the beast reflects their outlook on the island.	As either Ralph or Piggy you are going to write a SOS message in a bottle , hoping it will reach adults and civilisation.	Teacher assessed	PPT Novel	To make critical judgements on texts and plan effectively for a piece of writing.
Creative writing- writing to describe a setting	Literacy	Literacy from last week	Adjectives, simile, metaphor, personification	To describe a setting independently	Students will be given an image of a setting and will write an extended description of this setting. Targets provided to assist students with this independent task.		Teacher assessment of written responses.	Two word documents printed for students	Writing an extended creative response

YEAR 9 ENGLISH TERM 2 – NOVEL STUDY

Rationale:									
Week 1	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Different characters reaction to the beast Chapter 6: Beast from the air	Lord of The Flies – Novel Study	Year 7 and Year 8 Novel	Dramatic irony, interview, perspective, investigate	To compile evidence from the text and analyse characters reactions	As a news reporter you are going to the island to investigate the sighting of 'The Beast from the Air'. Your mission is to write a news report about how the boys are dealing with the Beast from the Air.	Create and annotate your own 'Beast from the air' including powerful verbs and adjectives.	Teacher assessed	PPT Novel Newspaper Template	To write for a range of audiences and purposes
Creative writing – setting and character	Literacy	Literacy from last week	Adverbs, adjectives, verbs, simile, metaphor, personification	To use a range of language devices and vocabulary choices for effect	Students will enhance a short extract by using more engaging vocabulary choices. Continue the story from a given story starter.		Teacher assessment of written responses.	Power point	Creative writing response
Week 2	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Structural Devices Chapter7: Shadows and Tall Trees	Lord of The Flies – Novel Study	Year 7 and Year 8 Novel	Structure, foreshadowing, flashback, chronology, repetition	To identify relevant structural features within the text and explain their effect on the reader	To write a flashback scene from Piggy's perspective	Writing the teaser for the new Netflix adaptation of Lord of the Flies	Teacher assessed	PPT Novel Structural device sheet	Refer to evidence in the text
Creative writing – imagery	Literacy	Literacy from last week	Simile, ambitious vocabulary,	How to use imagery effectively in creative writing	Students respond to short questions on a given image. Students write a creative piece using the image with a focus on their vocabulary choices.		Teacher assessment of written responses.	Power point	Writing creatively from a given image.
Week 3	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Developing themes within the novel Chapter 8: Gift for the Darkness	Lord of The Flies – Novel Study	Year 7 and Year 8 Novel	Brutality, savagery, power, civilisation, tribes	To start developing links between the key themes in the novel. To explore how they are presented	To produce an A3 comparative table which matches key themes to characters/dialogue/ Symbols. Qu: To explain how one key theme is presented within the novel.	Students create a comprehension quiz for the chapters read. They must include the answers.	Peer Assess (group presentations of A3 work)	A3 Sugar paper Theme prompts Novel PPT	Opportunities for talk/ discussion and debate. To be part of a collaborative reading experience

				and find evidence from the text.					
Creative writing – imagery – varying sentence starters.	Literacy	Literacy from last week	Verbs, sentence starters	How can we use imagery in our creative writing? How can we vary our sentence starters effectively?	Students will be given an image and respond to quick questions. Write a creative piece using a range of sentence starters and imagery.		Teacher assessment of written responses.	Power point	Speaking – sharing ideas in response to set questions. Writing a creative response.
Week 4	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Language Features: Pathetic Fallacy Chapter 9: A View to a Death	Lord of the Flies – Novel Study	Year 7 and Year 8 Novel Study	Pathetic fallacy, weather, representation, language feature	To explain how pathetic fallacy is used to represent the tension on the island	To create and plot tension graphs and weather graphs to show the correlation between stormy weather and growing tensions on the island.	Write a <u>letter home</u> to Simon’s parents explaining Simon’s time on the island and his tragic death	Teacher assessed	PPT Novel Graph Paper	To make critical judgements on texts To be part of a collaborative reading experience
Creative writing – imagery	Literacy	Literacy from last week	Simile, metaphor	To identify imagery used in a short extract from Charles Dickens.	Students will share their ideas in response to the short extract. Students write their own description.		Verbal feedback in the lesson. Teacher assessment of written responses.	Power point	Speaking – sharing ideas in response to the short extract. Reading to identify imagery. Writing a description.
Week 5	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Exploring the boys emotions surrounding Simon’s death Chapter 10: The Shell and the Glasses	Lord of the Flies – Novel Study	Year 7 and Year 8 Novel Study	Formal, factual, chronological, third person	To follow a chain of reasoning and writing in formal language	To write a police report outlining the events surrounding Simon’s death	Research activity: How does the justice system deal with young people (Links to PHSE and Citizenship)	Teacher assessed	PPT Novel Police report template Web links	Write in Formal Standard English – understand the differences between written and spoken language.
Creative writing – crime fiction	Literacy	Literacy from last lesson	Detective, stereotype	To understand the stereotype of a detective. To be able to create your own detective.	Students will respond to questions on short extract from a Miss Marple mystery. Students to describe their own detective creation.		Teacher assessment of written response.	Power point	Reading to respond to a piece of fiction. Writing a description.
Week 6	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Figurative Language Chapter 11: Castle Rock	Lord of the Flies – Novel Study	Year 7 and Year 8 Novel Study	Simile, metaphor, symbolism, prediction	Using a range of powerful verbs, adjectives, similes etc in	Descriptive writing: To continue writing the events on the island from the end of Chapter 11.	Chapter summary activities. (Word fill)	Peer assessed against the success criteria (purple pen/ WWW/EBI)	PPT Novel Metaphor sheet	To write imaginatively

				independent writing.	Students use predictions as a basis for their plan.				
Creative writing – crime fiction	Literacy	Literacy from last lesson	Deduction, detective	What can we deduce from a short extract of detective fiction?	Students respond to questions on a short extract. Share ideas as a class. Students write what they think happened next. Write a diary entry as Young Sherlock Holmes.		Teacher assessment of written responses to questions and diary entry.	Power point	Reading to respond to questions. Writing a diary entry.
Week 7	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
The ending: Juxtaposing Viewpoints Chapter 12: Cry of the Hunters	Lord of the Flies – Novel Study	Year 7 and Year 8 Novel Study	Juxtaposition, perspective, values, viewpoint, narrator, rescue	Considering the ending of the novel from two different perspectives (juxtaposing views)	PEE task: How does Golding reveal the true horrors of island life in Chapter 12?	Comprehension questions based on the end of the novel	Teacher assessed	PPT Novel Work sheet	Analyse a text to explore meaning
Creative writing – developing a story as crime fiction	Literacy	Literacy from last week	Simile, metaphor, alliteration, pathetic fallacy, personification	How to write a piece of crime fiction.	Students read a short extract from the start of a piece of crime fiction. Respond to questions on the extract. Complete the story.		Verbal feedback to question responses in the lesson.	Power point	Speaking – sharing responses to questions. Reading a short extract. Writing a creative piece.
Week 8	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
The ending: Character impact Chapter 12: Cry of the Hunters	Lord of the Flies – Novel Study	Year 7 and Year 8 Novel Study	Character, evaluate, impact, significance, represent	To evaluate the impact different character had within the novel	It has been a few years since the rescue of the boys from the island. Ralph and Jack meet for the first time since they were rescued. Students write the conversation they could have.	Book review of LOTF	Teacher assessed	PPT Novel Card sort Template	Make critical judgements on texts To write for a variety of purposes
Creative writing -	Literacy	Literacy from last week	Powerful verbs, adjectives, the senses	To respond to a given image and write an effective crime story.	Students will be given an image and be asked to write a story based on this image. Sentence starts and key vocabulary provided to assist students.		Peer assessment of creative pieces. Teacher assessment of completed stories.	Power point	Reading to provide feedback to peers. Writing creatively.

YEAR 9 ENGLISH TERM 3 – POETRY

Rationale:									
Week 1	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Light Gatherer	Life Through Poetry	Poetry units in years 7 and 8	Direct address Connotations Metaphor Enjambment Simile Caesura	Language/structure /form analysis	How does Duffy portray the speaker's feelings about her child?	Read the poem 'Baby' by George MacDonald. Write 2 paragraphs explaining how the poet shows the speaker's love for the baby.	Teacher assessment Self assessment	PPT Poem	Reading Comprehension Analytical writing
Week 2	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Climbing My Grandfather - Follower	Life Through Poetry	Poetry units in years 7 and 8	Extended metaphor Stanza Free verse Volta Quatrain	Language/structure /form analysis	Compare how poets present family relationships from a child's perspective in 'Climbing my Grandfather' and 'Follower'.	To structure a piece of writing so that it looks like what it describes.	Peer assessment	PPT Poems	
Week 3	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
First Day at School	Life Through Poetry	Poetry units in years 7 and 8	Hyperbole Personification Sibilance Stream of consciousness	Language/structure /form analysis	How does the poet show the speaker's apprehension on their first day at school?	To write a speech with a young child's voice	Self assessment	PPT Poem Comprehension activity sheet Illustration activity sheet Letter writing activity sheet	Reading Comprehension Analytical writing
Week 4	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Mother Any Distance	Life Through Poetry	Poetry units in years 7 and 8	Direct address Alliteration Hyperbole Extended metaphor	Language/structure /form analysis	Compare how the separation between parents and children is presented in 'Walking Away' and 'Mother, any distance'.		Teacher assessment	PPT Poem	Reading Comprehension Analytical writing
Week 5	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Walking Away	Life Through Poetry	Poetry units in years 7 and 8	Pathetic fallacy Simile Metaphor Opening	Language/structure /form analysis	Compare how the separation between parents and children is presented in 'Walking Away' and 'Mother, any distance'.	To write diary entries from specific perspectives.	Teacher assessment	PPT Poem	Reading Comprehension Analytical writing
Week 6	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Toads	Life Through Poetry	Poetry units in years 7 and 8	Simile Italics Colon Focus shift	Language/structure /form analysis	How does the Larkin show the speaker's feelings about work?	To write a poem about school life using an animal as an extended metaphor.	Peer assessment	PPT Poem	Reading Comprehension Analytical writing
Week 7	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement

Winter Swans	Life Through Poetry	Poetry units in years 7 and 8	Aural imagery Alliteration Preposition Juxtaposition Sibilance	Language/structure /form analysis	How does Sheers present the relationship in 'Winter Swans'?	Write a poem about someone who stands out to you	Teacher assessment	PPT Poem	Reading Comprehension Analytical writing
Week 8	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Do Not Go Gentle into that Good Night	Life Through Poetry	Poetry units in years 7 and 8	Prose Villanelle Rhyme scheme Iambic pentameter	Language/structure /form analysis	How does Thomas convey the speaker's feelings about his dying father?	Why do you think Thomas kept to such a rigid structure when addressing his father's attitude towards his own death?	Teacher assessment Self assessment	PPT Poem	Reading Comprehension Analytical writing

YEAR 9 ENGLISH TERM 4 – PLAY TEXT									
Rationale:									
Week 1	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Features of a play	Play text – The Curious Incident of the Dog in the Night-time	Themed fiction - Crime	Play, features, dramatic devices, script, character	To understand the features of a play To gain an overview understanding of the main characters	Mind-map key terms. What do we think this play is going to be about? Have you heard of this play before? Write down your thoughts and we will then share as a class. Character map.	Character map/file - Add facts to each character based on what you have learned and what we have discussed as a class.	Verbal feedback and discussion	PPT, accessing a script, key terms	Discussion Reading Comprehension
Understanding autism				Develop, autism, recap, dramatic irony					
Week 2	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Literal and metaphorical language	Play text – The Curious Incident of the	Themed fiction – Crime	Literal language, metaphorical language	To understand the difference	What is the difference between literal and metaphorical language? Write down your own definitions.	Create a poster appealing for witnesses of the murder of the dog	Questions – peer assessed Discussion Verbal feedback	PPT, play, video	Reading Comprehension Descriptive writing Creative writing

Character study – Siobhan	Dog in the Night-time		Character, witnesses	between Literal and Metaphorical Language To develop our understanding of the character Siobhan	Which type of language do you think is more accessible for Christopher and why? Explain your answer. What is the difference between the way Christopher speaks and the way others do - in particular Ed? Write down 4 metaphorical phrases that are used Challenge: Can you think of any other metaphorical phrases? What is interesting about the character of Siobhan? Why is she important within the play? What is her role within the play?	What information will you need to include?	Questions – self assessed		
Week 3	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Character study – Christopher’s parents	Play text – The Curious Incident of the Dog in the Night-time	Themed fiction – Crime		To read the play and understand more about Christopher’s parents	How is Ed (Christopher’s dad) presented in the play? Do you think that Christopher has a good relationship with his dad? Why is Ed so angry? How do you think he feels being a single father? Why might this be difficult for him? Write your answers to these questions. Challenge: Find quotes to support your ideas.	Ed is a good parent to Christopher. How far do you agree? Plan your answer to this question. Make sure you have at least two points for each. Find quotes to back up your points.	Verbal feedback Discussion Questions – teacher assessed Letter – teacher assessed	PPT, play	Reading Comprehension Non-fiction writing – letter Analytical writing
Character study – Christopher			Letter writing, perspective	To read the play and to write a letter from Christopher’s perspective To read the play To further	Now that we have read his mum’s letters, you are going to write your own from Christopher’s perspective. Think about: How he feels? How he felt then? What might he want to say to her? What does he try to explain to Christopher? Select 4 key points: What does Christopher decide to do? Why do you think he decided this?				

				develop our understanding of Christopher	How is Christopher feeling? Why does he feel this way? How might this link to his autism? How do people treat Christopher? Why do you think this is? What doesn't the policeman understand? Challenge: Can you find quotes to support your answers?				
Week 4	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Christopher's feelings	Play text – The Curious Incident of the Dog in the Night-time	Themed fiction – Crime	Stage directions, atmosphere, commuting, chaotic, navigating, congestion.	To understand how Christopher is feeling at this point in the play	Looking at pages 63 and 64 what do the stage directions tell us about how Christopher is feeling? Why are the stage directions important here? What does the counting suggest about how Christopher is feeling? How does Christopher feel on the train? Use quotes to respond to this question (pages 59 -70) Aim for 3 paragraphs.	Design a poster to advertise the play. Remember to include a range of persuasive techniques.	Teacher assessed Peer assessment	PPT, play	Creative task Reading Comprehension Analytical writing Creative writing Descriptive writing
Christopher's relationship with Judy				To consider Christopher's relationship with Judy. To produce an extended creative piece of writing.	How do you think Christopher would respond to being on the Underground? Write an answer in your book and explain why. How does Judy respond when she finds out Christopher thought she was dead? Christopher is not suited to travelling on the underground, give an example to support this view. How does Christopher manage to cope through the journey? What does he do to help himself manage? How does Roger respond to the situation? Why do you think that is? How is humour created in the extract? Find an example?				
Week 5	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Audience's sympathy	Play text – The Curious Incident of the Dog in the Night-time	Themed fiction – Crime	Sympathy	To consider where our sympathy is as an audience	Christopher often reacts badly when he doesn't get his way, he screams or groans or lashes out.	Create a storyboard detailing the ideal day for Christopher. What would it involve? Who else might be there?	Verbal discussion and feedback. Self-assessment	PPT, storyboard template	Reading Comprehension Discussion Creative task

Character study – Roger				To consider how important Roger is in the play	What do you think this shows us about him and how does this affect what we think of him? How would you describe the way he behaves? Comprehension questions How important is Roger to the play?				
End of the play				To read to the end of the play To consider how effective the ending is	Is it a happy ending? What is the significance of the appendix scene to the staging? Consider what it tells us and how this has been used throughout the play. The use of the final scene (in the appendix) ruins the ending, do you agree or not?				
Week 6	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Siobhan as a teacher	Play text – The Curious Incident of the Dog in the Night-time	Themed fiction – Crime		How is Siobhan presented as a teacher to Christopher?	How Siobhan and Christopher are presented together. How Stephens presents Siobhan. How is Siobhan presented as a teacher to Christopher?	Design Christopher’s bedroom with anything in it that you know about him from the play.	Teacher assessed Discussion	PPT, model paragraphs, table	Analytical writing Reading comprehension
Crime fiction				To discuss how the play fits into the crime genre	What is crime fiction? Recap In what ways do you think this is similar to a crime story and what ways is it not?	The play ‘The Curious Incident of the Dog in the Night-Time’ can be described as a classic piece of detective fiction. How far do you agree or disagree with this statement? Top tip: Think carefully about the conventions of detective fiction. Your argument must be <u>at least</u> 2 paragraphs.		Curious and detective fiction template	Fiction writing
Week 7	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Themes in the play	Play text – The Curious Incident of the	Themed fiction – Crime	Theme, conflict, violence, anger	To consider how Conflict, Violence and	Who do you think is the most violent character in the play and why?	Write a review of the play.	Peer assessment Discussion	PPT, article, book review worksheet	Themes Evaluative writing

	Dog in the Night-time			Anger are relevant to the play. To consider how honesty and trust are relevant to the play.	Why are the letters Judy sends important? What is she trying to do? How is Ed stopping her from doing this?	Did you like it? Why/why not? How could the play be improved? Who would you recommend it to and why?			Non-fiction – Review writing
Week 8	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Themes – family relationships	Play text – The Curious Incident of the Dog in the Night-time	Themed fiction - Crime	Moral compass	To consider the themes of Family and Relationships To consider how Christopher's father is presented as a parent	Who in the play is Christopher most reliant on for his moral compass? How does Stephens present Christopher's father as a parent?	How does Stephens present Christopher's father as a parent? Write about: • what Christopher's father says and does and the difficulties he has to deal with • how Stephens presents Christopher's father.	Teacher assessed Verbal feedback and discussion	PPT, video	Analytical writing

YEAR 9 ENGLISH TERM 5 – CRIME THEMED FICTION									
Rationale:									
Week 1	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
A Nightmare in Yellow by Fredric Brown	Crime short stories.	Exploration of the crime genre – fiction, non-fiction and poetry.	Character Protagonist	Language analysis/ written paragraphs	How does the author present the protagonist's opinion of his wife?	Creative writing. Continue the story after "surprise"	Teacher assessment of written work	PPT Extract	Reading. Comprehension. Analytical writing.
Week 2	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
A Vendetta by Guy de Maupassant	Crime short stories	Exploration of the crime genre – fiction, non-fiction and poetry.	Structure Character Comparison	Character development/language/ structure analysis	How does the Widow change and develop throughout the story?	Creative writing:	Teacher assessment of written work	PPT Extract	Reading Comprehension Analytical writing

Week 3	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Death by Scrabble by Charlie Fish	Crime short stories	Exploration of the crime genre – fiction, non-fiction and poetry.	Structure Beginning Middle End Script	Language/ structure analysis	How has the writer structured the text to make it interesting?	Plan and write a crime story based on another board game.	Teacher assessment of written work	PPT Extract	Reading Comprehension Analytical writing
Week 4	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Man from the South by Roald Dahl.	Crime short stories	Exploration of the crime genre – fiction, non-fiction and poetry.	Character Setting Simile Senses Sentence structure	Analysis of language and structural techniques	How does the writer use language to show the change in the old man?	Write a newspaper article about the bet and the strange events that took place.	Peer assess written paragraphs	PPT Extract	Reading Comprehension Analytical wiring Creative writing
Week 5	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
The Hitchhiker by Roald Dahl	Crime short stories	Exploration of the crime genre – fiction, non-fiction and poetry.	Purpose Audience Opening Conclusion	Speech Writing Using persuasive techniques	Speech writing: “stealing is immoral, rude and hurtful to the person who has had their possessions stolen” How is the Hitchhiker presented?	Write the diary entry of the man in the car.	Teacher assessment of written work Peer assessment *sharing speeches Peer assessment	PPT Extract	Reading Analysis Spoken language
Week 6	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
The Tell Tale Heart by Edgar Allan Poe	Crime short stories	Exploration of the crime genre – fiction, non-fiction and poetry.	Psychology Simile Religious imagery Debate Motive Evidence	Analysis Presenting a clear argument	How does the writer present the narrator? Create a police report to be used in a mock trial.	Creative writing: Write a prequel or a Sequel to the story.	Teacher assessment of written work. Self assessment.	PPT Extract	Reading Comprehension Analysis Spoken language
Week 7	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Voodoo by Frederic Brown	Crime short Stories	Exploration of the crime genre – fiction, non-fiction and poetry.	Theme <ul style="list-style-type: none"> Confidence Revenge Hate Greed etc Letter – opening/layout	Analysis Annotation	How does Brown present the theme of ... in Voodoo? Write a short story about what might have happened on Mrs Decker’s holiday/	Write a letter from Mr Decker to her family that explains what happens to her.	Self assessment	PPT Extract	Reading Comprehension Analysis
Week 8	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Creative writing.	Crime short Stories	Exploration of the crime genre – fiction, non-fiction and poetry.	Plot Character Powerful use of adjectives and vocabulary	Creative writing.	To respond to an image and produce a short crime story.		Teacher assessment of written work	Story stimulus and guide.	Writing creatively.

YEAR 9 ENGLISH TERM 6 – CRIME NON-FICTION THEMED UNIT

Rationale:									
Week 1	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Sherlock Holmes 'The Adventure of the Speckled Band'	Crime Themed Unit	Years 7 and 8 themed units Literacy lessons during novel study	Setting Victim Crime Suspects Clues Resolution	Analyse the writer's use of language.	How does Doyle present the character in the opening of the story?	Dr Roylott has a cheetah and a baboon which 'wonder freely over his grounds'. Research one of these animals and create a poster warning people of the dangers of owning such an animal as a pet.	Analytical tasks teacher assessed and peer assessed	PPT Extract	Reading Comprehension Analytical writing
Week 2	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Sherlock Holmes 'The Adventure of the Speckled Band'	Crime Themed Unit	Literacy lessons during novel study	Report Heading Caption Facts Structure	Produce a non-fiction text. Analytical writing	To produce a newspaper article about Julia Stoner's death. How does the writer present the setting seem frightening?	How does Conon Doyle present the Helen Stoner's panic?	Teacher and self assessed.	PPT Template Extract	Creative writing Reading Comprehension Analytical writing
Week 3	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Sherlock Holmes 'The Adventure of the Speckled Band'	Crime Themed Unit	Literacy lessons during novel study Language analysis previously in the unit	Red herring Tone Semantic field Adjective Verb Simile Sibilance Imagery Alliteration Juxtaposition	Produce a non-fiction text Language analysis	To write a letter from Sherlock to a police officer explaining how Julia Stoner died. How does the writer make the hotel seem unwelcoming?	Write a travelogue as if you were visiting South Holland for the first time.	Self assessment and teacher assessment	PPT Extract	Creative writing Reading Comprehension
Week 4	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Jonathan Creek	Crime Themed Unit	Non-fiction writing earlier in the unit	Tone Formality Standard English	Produce a non-fiction piece	Write an entertaining article or blog about your favourite television programme or character.	<u>Task 1</u> Write a short account (2-3 paragraphs) to your teacher of a fight that has taken place in school. Focus on the language and tone you use. <u>Task 2</u> Write another short account of the same even but written to your best friend. Focus on how your language and tone	Teacher and peer assessment	PPT Article	Creative writing Reading Comprehension

Week 5	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Lamb to the Slaughter	Crime Themed Unit	Study of whole crime short story (Sherlock)	Beginning Middle End Focus shift Dialogue Foreshadowing	Structural analysis	How does Dahl structure 'Lamb to the Slaughter' to make it exciting to read?	Explain why Mary killed her husband.	Teacher and self assessment	PPT Story	Reading Comprehension Analytical writing
Week 6	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
LADP article – I'm a homicide detective in the LAPD	Crime Themed Unit	Non-fiction analysis and writing earlier in unit	Summarise Explain Article	Produce a non-fiction piece.	Write your own article about a typical working day for a teacher.	Research the job of a police detective in the UK. Present your findings as a fact file.	Self assessment	PPT Article	Reading Comprehension Creative writing
Week 7	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
The Murders in the Rue Morgue	Crime Themed Unit	Language analysis previously in the unit	Narrator Description Evidence Terminology	Analytical writing	How does Poe use language to describe the character of Dupin?	Imagine your friend has a special skill that would amaze other people. Write a description of that friend.	Teacher assessment	PPT Extract	Reading Comprehension Analytical writing
Week 8	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Police Now	Crime Themed Unit	Non-fiction analysis earlier in the unit	Logo Catchphrase Imperatives Questions Adjectives Metaphors Subheadings	Producing a non-fiction text.	Write an advertisement to persuade adults to apply to teach at UAH.	Write a speech in which you try to encourage you classmates to take up your favourite hobby, watch your favourite show or play your favourite game.	Teacher assessment and self assessment	PPT Article	Reading Comprehension Creative writing