**Long Term Plan 2018-19**

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| **Subject:** | **English** | **Year group:** | **9** |
| **Teacher(s):** | **Ms Nicola Tully** | | |

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| **Term 1:** | |
| **Title** | **Summary** |
| **Unit 1:**  **Creative Reading**  **and Creative Writing** | Students develop their reading skills through a close analysis of how language, grammar and punctuation is used for effect in a range of different texts and extracts.  Reading for meaning  Inference and deduction  Using PEEAL for analysis  Understanding the author’s craft  Writing to inform and explain  Writing to imagine |
| **Unit 2:**  **Other Cultures Poetry** | Engage with whole texts for sustained periods  Reading for meaning  Understanding the poet’s craft  Writing to explain, analyse and evaluate the impact of the text on the reader  Focus on identity and cultural diversity  Make different kinds of relevant contributions in groups, responding appropriately to others, proposing ideas and asking questions  Speaking and Listening activities |
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| **Term 2:** | |
| **Title** | **Summary** |
| **Unit 3:**  **Short Stories ‘Stories of Ourselves’**  **Unit 4:**  **Poetry: Love Poems and Sonnets** | Characterization – Using the introduction as a basis for a creative writing exercise –  Re-introduction to 1st person narratives, style of narration and use of effective adjectives/adverbs  Understand how texts are crafted by the writer to shape meaning and produce particular effects  Develop logical arguments and cite evidence in analytical essays using PEEAL  Use planning, drafting, editing. proofreading and self-evaluation to shape and craft their writing  Spell correctly, increasing knowledge of regular patterns of spelling, word families, roots of words and derivations. |
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| **Term 3:** | |
| **Title** | **Summary** |
| **Unit 5:**  **Shakespeare**  **‘Romeo and Juliet ‘** | Group discussion of play scene by scene  Whole class study of the plot, characters, themes and language of the play.  Reading for meaning and deeper analysis  Understanding the author’s craft  Writing to analyse, review and comment  Writing to imagine  Gain a sense of the English literary heritage and engage with important texts within it |
| **Unit 6:**  **Non-fiction Writing**  **Key Stage 3 Prep**  **Preparation for the Language Reading Paper** | Students look at a range of non-fiction texts and prepare for the end of year exams.  Write legibly, with fluency and, when required, speed.  Present material clearly, using appropriate layout  Write to analyse, explain, review and comment |