

## English Curriculum Overview

Year 9

Autumn Term (September to December)	Spring Term (January to March)	Summer Term (April to July)
<p><b>Topic and Set text – Norse Mythology Fiction</b></p> <p><b>Term 1a Assessments</b> Formative: Language analysis Aim 1 and Aim 3 <i>ELC Component 2 Section 2</i> Summative: Creative writing and presentation Aim 6 and Aim 7 <i>ELC Component 1 Speaking assessment</i></p> <p><b>Term 1b Assessments</b> Formative: Comparison setting Aim 3 and Aim 4 <i>ELC Component 2 Section 1</i> Summative: Creative Writing question Aim 5 <i>ELC Component 2 Writing question</i></p>	<p><b>Topic and Set text – Stone Cold Non-fiction</b></p> <p><b>Term 2a Assessments</b> Formative: Language and structure Analysis Aim 2 and Aim 3 (Romeo’s balcony speech) <i>ELC Component 2 Section 1</i> Summative: Soliloquy writing Aim 5 <i>ELC Component 2 Section 3</i></p> <p><b>Term 2b Assessments</b> Formative: Comparative Aim 3 comparing the prophecies <i>ELC paper 2 Section 2</i> Summative: Speech writing and delivery Aim 5, Aim 6 and Aim 7 <i>ELC Component 1 Speaking and Listening</i></p>	<p><b>Topic and Set text – Shakespeare Fiction</b></p> <p><b>Term 3a Assessments</b> Formative: Dual narration comparison Aim 3 and Aim 4 <i>ELC Component 2 Section 3</i> Summative: Creative writing description Aim 5 <i>ELC Component 2 Writing question</i></p> <p><b>Term 3b Assessments</b> Formative: Opinion explanation Aim 3 and Aim 4 <i>ELC Component 1 Section 1</i> Summative: Newspaper article Aim 5 <i>ELC Component 1 Writing question</i></p>
<p><b>Knowledge and Skills (National Curriculum)</b></p> <p><u>Aim 1 - read easily, fluently and with good understanding</u> Close reading of myth extracts to identify information, summarise ideas, and analyse language for effect (Formative: language analysis; Summative: creative response/presentation). Establish routines for quotation selection and gist → detail.</p> <p><u>Aim 2 - develop the habit of reading widely and often, for both pleasure and information</u> Introduce genre breadth via mythic narratives (heritage-adjacent), building reading stamina and curiosity; link to moral themes across multiple tales. Young adult fiction, by a well-known author, a retelling of mythological stories. Stories cover a variety of topics covering morality and sin.</p>	<p><b>Knowledge and Skills (National Curriculum)</b></p> <p><u>Aim 1 - read easily, fluently and with good understanding</u> Transfer comprehension to a contemporary narrative with dual narration; pupils compare perspectives, track developments, and use evidence in short responses; retrieval &amp; vocabulary routines continue every lesson. Retrieval, prediction and dual narration work builds comprehension and pupils can identify, summarise and evidence key information when directed to a section. Students can track perspectives in a non-linear structure.</p> <p><u>Aim 2 - develop the habit of reading widely and often, for both pleasure and information</u> Add issue-based non-fiction (e.g., Big Issue context) alongside the novel to widen text types and purposes. Contemporary Young Adult fiction exploring homelessness, real-world contextual reading such as The Big Issue embeds reading from an</p>	<p><b>Knowledge and Skills (National Curriculum)</b></p> <p><u>Aim 1 - read easily, fluently and with good understanding</u> Students have moved from modern texts to dramatic text handling, texts are scene based not prose, students can make inferences on feelings and ideas from language, form and structure. Apply to dramatic form: close reading of key scenes (e.g., balcony speech), inference from language/structure, and comparison across scenes (prophecies).</p> <p><u>Aim 2 - develop the habit of reading widely and often, for both pleasure and information</u> Elizabethan/Jacobean drama text, contextual understanding required for laws around marriage, superstition and theatre conventions. Reading a play rather than prose.</p>

<p><u>Aim 3 - acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.</u> Weekly vocabulary and dictionary routines; explicit word-class spotting in extracts; foundational SPaG control within creative outcomes.</p> <p><u>Aim 4 - appreciate our rich and varied literary heritage</u> Establish the idea of story as cultural heritage via myths; compare themes (power, fate, morality) across tales to create schema for later heritage study.</p> <p><u>Aim 5 - write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.</u> Creative writing and presentation task: plan to draft to present, focusing on clear structure and audience awareness at entry level.</p> <p><u>Aim 6 - use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</u> Structured talk to hypothesise about motifs, archetypes and morals; accountable talk stems introduced and reused.</p> <p><u>Aim 7 - are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</u> Summative presentation embedded in Term1 (ELC Component 1—speaking on overview): short notes-supported talk to build confidence and Standard English habits.</p>	<p>informative perspective and from a pleasure perspective.</p> <p><u>Aim 3 - acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.</u> Systemic vocabulary (dictionary work), SPAG in crafted description, explicit genre conventions (leaflet, speech, article) and cohesion. Descriptive writing (show, not tell) and informational forms (leaflet/article) build control of cohesion, sentence variety, and register.</p> <p><u>Aim 4 - appreciate our rich and varied literary heritage</u> Ethical themes and narrative perspective (antagonist/protagonist) establish the habit of reading fiction that reflects society's issues, links to British Values. Connect modern social themes (homelessness, exploitation) to ethical questions in literature; prepare for heritage debate.</p> <p><u>Aim 5 - write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</u> Consolidate through modelled description and newspaper article: paragraphing for purpose, selection of relevant detail/evidence, headline/lead conventions leading to a summative description and newspaper article.</p> <p><u>Aim 6 - use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</u> Issue-based talk (homelessness, exploitation); group exploration of stereotypes; formative opinion tasks; planning for informative texts.</p>	<p><u>Aim 3 - acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.</u> Shakespearean rhetoric (monologue/soliloquy), tone, imagery and rhythm such as iambic pentameter. Precise vocabulary, language for persuasion. Soliloquy composition (crafted voice, imagery, rhetoric) and speech writing (tone, audience, Standard English).</p> <p><u>Aim 4 - appreciate our rich and varied literary heritage</u> Direct engagement with Shakespeare as a heritage author, contextual tragedy conventions (Elizabethan and Jacobean).</p> <p><u>Aim 5 - write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</u> Extend to soliloquy (sustained viewpoint) and formal speech (rhetoric, cohesion, purposeful conclusion). Soliloquy composition (crafted narrative voice) to speech writing &amp; delivery, with planning, drafting, feedback, refinement.</p> <p><u>Aim 6 - use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</u> Debate themes (love/conflict, power/supernatural); collaborative interpretations of scenes; rehearsal talk for speeches, questions and answers to refine reasoning.</p> <p><u>Aim 7 - are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</u></p>
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	<p><u>Aim 7 - are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</u></p> <p>Presenting key information (leaflets/speeches). Two embedded speaking tasks across/after the unit (issue explanation; viewpoint sharing), increasing coherence and register.</p>	<p>Escalate to formal speech (ELC Component 1): plan to draft to deliver using prosody/fluency; teacher &amp; peer questions; reflection and feed-forward.</p>
<p><b>Threads</b> <u>Understanding and appreciation</u> Reading about the Norse Gods, understanding each story has it's own moral theme and that the stories all create an overarching plot.</p> <p><u>Critical analysis</u> Analysing the language choices made by the writer to show meaning through word and phrase choices. Comparison of ideas, such as comparison of characters, items and setting.</p> <p><u>Language proficiency</u> Develop creative writing to describe items and settings. Using basic SPAG accurately.</p> <p><u>Cultural awareness</u> Engaging with themes of power and religion through the Norse gods and the cultures associated with them. How this religion formed everyday life for those who believed as well as the characters in the novel.</p>	<p><b>Threads</b> <u>Understanding and appreciation</u> Reading about a fiction plot where the focus is a non-fiction topic: homelessness, understanding each narrator has their own perspective and their own moral compasses.</p> <p><u>Critical analysis</u> Analysing the language choices made by the writer, understanding that each character is presented in a specific way. Comparison of characters to show how the writer develops a character and builds sympathy for them as the novel progresses.</p> <p><u>Language proficiency</u> Develop creative writing with a focus on settings. Developing the senses to show not tell. Using basic SPAG accurately, including speech marks and the use of speech.</p> <p><u>Cultural awareness</u> Engaging with themes of power/conflict and identity through the antagonist and protagonist and with each other. How homelessness impacts society and how we adapt to it. Links to British Values.</p>	<p><b>Threads</b> <u>Understanding and appreciation</u> Reading fictional plays, introducing a different form and the way the plot is delivered and the character development is portrayed rather than in prose.</p> <p><u>Critical analysis</u> Analysing the language form and structure of a play and the breakdown of scenes with a focus on how the audience receives the intended messages including stage direction, narration and speech.</p> <p><u>Language proficiency</u> Develop speech writing with a focus on showing emotion through word choices. Developing the senses to show not tell and reveal through word and phrase choices (soliloquy) Using a range of SPAG accurately, including the structure of a play with character's speech.</p> <p><u>Cultural awareness</u> Engaging with historical context and overarching themes such as power and conflict, monarchy and social changes of marriage and women's rights. Link to modern day Britain and consider the similarities or differences to current affairs.</p>

Autumn Term (September to December)	Spring Term (January to March)	Summer Term (April to July)
Topic and Set text – Dystopia GCSE Language	Topic and Set text – A Christmas Carol GCSE Language	Topic and Set text – Conflict poetry GCSE Language
<p><b>Term 1a Assessments</b> Formative: Retrieval AO1 True or False Paper 1 and 2 Question 1 Summative: Analysis AO2 Language paper 1 Question 2 Character presentation in a novel</p> <p><b>Term 1b Assessments</b> Formative: Evaluation AO4 Language paper 1 question 4 How successful a hero is in the Dystopian genre Summative: Creative writing AO5, AO6 Language paper 1 Question 5 Creating a Dystopian World</p>	<p><b>Term 2a Assessments</b> Formative: Analysis AO2 Scrooge Language paper 1 Question 2 Summative: Comparison AO3 Scrooge vs Fred Language paper 2 Question 2</p> <p><b>Term 2b Assessments</b> Formative: Opinions and Perspective AO4 Sympathy for Scrooge Language paper 2 Question 4 Summative: Written speech about poverty in modern Britain AO5, AO6 and AO7 Language paper 2 Question 5 and Speaking Component</p>	<p><b>Term 3a Assessments</b> Formative: Analysis AO2 Use of noise Language paper 1 Question 2 (Charge of the Light Brigade) Summative: Analysis AO2 Use of structure for effect Language paper 1 Question 3 (Half-caste)</p> <p><b>Term 3b Assessments</b> Formative: Analysis AO2 Comparison of War perspective Language paper 2 Question 4 (Charge of the Light Brigade and Dulce et Decorum est) Summative: Creative non-fiction writing AO5, AO6 Obituary of a soldier Language paper 2 Question 5</p>
<p><b>Knowledge and Skills</b> <u>AO1</u> <u>Reading: identifying information, summarising ideas and using quotes to support.</u> Retrieval across dystopian extracts; summary of ideas; evidence selection. True or False information selection.</p> <p><u>AO2</u> <u>Reading: analysing Language and Structure</u> <u>Being able to infer from evidence.</u> <u>Using able to identify word class.</u> <u>Being able to explain meaning.</u> Analysis of dystopian genre language; identify word classes; explain meaning; writer's intent.</p> <p><u>AO3</u> <u>Reading: compare and contrast</u> Introduced lightly: compare dystopian characters/settings. Focus on paraphrasing as evidencing.</p>	<p><b>Knowledge and Skills</b> <u>AO1</u> <u>Reading: identifying information, summarising ideas and using quotes to support.</u> Identify key ideas in <i>A Christmas Carol</i>; retrieval of evidence; summary comparison.</p> <p><u>AO2</u> <u>Reading: analysing Language and Structure</u> <u>Being able to infer from evidence.</u> <u>Using able to identify word class.</u> <u>Being able to explain meaning.</u> Analyse Dickens' methods (language, symbolism, structural shifts). Infer character change. Analyse poetic techniques (imagery, sound, structure).</p> <p><u>AO3</u> <u>Reading: compare and contrast</u> Sustained comparison: Scrooge vs Fred; transformation across texts. Use PEE comparison.</p>	<p><b>Knowledge and Skills</b> <u>AO1</u> <u>Reading: identifying information, summarising ideas and using quotes to support.</u> Summarise key ideas in Conflict Poetry; retrieve evidence from unseen poems.</p> <p><u>AO2</u> <u>Reading: analysing Language and Structure</u> <u>Being able to infer from evidence.</u> <u>Using able to identify word class.</u> <u>Being able to explain meaning.</u> Analyse poetic techniques (imagery, sound, structure). Compare poetic effects. Consider language, structure and form of the texts.</p> <p><u>AO3</u> <u>Reading: compare and contrast</u> Compare poet viewpoints &amp; methods in conflict poetry.</p>

<p><b>AO4</b> <u>Reading: opinions and perspectives</u> Evaluate hero/anti-hero effectiveness; perspectives in dystopian fiction.</p> <p><b>AO5</b> <u>Writing: organisation and content</u> Creative writing: dystopian worldbuilding; structure; tone.</p> <p><b>AO6</b> <u>Writing: spelling, punctuation &amp; grammar</u> Grammar, accurate punctuation, sentence variety; spelling of complex vocabulary. From progression grid → “mostly accurate, some lapses”.</p> <p><b>AO7</b> <u>Speaking: Demonstrate presentation skills in a formal setting</u> Creative presentation based on dystopian task; notes → delivery.</p> <p><b>AO8</b> <u>Speaking: Listen and respond appropriately to spoken language, including to questions and feedback on presentations</u> Group discussions; respond to peer ideas; question and clarify.</p> <p><b>AO9</b> <u>Speaking: Use spoken Standard English effectively in speeches and presentations</u> Begin applying Standard English conventions; adjust tone for audience.</p>	<p><b>AO4</b> <u>Reading: opinions and perspectives</u> Evaluate author’s presentation of poverty/redemption. Analyse viewpoints. Consider sympathy and empathy and how this is presented in the text.</p> <p><b>AO5</b> <u>Writing: organisation and content</u> Non-fiction: speeches; persuasive writing; planned organisation.</p> <p><b>AO6</b> <u>Writing: spelling, punctuation &amp; grammar</u> Develop accuracy for formal non-fiction writing; maintain tense consistency; paragraph cohesion.</p> <p><b>AO7</b> <u>Speaking: Demonstrate presentation skills in a formal setting</u> Speech writing about modern Britain (poverty). Formal presentation skills introduced.</p> <p><b>AO8</b> <u>Speaking: Listen and respond appropriately to spoken language, including to questions and feedback on presentations</u> Debate themes in Dickens; Q&amp;A following speech tasks.</p> <p><b>AO9</b> <u>Speaking: Use spoken Standard English effectively in speeches and presentations</u> Use Standard English consistently in formal speeches.</p>	<p><b>AO4</b> <u>Reading: opinions and perspectives</u> Evaluate poet’s perspective on war/conflict.</p> <p><b>AO5</b> <u>Writing: organisation and content</u> Creative &amp; non-fiction: biographical writing; crafting emotion/perspective.</p> <p><b>AO6</b> <u>Writing: spelling, punctuation &amp; grammar</u> Elevate grammar &amp; punctuation for effect (colons, semi-colons, clause control).</p> <p><b>AO7</b> <u>Speaking: Demonstrate presentation skills in a formal setting</u> Poetry discussion + biographical transformations; extended oral explanation.</p> <p><b>AO8</b> <u>Speaking: Listen and respond appropriately to spoken language, including to questions and feedback on presentations</u> Group interpretation of poetry; respond to alternative viewpoints.</p> <p><b>AO9</b> <u>Speaking: Use spoken Standard English effectively in speeches and presentations</u> Control register, tone and rhetorical devices in oral tasks.</p>
<p><b>Threads</b> <u>Understanding and appreciation</u></p>	<p><b>Threads</b> <u>Understanding and appreciation</u> Reading Dickensian London based extracts where the context of the story is crucial to the</p>	<p><b>Threads</b> <u>Understanding and appreciation</u> Reading poetry and understanding the plot and message of the poem.</p>

<p>Reading a selection of extracts from Dystopian texts in order to understand the genre and the themes and characteristics associated with it.</p> <p><u>Critical analysis</u> Analysing the language and structure choices made by the writer, linked to the genre to show meaning through phrases. Evaluating the success of characters linked to the genre.</p> <p><u>Language proficiency</u> Develop creative writing to create a believable setting with the Dystopian genre, mimicking an author's style. Using SPAG accurately and for impact, possibly unintended. Adapting for purpose.</p> <p><u>Cultural awareness</u> Engaging with themes of society and government, considering the impact of social media and the influence on society. Looking at the difference between the imagined fiction and real life.</p>	<p>understanding of the plot and the significance of redemption.</p> <p><u>Critical analysis</u> Analysing the specific language and structural choices made by the writer in order to consider the impact of characters and decisions through the plot on the reader. Comparison of characters to show the impact of influence onto others.</p> <p><u>Language proficiency</u> Develop non-fiction writing where a combination of knowledge from the text compliments real world knowledge to share thoughts and opinions. Using SPAG accurately and for impact in a purposeful way. Accurately meeting the purpose and addressing the audience.</p> <p><u>Cultural awareness</u> Engaging with themes of redemption, social repression and the rich vs poor. Having an understanding of the societal shift from Victorian England through to Modern Day.</p>	<p><u>Critical analysis</u> Analysing the language form and structure of poetry and understanding that there are no strict parameters and that meaning can occur in many ways. Comparison of methods to convey meaning.</p> <p><u>Language proficiency</u> Develop non-fiction writing with a focus on developing emotion through choice and meaning. Transforming ideas from the writer's perspective into a biographical style piece. Using a range of SPAG accurately, conveying meaning and ensuring tone is accurate. Accurately meeting the purpose, addressing the audience and using the appropriate form.</p> <p><u>Cultural awareness</u> Engaging with historical context and overarching themes such as power and conflict, monarchy and social changes of marriage and women's rights. Link to modern day Britain and consider the similarities or differences to current affairs.</p>
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Autumn Term (September to December)	Spring Term (January to March)	Summer Term (April to July)
Topic and Set text – GCSE Language Fiction Heros and Villains	Topic and Set text – GCSE Language Non-fiction (Travel, Crime, Bias, Loneliness and Identity)	Topic and Set text – GCSE Language Revision Exams start in Term 3a
<b>Term 1a Assessments</b> Formative: Retrieval AO1 True or False Paper 1 and 2 Question 1 Summative: Dracula character analysis AO2  <b>Term 1b Assessments</b> Formative: Structure Analysis AO2 Summative: Creative writing exam style question AO5 and AO6  Mock exam series November: GCSE English Language Paper 1 and Paper 2  Additional exams: Functional Skills Reading and Writing	<b>Term 2a Assessments</b> Formative: Summary of differences (Travel writing) AO1 Summative: Summary of perspectives (Crime) AO3  <b>Term 2b Assessments</b> Formative: Newspaper article (Loneliness) analysis AO2 Summative: Speaking exam for GCSE component AO7, AO8 and AO9  Mock exams March: GCSE English Language Paper 1 and Paper 2  GCSE speaking component  Additional exams: Functional Skills Reading, Writing and Speaking	<b>Term 3a Assessments</b> GCSE exams  <b>Term 3b Assessments</b> GCSE exams  Additional exams: Functional Skills Reading, Writing and Speaking  GCSE speaking component
<b>Knowledge and Skills</b> <b>AO1</b> <u>Reading: identifying information, summarising ideas and using quotes to support</u> Independently identifying key ideas from a series of unseen fiction texts in varying genres, building reading stamina. A4 length extracts in line with the exam paper. Independent evidence selection.  <b>AO2</b> <u>Reading: analysing Language and Structure</u> <u>Being able to infer from evidence.</u> <u>Using able to identify word class.</u> <u>Being able to explain meaning</u> Sharpen method-based analysis across texts; embed technical terminology from progression	<b>Knowledge and Skills</b> <b>AO1</b> <u>Reading: identifying information, summarising ideas and using quotes to support</u> Independently identifying key ideas from two non-fiction unseen fiction texts in varying genres, building reading stamina. Including texts from pre1900s with vocabulary in line. Two A4 length extracts in line with the exam paper. Independent evidence selection.  <b>AO2</b> <u>Reading: analysing Language and Structure</u> <u>Being able to infer from evidence.</u> <u>Using able to identify word class.</u> <u>Being able to explain meaning</u>	<b>Knowledge and Skills</b> Revision of all skills as required including practice papers. <b>AO1</b> <u>Reading: identifying information, summarising ideas and using quotes to support</u>  <b>AO2</b> <u>Reading: analysing Language and Structure</u> <u>Being able to infer from evidence.</u> <u>Using able to identify word class.</u> <u>Being able to explain meaning</u>  <b>AO3</b> <u>Reading: compare and contrast</u>  <b>AO4</b>

<p>grid. Begin to remove scaffolding to support independent analysis.</p> <p><u>A03</u> <u>Reading: compare and contrast</u> Mixed-text comparison (fiction based) using scaffolding to construct comparative answers.</p> <p><u>A04</u> <u>Reading: opinions and perspectives</u> Evaluate writer methods viewpoint across genres, with a focus on the opinions of the character. Scaffolded exam answers.</p> <p><u>A05</u> <u>Writing: organisation and content</u> Creative writing-based writing activities. Scaffolded responses, focus on the conventions and ensuring the technicalities are accurate.</p> <p><u>A06</u> <u>Writing: spelling, punctuation &amp; grammar</u> Secure → Fluent: precision, tone-matching, error-free final responses. Spelling precision and confidence using a range of accurate devices.</p> <p><u>A07</u> <u>Speaking: Demonstrate presentation skills in a formal setting</u> GCSE speaking component preparation, scaffolded presentations and working towards independent presentation.</p> <p><u>A08</u> <u>Speaking: Listen and respond appropriately to spoken language, including to questions and feedback on presentations</u> Scaffolded practice exam-style Q&amp;A responses; evaluation of others' points. Directed engagement with other students.</p> <p><u>A09</u></p>	<p>Confidently apply method-based analysis across texts; embed technical terminology from progression grid. Continue to remove scaffolding to support independent analysis.</p> <p><u>A03</u> <u>Reading: compare and contrast</u> Mixed-text comparison (fiction based) using scaffolding to construct comparative answers. Full comparative essays (Paper 2 Q2)</p> <p><u>A04</u> <u>Reading: opinions and perspectives</u> Evaluate writer methods viewpoint across genres, with a focus on the opinions of the writer. Scaffolded comparative exam answers (paper 2 Q2).</p> <p><u>A05</u> <u>Writing: organisation and content</u> Mixed AO5 tasks: narrative, descriptive, article, speech. Consolidation: timed exam practice; adapt structure precisely for task.</p> <p><u>A06</u> <u>Writing: spelling, punctuation &amp; grammar</u> Secure → Fluent: precision, tone matching, error free final responses. Spelling precision and confidence using a range of non-fiction-based techniques.</p> <p><u>A07</u> <u>Speaking: Demonstrate presentation skills in a formal setting</u> Full GCSE speaking component preparation.</p> <p><u>A08</u> <u>Speaking: Listen and respond appropriately to spoken language, including to questions and feedback on presentations</u></p>	<p><u>Reading: opinions and perspectives</u></p> <p><u>A05</u> <u>Writing: organisation and content</u></p> <p><u>A06</u> <u>Writing: spelling, punctuation &amp; grammar</u></p> <p>Any outstanding Speaking and Listening exams will be completed here.</p> <p><u>A07</u> <u>Speaking: Demonstrate presentation skills in a formal setting</u></p> <p><u>A08</u> <u>Speaking: Listen and respond appropriately to spoken language, including to questions and feedback on presentations</u></p> <p><u>A09</u> <u>Speaking: Use spoken Standard English effectively in speeches and presentations</u></p>
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<p><u>Speaking: Use spoken Standard English effectively in speeches and presentations</u> Confident control of Standard English across topics.</p>	<p>Exam-style Q&amp;A responses; evaluation of others' points.</p> <p><u>AO9</u> <u>Speaking: Use spoken Standard English effectively in speeches and presentations</u> Confident control of Standard English across topics. Fluency in speech.</p>	
<p><b>Threads</b> <u>Understanding and appreciation</u> Reading a selection of extracts from Dystopian texts in order to understand the genre and the themes and characteristics associated with it.</p> <p><u>Critical analysis</u> Comment on and explain how writers use language and structure to achieve effects with an attempt to consider the influence on the reader, using relevant subject terminology, without previous knowledge of text or context.</p> <p><u>Language proficiency</u> Develop creative writing to create a believable description for a targeted reader. Develop story writing to create a plausible plot with clear character development. Using SPAG accurately and for impact considering the audience and aligned to a purpose.</p> <p><u>Cultural awareness</u> Engaging with themes of heroism and justice. Looking at the representation of these ideas in fictional texts and the different ways the ideas are represented for different audiences.</p>	<p><b>Threads</b> <u>Understanding and appreciation</u> Reading Dickensian London based extracts where the context of the story is crucial to the understanding of the plot and the significance of redemption.</p> <p><u>Critical analysis</u> Explain and analyse how writers use language and structure to achieve effects and consider the influence on the reader. Confidently use relevant subject terminology, as identified themselves, to support their views, without previous knowledge of text or context. Compare writers' ideas and perspectives, supported by analysis of language as well as how these are conveyed, across two texts.</p> <p><u>Language proficiency</u> Develop creative non-fiction writing in the appropriate format to create a believable message for a targeted reader. Accurately adapt writing to the correct form in order to convey meaning. Using SPAG accurately and for impact considering the tone and purpose.</p> <p><u>Cultural awareness</u> Engaging with themes of travel, crime, bias, loneliness and identity. Looking at the representation of these ideas in a variety of non-fiction texts and the different ways the ideas are presented within differing forms, for different</p>	<p><b>Threads</b> <u>Understanding and appreciation</u></p> <p><u>Critical analysis</u></p> <p><u>Language proficiency</u></p> <p><u>Cultural awareness</u></p>

	audiences. Consider the societal norms and mores surrounding the topics to give an informed opinion.	
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