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| **Sir Harry Smith Community College Curriculum Map SUBJECT: English YEAR 9 2022-23** | | | | | | | |
| **Curriculum Intent:**  English aims to develop independent learners with cultural and emotional understanding of the world they live in, gained through the study of a range of texts. The curriculum is designed and delivered to promote intellectual curiosity amongst all students. We aim for our learners to be able to confidently communicate, both verbally and in writing, in a range of forms, purposes, genres and to a range of audiences. Our learners should be asking and answering new questions which they have engaged with through a wide range of whole texts studied. Etymology is considered in order to promote wider vocabulary and appreciation of the history of the English Language. In English we always aim to encourage a love of reading which develops articulate and analytical students with a wide range of vocabulary, including subject terminology, to allow them to become life-long learners. | | | | | | | |
| **School Values** | **Curriculum Focus** | **AUTUMN**  **Novel and Poetry**  **A Novel and a Poetry unit** | | **SPRING**  **Historic texts**  **19th Century Fiction and Shakespeare** | | **SUMMER**  **Media and Story telling**  **A choice of plays and mixed Media and Language unit** | |
| **High Quality Learning Experience** | **Literacy Skills and Key Vocabulary** | thesis statements  multi paragraph outlines  paragraph cohesion  paragraph coherence  comparative sentences  supporting details  embedded quotations expanding sentences multiple interpretations succinct use of expert vocabulary | | thesis statements  multi paragraph outlines  paragraph cohesion  paragraph coherence  comparative sentences  supporting details  embedded quotations  expanding sentences  succinct use of expert vocabulary | | thesis statements  multi paragraph outlines  paragraph cohesion  paragraph coherence  comparative sentences  supporting details  embedded quotations  expanding sentences  succinct use of expert vocabulary | |
| **Pursuit of Excellence** | **Knowledge and Skills** | The relationship between **theme**, **plot, structure, characters** and **setting** in one of the following: *Of Mice and Men, Animal Farm, Curious Incident, Noughts and Crosses*, *Stonecold,* *Slam, Heroes, Spies*.  The **context** of the chosen text.  **Themes**: Relationships, growing up, freedom VS constraint, identity, love, anger, humour, violence, inequality, curiosity, pride.  **Form and genre**: Episodic novel.  **Language and structural devices**: symbolism, repetition, emotive language, pathetic fallacy  -  The relationship between **theme**, **plot, structure, characters** and **setting** of a selection ofpoems.  The **context** of the texts.  **Themes**: poverty, inequality, religion, crime and punishment, betrayal, fate vs free will, pride, power and persuasion, violence, charity, kindness, death, manipulation, the role of women.  **Form and genre**: poetry, vulnerable society, social criticism, tragedy, injustice, conflict, memory,  **Language and structural devices**: stanza, rhyme, rhyme scheme, rhythm, blank verse, imagery, metaphor, personification, zoomorphism, repetition, alliteration, listing, rhetorical questions, connotation, symbolism, enjambement, caesura, plosives, fricatives. | | The relationship between **theme**, **plot, structure, characters** and **setting** ofa variety of 19th Century Fiction texts.  The **context** of the texts.  **Themes**: poverty, inequality, religion, crime and punishment, betrayal, fate vs free will, power and persuasion, control, charity, kindness, death, colonialism, the other, fear of technology, fear of science, the role of women.  **Form and genre**: protagonist/hero, vulnerable society, social criticism  **Language and structural devices**: dramatic irony, symbolism, repetition, emotive language, sensory language, imagery, dialogue Rhetoric (inc. ethos, logos and pathos)  -  The relationship between **theme**, **plot, structure, characters** and **setting** of *Romeo and Juliet.*  The **context** of the text.  **Themes**: Relationships, consent, the role of women, freedom VS constraint, drugs, love, anger, humour, violence, inequality, honour, obedience, pride.  **Form and genre**: tragedy, tragic protagonist/hero, fatal flaw (hamartia), pride (hubris), release of emotions (catharsis)  **Language and structural devices**: dramatic irony, symbolism, repetition, emotive language | | The relationship between **theme**, **plot, structure, characters** and **setting** of two choices of units from the following: Text Types, Genre Conventions, *Catch me if you can* Media and Language, *Sword in the Stone* Media and Language.  The **context** ofthe texts.  **Themes**: Relationships, consent, the role of women, freedom VS constraint, love, anger, humour, violence, inequality, honour, obedience, pride.  **Form and genre**: structure, withheld information, rhetoric, mise en scene, lighting.  **Language and structural devices**: dramatic irony, symbolism, repetition, emotive language | |
| **Subject specific pedagogy** | Reading and discussing a range of texts, both fiction and non-fiction to explore writers’ methods and develop a critical appreciation and response to the writers’ skills. We embed opportunities to engage with texts of their own choice and through both complete texts and extracts studied in lesson to pique interest, we encourage pupils to explore Literature further to embed their love of learning.  Pupils will write some shorter and some extended pieces of work with focus on form, purpose, audience, structure and genre. Pupils are encouraged to work on extending vocabulary and developing uses of varied punctuation, sentence forms, paragraph lengths, following the example of the professional authors whose work has been studied. Pupils’ love of learning is reinforced though positive feedback.  Student will show their understanding and knowledge of texts through: group discussion, paired work, presentations to class or dramatic pieces.  Jerome Bruner, Lev Vygotsky, Jean Piaget, Benjamin Bloom, Paolo Freire, David Stevens, Lauren Berlant, James M. Clark and Allan Paivio, and others, have all influenced our pedagogy. | | Reading and discussing a range of texts, both fiction and non-fiction to explore writers’ methods and develop a critical appreciation and response to the writers’ skills. We embed opportunities to engage with texts of their own choice and through both complete texts and extracts studied in lesson to pique interest, we encourage pupils to explore Literature further to embed their love of learning.  Pupils will write some shorter and some extended pieces of work with focus on form, purpose, audience, structure and genre. Pupils are encouraged to work on extending vocabulary and developing uses of varied punctuation, sentence forms, paragraph lengths, following the example of the professional authors whose work has been studied. Pupils’ love of learning is reinforced though positive feedback.  Student will show their understanding and knowledge of texts through: group discussion, paired work, presentations to class or dramatic pieces.  Jerome Bruner, Lev Vygotsky, Jean Piaget, Benjamin Bloom, Paolo Freire, David Stevens, Lauren Berlant, James M. Clark and Allan Paivio, and others, have all influenced our pedagogy. | | Reading and discussing a range of texts, both fiction and non-fiction to explore writers’ methods and develop a critical appreciation and response to the writers’ skills. We embed opportunities to engage with texts of their own choice and through both complete texts and extracts studied in lesson to pique interest, we encourage pupils to explore Literature further to embed their love of learning.  Pupils will write some shorter and some extended pieces of work with focus on form, purpose, audience, structure and genre. Pupils are encouraged to work on extending vocabulary and developing uses of varied punctuation, sentence forms, paragraph lengths, following the example of the professional authors whose work has been studied. Pupils’ love of learning is reinforced though positive feedback.  Student will show their understanding and knowledge of texts through: group discussion, paired work, presentations to class or dramatic pieces.  Jerome Bruner, Lev Vygotsky, Jean Piaget, Benjamin Bloom, Paolo Freire, David Stevens, Lauren Berlant, James M. Clark and Allan Paivio, and others, have all influenced our pedagogy. | |
| **Extending the boundaries of learning** | **Cultural Capital and beyond the curriculum** | For Reading within the curriculum pupils are exposed to a wide range of texts from different celebrated writers, periods, genres, styles and cultures with discussion of additional or related texts. Seminal writers, novelists, poets who have made significant contributions to literary arts are explored. Writers include authors who have won prestigious awards and have been important in the creation of multiple genres.  Beyond the curriculum opportunities are provided to develop cultural capital through:  Carnegie  Book club  Teacher Reading Recommendations on doors/ in classrooms  Reading lists on website  -  For Writing within the curriculum pupils are taught how to build written tasks from excellent examples of celebrated authors’ work alongside the theories of scholars and secondary reading.  In non-fiction writing, in particular, public intellectuals/ figures whose contributions can be used to support viewpoint writing eg Stephen Fry, Bill Bryson are used as inspiration for our students to help develop their style of writing and knowledge of form. Pupils in year 7 are also given the opportunity to write to their favourite authors, often receiving responses.  Beyond the curriculum opportunities are provided to develop cultural capital through:  Creative writing club  Advertising for writing competitions  Professional writer visit  Students are assessed regularly throughout the year both formally, in termly assessments, and informally, in classwork, with targets specifically for writing skills. Students are given opportunities to positively apply their targets to their work allowing them to progress.  -  For Speaking and Listening, within the curriculum pupils will learn speaking and listening skills by exploring how public intellectuals structure argument eg Martin Luther King and Sir Winston Churchill. Pupils are shown excellent presentation, rhetoric and argumentation, from important individuals in cultural history eg Martin Luther King & Emily Pankhurst) in order to influence both their Speaking and Listening skills and their writing.  Beyond the curriculum opportunities are provided to develop cultural capital through:  School report day | | For Reading within the curriculum pupils are exposed to a wide range of texts from different celebrated writers, periods, genres, styles and cultures with discussion of additional or related texts. Seminal writers, novelists, poets who have made significant contributions to literary arts are explored. 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| **Achievement** | **Assessment** | Reading- Low stakes comprehension (info retrieval), language analysis- theme, structure | Writing- Description | Reading- Low stakes comprehension (T/F) summary (theme and character) and comparison | Non fiction/ transactional Writing- Essay | Reading- Critical response | Writing- Genre-based narrative/ description |
| Speaking & Listening- choice of presentation, discussion, or drama | | Speaking & Listening- choice of presentation, discussion, or drama | | Speaking & Listening- choice of presentation, discussion, or drama | |
| **Valuing People** | **How our curriculum meets the needs of every individual** | A range of different texts are taught depending on the ability, to encourage inclusivity, and to allow for all pupils to access the texts.  Scaffolding (including task planners where appropriate), planning, modelling and challenging are used to make the learning accessible to all pupils. In addition, the assessments and classwork are used to help identify pupils in need of additional support to encourage ambition and aspiration for all.  In the library there are books available for each level of reader and pupils are encouraged to access for age and skill appropriate texts in order to maintain their engagement with their reading. There is everything from short reads to the classics available to all pupils.  Reading challenge tasks ensure that students continue to be thoughtful in their approach and execution of their work. Students receive individual targets, appropriate to their needs, and reflection time in order to consider their own personal progress.  Individual additional reading needs are identified on a regular basis and additional targeted intervention supports each students’ progress.  A range of different text forms are taught to all abilities, to encourage inclusivity, and to allow all pupils to experience varied forms of writing. Scaffolding (including task planners where appropriate), planning, modelling and challenging are used to make the learning accessible to all pupils. In addition, the assessments and classwork are used to help identify pupils in need of additional support to encourage ambition and aspiration for all.  Writing challenge tasks ensure that students continue to be thoughtful in their approach and execution of their work. Students receive individual targets, appropriate to their needs, and reflection time in order to consider their own personal progress.  Individual additional writing needs are identified on a regular basis and additional targeted intervention supports each students’ progress.  Additional resources are available to identified pupils to continue to develop areas of need.  For Speaking and Listening, the work is differentiated through choice of task.  Group work creates empathy through building relationships in discussion where pupils build on each other’s ideas in a supportive way.  Speaking and listening challenge tasks ensure that students continue to be thoughtful in their approach and execution of their work. Students receive individual targets, appropriate to their needs, and reflection time in order to consider their own personal progress.  Where PP and SEN students have historically received support from SSD we have sought out staff guidance on bespoke differentiation techniques.  Liaise with PP, LAC officer on assigning and monitoring targets both academic and pastoral.  Liaise with LAC officer, parents/guardians to aid attendance at workshops. Liaise with parents to provide supplemental learning books:   * CGP Grammar and Spelling for Key Stage 3 * CGP Grammar and Spelling Workbook for Key Stage 3 * Student Handbook | | A range of different texts are taught depending on the ability, to encourage inclusivity, and to allow for all pupils to access the texts.  Scaffolding (including task planners where appropriate), planning, modelling and challenging are used to make the learning accessible to all pupils. In addition, the assessments and classwork are used to help identify pupils in need of additional support to encourage ambition and aspiration for all.  In the library there are books available for each level of reader and pupils are encouraged to access for age and skill appropriate texts in order to maintain their engagement with their reading. There is everything from short reads to the classics available to all pupils.  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