

Subject	English				
	Interpretation of National Curriculum into Year group Endpoints				
Year	Term 1		Term 2		Term 3
9	<p>Other Cultures Novel Focussing on: -Exploring themes from the novel -Analysing the language, form and structure used by the writer to create meaning -Understanding, identifying and applying literary terminology. For example: extended metaphor, connotations, foreshadowing, colloquialisms and imagery. -Exploring narrative voice -Linking a novel to its historical context -Explore the context of racism, segregation and poverty Texts studied: Of Mice and Men by John Steinbeck or To Kill a Mockingbird by Harper Lee Reading link: -Read the novel in its entirety -Non-fiction articles pertaining to the context mentioned above. For example: Essay by Gloria Naylor, The 'N' word article and a letter to Miss Luce.</p>	<p>Other Cultures Poetry as a stimulus for Imaginative Writing Focussing on: -To explore and enjoy a range of thought-provoking literature from a range of countries and cultures. -Using visual stimulus to create imaginative written work -Exploring complex literary techniques and structures present in texts before applying them to written work -Exploring the context of the countries from which the texts are derived Texts studied: War Symphony – Chen Li The Kite Runner – Khaled Hosseini Scorpion – Nissim Ezekiel The Right Word – Imtiaz Dharker Oh Rascal Child of Gaza – Khaled Juma Q&A – Vikas Swarup Homeward – Bassey Ikpi Purple Hibiscus – Chimamanda Ngozi Adiche As He Lay in the Twilight Between Life and Death – Robin Skelton Reading link: -Read a range of poems and fiction extracts - Non-fiction articles pertaining to the context mentioned above. For example: Martin Luther King's "I Have A Dream Speech".</p>	<p>Night – Elie Wiesel (NF) Focussing on: -Furthering understanding of the historical context of WW2, the role and rise of communism and the Holocaust. -Analysing how non-fiction writing uses language and structure to influence readers. -Understanding, identifying and applying literary terminology. For example: bias, explicit and implicit information, litotes and tricolons. -Comparing writers' ideas and perspectives, as well as how they are conveyed, across two or more texts. -Evaluating texts critically. Texts studied: Night by Elie Wiesel Reading link: -Read the novel in its entirety -Non-fiction articles pertaining to the context mentioned above. For example: Anne Frank extract and Auschwitz information text.</p>	<p>Go Greek Focussing on: - exploration of rhetorical skills in speech and writing, including an introduction to Greek rhetorical devices (antistrophe, antithesis, chiasmus etc.) - an introduction to Greek tragedy including its origins, conventions and lasting influence, especially on Elizabethan playwrights, so that students' understanding of tragedy is enriched in preparation for studying 'Romeo and Juliet' - introduction to 'Antigone' (Sophocles) with opportunities to explore other examples of Greek tragedy - opportunities for drama-based and oral work - Use of Antigone as an example of a character who took a stand on an issue, giving students a stimulus for persuasive writing/speaking work of their own - links to people taking a stand today or more recently, e.g. Rosa Parks, Greta Thunberg etc.</p>	<p>Romeo and Juliet Focussing on: -Developing understanding of plot, characterisation, themes and settings -Analysing and evaluating the impact of language, structure and form -Using appropriate linguistic and literary terminology, including but not limited to: meter, irony, soliloquy, antithesis and oxymoron -Explore different responses to the text, including over time, informed by seeing extracts of the text in performance and/ or secondary reading -Relate the text to social, historical and cultural contexts Texts studied: Romeo and Juliet by William Shakespeare Reading link: -The play in its entirety.</p>