



English YEAR PLANNER (LTP) – YEAR 9



Term	Learning content/skills		Assessment Schedule*	Home Learning Support (How students can extend learning in addition to homework)
	READING	WRITING		
Autumn 1 Narrative (short stories)	Inference Information Retrieval Structure Reading Foci: 8	Narrative Writing Foci: 1-3,9-11, 15-16,18,(18b), 22	Narrative Story - Students create an opening to a story. (AQA GCSE exam style question)	
	Learning content: Students will study a range of short stories covering different genres. They will examine the structure of how a short story is put together and focus on creating their own versions.			
Autumn 2 Conflict (Poetry)	Inference Information Retrieval Comparison Synthesis Language Evaluation Reading Foci: 1-3,5,7,9,[12],[13]	Descriptive Writing Foci: 4,5,14	Language analysis: Students to complete an analytical reading of a war extract. Q1 and Q2 GCSE style response.	<ul style="list-style-type: none">• Research the history of the war• Read around the war – give a reading list and students pick a novel/autobiography• Students transfer the skills being taught in lesson to an extract

*All assessments may be subject to alteration to best suit the learning needs of students.



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				from their personal reading text • Create a mini project on the topic of war
	Learning Content: Students will be studying poetry from a number of wards including WW1 and WW2, teachers have a choice to teach poetry from other wars.			
Spring 1 English Through Time	Inference Information Retrieval Comparison Structure Language Reading Foci: 4,5,6,11,14,16/17,18,19	Creative piece Writing Foci: 19a,19b	Descriptive piece Students create a descriptive piece based on a picture. (AQA GCSE exam style question) Language analysis: Students to complete an analytical reading of a war extract. Q1 and Q2 GCSE style response.	
	Learning Content: Students read a range of texts pre-19 th century. It will introduce skills that will be relevant to the study of literature at Key Stage 4, and help students			



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	develop their understanding of contexts, as well as some of the conventions established in literary genres.			
Spring 2 Shakespeare's Villains	Inference Information Retrieval Language Synthesis Explain Reading Foci: 10	Inform/explain Writing Foci: 6-8,8,17,20,21,23,24,25	Student to complete one of the following: diary entry from viewpoint of villain, debate between two characters	<ul style="list-style-type: none">Find a key speech from one of the tragedies. Research it and learn it off by heart.Research a play. Do a comic strip of it. You can choose how to set it out, but you must include key scenes and full colour. I have high expectations of this activityCreate a Shakespeare 'playlist'. 15 songs and a commentary of which play they relate to and why/how.
	Learning Content: An introduction to the many villains in Shakespeare's plays. Students will learn techniques to analyse the main traits of villains and common stereotypical qualities. Students will consider vocabulary choices to create a range of effects in writing.			



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Summer 1 & 2 Novel: Animal Farm	<div>Inference Information Retrieval Language Synthesis Explain Structure Evaluation</div> <div>Reading Foci: [ALL]</div>	<div>Persuade Advise Describe Review (text) Argue</div> <div>Writing Foci: 13,26 [ALL]</div>	
	<div>Learning Content: This unit is designed to create a (roughly) chronological journey through heroes from Ancient Greece through to modern day heroes, the unit asks pupils to justify what makes a hero and why. Each week has a text focus and exposes pupils to a wide range of English skills with a focus on both reading and writing, and many opportunities for speaking and listening through group work.</div> <div>Categories</div>		



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