

What are the aims and intentions of this curriculum?

The aim of our Year 9 English curriculum is to provide a broad, ambitious and coherent culmination to Key Stage 3 while building the knowledge and confidence students will need for GCSE English Language and English Literature. Students will read challenging fiction, non-fiction, poetry and drama from different periods, traditions and perspectives; develop secure knowledge of writers' methods, genre, context and literary concepts; and learn to form increasingly independent interpretations. Students will write accurately and imaginatively for a range of purposes, audiences and forms, with explicit teaching of vocabulary, grammar and style. Oracy, performance, discussion and independent reading are woven through the year so that students become thoughtful readers, confident speakers and purposeful writers. GCSE-style approaches are introduced progressively, but rich reading, writing and literary knowledge remain the organising principles of the curriculum.

Whole-year entitlement: independent reading (minimum three books across the year), regular vocabulary and grammar instruction, low-stakes retrieval, structured discussion, reading aloud/performance, and one substantive oracy outcome each term.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Summer 2 - Transition Weeks	Creative Writing: Voice, Craft & Narrative Building Literacy through Creative Writing	• Narrative voice, viewpoint and perspective • Structure: openings, shifts, pace, climax and endings • Descriptive and narrative techniques; imagery and symbolism • Sentence craft, word classes and deliberate vocabulary choices • Spelling patterns, punctuation and paragraphing • Models from a diverse range of short fiction and flash fiction	• Plan, draft, edit and proofread sustained creative writing • Create convincing settings, characters and narrative viewpoints • Control structure and cohesion across a whole text • Use vocabulary, syntax and punctuation deliberately for effect • Read aloud and discuss authorial choices using appropriate terminology Career Links: • Author and screenwriter – develop ideas, characters, settings and narrative structure for books, film, television and digital media. • Advertising copywriter/content creator – adapt language creatively for a specific audience and purpose. • Publishing and editing – draft, proofread, respond to feedback and refine work to a professional standard. • Students produce an edited piece for a Year 9	• Baseline creative writing task • Edited short story or descriptive piece for a Year 9 anthology • Literacy diagnostic / booklet completion GCSE link: introduction to the principles behind Language Paper 1 writing, without making the exam question the curriculum focus

			anthology, developing a small portfolio of polished writing for display. PSHE Opportunities: • Identity and self-expression – explore how voice, experience and perspective shape writing. • Emotional literacy and wellbeing – use fictional scenarios to explore feelings, choices and consequences safely. • Respectful communication – consider how language affects others and how writers represent different experiences.	
Autumn 1	Lord of the Flies - Power, Society & Human Nature 20th-Century Prose	• Whole-text knowledge: plot, character, setting and narrative development • Allegory, symbolism, motif, foreshadowing and imagery • Ideas of civilisation, power, leadership, fear, morality and human nature • Narrative viewpoint and structural development across a novel • Relevant historical/social context, including post-war anxieties • Paired extracts/short texts offering contrasting perspectives on power, society and belonging	• Retrieve, infer and synthesise information • Develop independent interpretations supported by precise textual evidence • Analyse language, structure and writer's methods across an extract and whole text • Evaluate interpretations and consider alternative readings • Compare ideas and perspectives across texts • Oracy: structured debate on civilisation, leadership and responsibility Career Links: • Publishing and editing – explore how editors analyse language, structure, audience and a writer's choices. • Law and the legal professions – use evidence, inference and reasoned argument to reach and defend interpretations. • Psychology and social research – consider how behaviour, power, groups and society can be interpreted and discussed. • Students apply analytical and communication skills by presenting an evidence-based interpretation of a key character or theme.	• Analytical literary essay on a key theme/character • Short unseen fiction analysis to check transfer of reading skills • Low-stakes knowledge and vocabulary retrieval • Independent reading checkpoint / book talk

			PSHE Opportunities: • Relationships and group dynamics – explore peer pressure, belonging, leadership and the influence of groups. • Respect, bullying and discrimination – examine how individuals are treated when power becomes unequal. • Rights, responsibilities and decision-making – debate rules, democracy, authority, conflict and moral choices.	
Autumn 2	Poetry: Conflict, Identity & Belonging Poetry Across Time and Cultures	• A coherent selection of 8-10 poems from different periods, cultures and traditions • Poetic voice, speaker, tone and perspective • Form, structure, rhythm, rhyme, imagery, symbolism and sound • Themes including conflict, identity, belonging, love, loss and social change • How context can illuminate rather than replace textual analysis • How poets respond differently to related ideas	• Read poems closely and develop personal interpretations • Analyse how language, form and structure shape meaning • Compare poems through a clear conceptual argument • Use quotations selectively and embed them accurately • Perform poetry with attention to voice, pace and meaning • Approach an unfamiliar poem independently Career Links: • Writer/poet and publishing – explore drafting, editing, performance and publication of poetry. • Media and broadcasting – develop confident interpretation, spoken delivery and communication for an audience. • Advertising and copywriting – examine how precise language, imagery and memorable phrasing influence audiences. • Students create, edit and perform a poem or spoken-word piece and reflect on the choices made for audience and purpose. PSHE Opportunities: • Identity, diversity and belonging – explore how poets communicate personal, cultural and social identities.	• Comparative poetry response • Unseen poem response as a transfer task • Poetry performance / spoken interpretation • Creative response: original poem with brief commentary on craft choices

			• Mental and emotional wellbeing – discuss how poetry can express difficult emotions, conflict, loss, love and resilience. • Respectful discussion – listen to and respond sensitively to experiences and viewpoints that may differ from our own.	
Spring 1	Rhetoric, Protest & Powerful Non-Fiction Writing to Argue, Persuade and Inform	• Rhetoric: ethos, pathos, logos and rhetorical devices • Purpose, audience, form and register • Bias, viewpoint, representation and reliability • Speeches, articles, letters, reviews and digital texts • Formal and informal language; paragraph cohesion and discourse markers • Sentence variety, punctuation, tense, subject-verb agreement and technical accuracy • Non-fiction voices from different historical periods and cultural perspectives	• Analyse how writers shape viewpoints and influence audiences • Compare perspectives across two non-fiction texts • Construct a sustained argument with a clear line of reasoning • Adapt register and structure to audience, purpose and form • Edit for precision, cohesion and technical accuracy • Oracy: plan and deliver a persuasive speech; respond to questions Career Links: • Journalism – research, evaluate sources, identify bias and write accurately for a defined audience. • Advertising, marketing and PR – use rhetoric and persuasive language to influence an audience. • Law, politics and public service – construct arguments, challenge viewpoints and communicate persuasively. • Students produce a professional-style article, campaign text or persuasive speech responding to a real-world issue. PSHE Opportunities: • Media literacy – identify bias, misinformation, persuasive techniques and the influence of media and advertising. • Citizenship and democracy – explore protest, campaigning, freedom of expression and how	• Persuasive speech and short spoken-language reflection • Crafted article/letter on a meaningful contemporary issue • Comparative non-fiction reading task GCSE link: principles underpinning Language Paper 2 are introduced progressively

			people can influence change. • Online responsibility – consider how language is used on digital platforms and the importance of respectful, responsible communication.	
Spring 2	DNA - Young People, Morality & Responsibility Contemporary Drama	• Whole-play knowledge: plot, character relationships and dramatic structure • Dramatic methods: dialogue, stage directions, pauses, entrances/exits and staging • Characterisation, power, peer pressure, responsibility, guilt and morality • Writer's craft, structure and recurring patterns/motifs • Relevant social and theatrical context • How performance choices alter interpretation	• Read, understand and respond critically to a whole play • Develop an informed personal interpretation supported by precise references • Analyse language, form, structure and dramatic methods • Explore how meanings change in performance • Compare interpretations and justify performance decisions • Rehearse and perform extracts collaboratively Career Links: • Theatre, acting and directing – explore stagecraft, performance choices and interpretation of dramatic texts. • Screenwriting and script development – examine dialogue, characterisation, structure and dramatic tension. • Youth work, social care and policing – discuss peer pressure, responsibility, safeguarding and consequences through the issues raised by the play. • Students take on roles such as director,	• Literary essay on character/theme • Performance of a selected scene with rationale for dramatic choices • Retrieval quiz on whole-text knowledge and dramatic terminology • Independent reading checkpoint / recommendation

			performer or script editor to stage and justify an interpretation of a scene. PSHE Opportunities: • Peer pressure and healthy relationships – examine coercion, loyalty, belonging and the pressure to conform. • Personal responsibility and consequences – consider accountability, honesty, guilt and moral decision-making. • Safeguarding and help-seeking – discuss when situations become unsafe and the importance of seeking support from trusted adults.	
Summer 1	Dystopian & Speculative Literature Control, Freedom & the Future	• Conventions of dystopian and speculative writing • World-building, setting, narrative viewpoint and unreliable narration • Symbolism, motif, juxtaposition, foreshadowing and structural shifts • Ideas of surveillance, conformity, freedom, technology, inequality and resistance • A range of extracts/short texts from writers such as Orwell, Bradbury, Atwood and contemporary/world voices • Connections between literary texts and the social questions they explore	• Analyse unfamiliar prose independently • Track how writers develop ideas across an extract • Evaluate methods and their effects using a reasoned personal response • Compare how different writers explore related concepts • Use mentor texts to craft an original dystopian piece • Redraft for structural control, precision and impact Career Links: • Author and screenwriter – create convincing settings, characters and narratives for fiction, television, film and games. • Media, journalism and communications – consider how information, propaganda and language can shape public attitudes. • Game narrative and digital content – apply world-building, character and storytelling skills to interactive media. • Students respond to a creative brief by producing and editing an original dystopian piece for a specified audience.	• Unseen extract-based reading assessment • Comparative paragraph/short essay across two dystopian texts • Original dystopian narrative or opening with redrafting commentary • GCSE link: reading skills transfer to Language Paper 1 Questions 1-4

			PSHE Opportunities: • Rights and freedoms – explore individual liberty, equality, discrimination, surveillance and control. • Digital and media literacy – consider privacy, technology, propaganda and manipulation of information. • Citizenship – debate the relationship between individuals, governments and society and how citizens can challenge injustice.	
Summer 2	Macbeth - Power, Ambition & Tragedy Shakespeare and Literary Heritage	• Whole-play knowledge: plot, character arcs and dramatic structure • Tragedy, tragic hero, hamartia and catharsis • Soliloquy, dramatic irony, motif, symbolism, imagery, foreshadowing and extended metaphor • Ambition, power, guilt, masculinity, kingship, fate and the supernatural • Jacobean beliefs, regicide, divine order/Great Chain of Being and relevant biblical/classical allusion • How Shakespeare's language and dramatic choices create meaning in performance	• Read Shakespearean language with increasing independence • Develop a conceptual argument across a whole text • Select precise references and integrate quotations fluently • Analyse language, form, structure and dramatic methods • Use context selectively to deepen interpretation • Compare possible interpretations through discussion and performance Career Links: • Theatre, acting and directing – interpret Shakespeare through voice, movement, staging and dramatic choices. • Law – develop close reading, evidence selection, argument and persuasive speaking. • Teaching, academia and heritage – explore how literary texts are interpreted, researched and communicated to others. • Students rehearse and perform a scene, explaining how their directorial choices communicate character, power and theme. PSHE Opportunities: • Ambition, choices and consequences –	• Whole-text literary essay using an extract as a starting point • Performance / interpretation of a key scene • End-of-year knowledge and vocabulary review GCSE link: introduction to the style of Literature Paper 1 assessment after the curriculum knowledge has been secured

			explore how decisions can affect ourselves and others. • Healthy and unhealthy relationships – consider manipulation, influence, trust and power within relationships. • Mental and emotional wellbeing – explore guilt, fear, stress and the impact of actions on psychological wellbeing, using the text rather than personal disclosure.	
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