

English Language Rationale

Haslingden High School English Faculty's overarching aim is to promote high standards of language and literacy by equipping students with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Please also refer to the National Curriculum document for English

YEAR 9	Content	Skills	Rationale / Link to NC
Autumn Term Block A	<p>Poetry and narrative Reading Unseen poetry ideas to prepare for narrative writing</p> <ul style="list-style-type: none"> • Midterm Break • Stealing • Kamikaze • Climbing my Grandfather • Presents from my aunt in Pakistan • Not my business • What happened to Lulu? • About his person • I am not very bothered • Havisham • Education for leisure • The Interrogation <p>Writing To transform selected poems into narrative plans to be written up as short stories / sections of narrative. Not all poems need to be "transformed" – classes should produce a range of complete writing and sections of text with a synoptic approach to skills.</p>	<p>Reading To read, understand and respond to texts. To maintain a critical style and develop an informed personal response To use textual references, including quotations, to support and illustrate interpretations. To analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>Writing To write imaginatively and develop creative prose writing To focus on the devices and techniques used in poetry that can be used in prose writing.</p>	<p>This SoL enables students to explore a range of poetry focusing on imagery and poetic/narrative voice. Students will build on what they have been taught at KS3 to expand the range of their writing and the variety of the vocabulary they use. Students will develop their evaluation skills focusing on writers' choice of vocabulary, form, grammatical and structural features; explaining and illustrating how vocabulary and grammar contribute to the effectiveness of a text.</p>
Spring Term Block B	<p>Crime and Punishment Reading Reading skills through 19th/20th/21st century non-</p>	<p>Reading To identify and interpret explicit and implicit information and ideas To explain, comment on and</p>	<p>This unit is designed for students to develop their reading skills through a variety of fiction and non-</p>

	<p>fiction and fiction extracts.</p> <ul style="list-style-type: none"> • List and find • What impressions? • How...? • Evaluate question • Compare question <p>Writing Non-fiction writing skills. Focus on non-fiction writing skills revising Purpose, Audience, Format. In addition explore specific skills such as: opinion / bias / developing ideas (sequencing) / creating topic focuses.</p>	<p>analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>To evaluate texts critically and support this with appropriate textual references</p> <p>To compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>Writing To adapt writing for different purposes, audiences and in a range of formats</p> <p>To consider the organisation and structure of non-fiction writing focusing on: developing an argument</p> <p>To consider how tone is created through vocabulary choices</p>	<p>fiction texts across 19th / 20th /21st. This reading unit will also enable students both to acquire knowledge and to build on what they have previously learnt at KS3. In the writing scheme, students will focus on maintaining a consistent point of viewpoint by selecting, organising and emphasising facts and key ideas. Students will use language creatively and persuasively, including rhetorical devices.</p>
<p>Summer Term Block C</p>	<p>Conflict Reading A synoptic unit teaching reading skills through a range of non-fiction and fiction extracts.</p> <ul style="list-style-type: none"> • List and find • What impressions? • How...? • Evaluate question • Compare question <p>Writing To explore a mixture of fiction and non-fiction writing with a focus on verb choices; vocabulary for effect; tone and register (formal).</p>	<p>Reading To identify and interpret explicit and implicit information and ideas</p> <p>To explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>To evaluate texts critically and support this with appropriate textual references</p> <p>Writing To adapt writing for different purposes, audiences and in a range of formats</p>	<p>This SoL provides students with the opportunity to recap and develop their critical reading and comprehension by identifying and interpreting themes in a range of fiction and non-fiction texts. Students will reflect critically and evaluatively on a range of texts which explore the theme of 'conflict' preparing them for GCSE. Students will continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to writing at length. In order to build on the learning at KS3, the acquisition of vocabulary continues to be a priority in Y9 as a foundation year for GCSE.</p>