

English Literature 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>The Novel: Of Mice & Men</p> <p>Fiction Reading Skills</p> <ul style="list-style-type: none"> ● Narrative arc ● Context ● Characterisation ● Theme ● Extract analysis <p>Literature extract analysis questions to cover: Look at how _____ speaks and behaves here...what does it reveal about the character? 'How does the writer create mood and atmosphere?'</p> <p>Unseen Poetry: How to analyse poetry</p> <p>Students will study a selection poems focussing on:</p> <ul style="list-style-type: none"> ● language & literary devices ● Form & structure ● Style/themes/ tone ● Personal response 	<p>AO1: To read, understand and respond to texts, whilst developing a critical style and personal response. To use textual references</p> <p>AO2: To analyse language, structure and form, using relevant subject terminology.</p> <p>AO3: Develop an understanding of context in which texts are written</p> <p>AO4: SPAG focus <i>Capital letters, full stops, spelling, paragraphs and structure.</i></p>	<p>Students will continue to develop reading skills, alongside developing a more critical approach to texts. They will be encouraged to evaluate how fiction texts are structured and how this affects meaning.</p> <p>Students will be able to track how character and theme develop over a whole text and will begin to consider how context underpins writers' texts, alongside considering the context of how texts are received. They will learn how to produce clear and coherent responses to texts; writing effectively about literature for a range of purposes (to describe, explain, summarise, argue, analyse and evaluate) whilst using textual references with confidence.</p> <p>Students will focus on using capital letters, full stops, spelling, paragraphing and structuring a response through 'Beat the Blues' marking of certain tasks.</p> <p><u>Unseen Poetry:</u></p> <p>Students will learn how to analyse poetry independently, whilst developing their use of relevant poetry terminology for analysis. Students will be encouraged to respond personally to a variety of poems.</p>
Spring Term Block B	<p>The Merchant of Venice</p> <ul style="list-style-type: none"> · Presentation of Shylock · Context · Audience <p>Key scene study: Act 1 Scene 3 (Act 2 Scene 2)</p>	<p>AO1: To read, understand and respond to texts, whilst developing a critical style and personal response. - To use textual references</p> <p>AO2: To analyse language,</p>	<p>Students will study a 2nd Shakespeare text, widening their understanding of Shakespeare and his plays. Having previously explored Shakespearean tragedy, students will explore how Shakespeare develops/manipulates comedy in 'The Merchant of Venice'</p> <p>Students will continue to focus on</p>

	<p>Act 2 Scene 3 Act 2 Scene 5 Act 2 Scene 8 Act 3 Scene 1 Act 3 Scene (2/3) Act 4 Scene 1</p>	<p>structure and form, using relevant subject terminology.</p> <p>AO3: Develop an understanding of context in which texts are written</p> <p>AO4: SPAG focus sentence structure/topic sentences & Spelling</p>	<p>language, structure and form whilst looking at key scenes in detail and considering audience response. Students will explore how Shakespeare uses structure to convey meaning. They will track key themes/ character and devices used by Shakespeare (motifs/irony/puns/symbolism/allegory/ monetary metaphors etc). Students will continue to develop their essay writing skills - focussing on topic sentences/sentence structure for clarity and spelling.</p>
<p>Summer Term Block C</p>	<p>Poetry Teach unseen poetry skills for both single poem and comparison. Explicitly focus on comparison skills.</p>	<p>AO1/2 as above</p> <p>AO3 - Explore connections between texts</p> <p>AO4 - SPAG focus using appropriate structure, vocabulary and spelling</p>	<p>Students will develop their ability and confidence when comparing and contrasting texts, referring where relevant to theme, style, language and literary devices and ideas. Students will be encouraged to respond personally to texts, making evaluative and critical personal responses and interpretations where possible. They will learn how to structure a comparison effectively, whilst using the vocabulary necessary for comparing and contrasting. Students will continue to consolidate and further their understanding of how language, structure and form create meaning. The faculty focus on comparative skills is intended to equip students during their foundation KS4 year with the confidence to compare texts and to structure a comparative response.</p>