

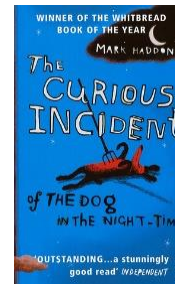


# Key Stage Three English - Unit Overview

## Year 9 – Autumn – ‘Crime and Mystery’

### Main – *The Curious Incident of the Dog in the Night-time*

- Resources – available in J drive



<p><b>Unit rationale</b></p>	<p>1. The text can be used to continue to prepare pupils for studying <b>prose at GCSE level: setting, character, plot, themes, context, structure and language features</b></p> <p>2. The text can be used to develop <b>higher order reading skills in preparation for GCSE demands: comparison is the central focus of this unit, with students encouraged to develop their personal responses</b></p> <p>3. The text allow students to <b>appreciate the crafting of narrative voice and perspectives (significant for KS4 study)</b>. Reading this text, alongside work in the complementary enrichment unit, will allow pupils to experiment with perspective and voice in their own writing. Creative writing tasks can be used in this main unit to develop understanding of characters, and how altering perspective can shape meanings</p> <p>5. Appreciating the text as a work of detective fiction will <b>enhance pupils' understanding of different genres and associated conventions</b></p>	
<p><b>Assessment (this unit's outcome IS formally assessed)</b></p>	<p><b>Unit outcomes:</b></p> <p><b>Cold Task – Creative Writing</b> Write a diary entry from the perspective of Christopher about his experience with Mrs Shears and her dog.</p> <p><b>Cold Task – Reading Assessment:</b> How does the writer present Christopher's</p>	<p><b>Informal assessment and low-stakes testing:</b></p> <ul style="list-style-type: none"> <li>Students are to be encouraged to self and peer assess their analytical writing throughout the unit on a regular basis. Success criteria to be made available by teachers. Students must engage with this, redrafting their work on a regular basis.</li> <li>Students are to use their knowledge organisers for the unit to develop core knowledge retention and learn the unit's key vocabulary in order for it to be applied independently</li> <li>Students are to use their knowledge organisers</li> </ul>

	reaction to the news his mother is not dead?	to learn key quotations from the texts for in class quizzes.
<b>Core knowledge</b>	<p>1. <b>Conventions of detective fiction</b> (covered in enrichment)– the extent to which the texts follow these</p> <p>2. <b>The importance of perspective and how this affects meaning</b></p> <p>3. <b>Unit vocabulary (see below)</b></p> <p>4. <b>Developing knowledge recall from memory (see knowledge organiser)</b></p>	
<b>Core skills</b>	<p>1. <b>Reading development</b> - how to read a novel at a GCSE level: setting, character, plot, themes, context and language features</p> <p>2. <b>Reading development</b> – a focus on higher order skills: <b>comparisons and personal response</b></p> <p>3. <b>Develop pupils' analytical writing further – how to construct comparative paragraphs</b></p> <p>4. <b>Writing development – crafting writing to reflect authentic voices and perspectives</b></p>	
<b>Key questions for the unit</b>	<ul style="list-style-type: none"> <li>• How does a writer create characters?</li> <li>• What makes Christopher an effective detective?</li> <li>• What makes the text detective fiction?</li> <li>• Why is perspective/point of view important?</li> <li>• How can I create a character's voice in my own writing?</li> <li>• How does Christopher change through the novel?</li> </ul>	
<b>Key vocabulary</b>	<p><b>1. Unit vocabulary - tier 2 vocabulary:</b></p> <ol style="list-style-type: none"> <li>1. Erratic</li> <li>2. Moral</li> <li>3. Obsessive</li> <li>4. Thorough</li> <li>5. Perceptive</li> <li>6. Rational</li> <li>7. Withdrawn</li> <li>8. Objective</li> <li>9. Literal</li> <li>10. Observant</li> <li>11. Precise</li> <li>12. Persistent</li> <li>13. Impersonal</li> <li>14. Insensitive</li> </ol>	<p><b>2. Unit terminology:</b></p> <ol style="list-style-type: none"> <li>1. Narrative voice</li> <li>2. Sentence functions (declarative, interrogative, exclamative, and imperative)</li> <li>3. Sentence types (simple, compound and complex)</li> <li>4. Pathetic fallacy</li> <li>5. Verb</li> <li>6. Adverb</li> <li>7. Adjective</li> <li>8. Dialogue</li> <li>9. Tone</li> <li>10. Story arc</li> </ol>

	15. Egotistical	
<b>Homework opportunities</b>	<ul style="list-style-type: none"> <li>• <i>Curious</i> menu tasks</li> <li>• Knowledge organisers to prepare for in class quizzes – core knowledge and vocabulary</li> <li>• Spellings to address high frequency word gaps</li> <li>• SPAG exercises to address identified gaps and to consolidate skills</li> </ul>	
<b>Wider English curriculum links</b>	<p><b>1. Reading</b></p> <ul style="list-style-type: none"> <li>• The reading skill 'challenge' increases in this unit, creating a transition between previous KS3 units and subsequent GCSE prose texts</li> <li>• Reading 'Curious' will provide links to the PSHE curriculum and allow students to understand the challenges of living with a learning need, developing their empathy skills.</li> <li>• Appreciating the texts as works of detective fiction will enhance pupils' understanding of different genres and associated conventions – further KS4 preparation</li> </ul> <p><b>2. Writing</b></p> <ul style="list-style-type: none"> <li>• The demands on analytical writing increase in this unit creating a transition between KS3 units and GCSE study</li> <li>• The texts allow students to appreciate the crafting of narrative voice and perspectives (significant for KS4 study). Pupils can experiment with such crafting in their own writing</li> </ul>	



# Key Stage Three English - Unit Overview

## Reading Enrichment Lessons

### Year 9 – Autumn Term – Crime and Mystery in the Nineteenth-century

Outcome from this unit is to make sure all students write their own crime and mystery genre short story from a clear point of view. Setting should be 19<sup>th</sup> Century.

Challenge: Students to use 19<sup>th</sup> Century language of this time

It may be that some lower ability students may write just an opening, or ending to their own short story and may not use the 19<sup>th</sup> Century language

### Main –

- Resourcing – PW's new resources available in J drive

<p><b>Unit rationale</b></p>	<ol style="list-style-type: none"> <li>The texts can be used to address the identified need for students to develop inference and reading skills, whilst developing their knowledge and understanding of the genre's codes and conventions.</li> <li><b>Extending and consolidating the following writing skills:</b> <ul style="list-style-type: none"> <li>- Punctuating a variety of sentence structures accurately</li> <li>- Spelling high frequency words correctly</li> <li>- Adapting and crafting writing for greater effects, using a variety of text examples from the genre as a style to emulate and to also write from an alternative point of view.</li> </ul> <ol style="list-style-type: none"> <li><b>Providing pupils with extended reading opportunities</b>, with pupils exploring how a character, and narrative develops.</li> <li><b>Extending and consolidating core reading strategies:</b> questioning, exploring codes and conventions, clarifying and summarising. <b>Modelling skimming and scanning to develop further reading independence</b></li> </ol> </li> <li>An engaging range from the genre that <b>provides challenge and rich vocabulary</b></li> <li>Reading 'The Speckled Band' will <b>familiarise pupils with nineteen-century vocabulary</b> in preparation for <b>KS4 study. The linked enrichment unit will allow students to develop their contextual understanding of the Victorian period, with a focus on 'crime and punishment' – further KS4 preparation</b></li> </ol>	
<p><b>Assessment (this unit's outcome IS NOT formally assessed)</b></p>	<p><b>Unit outcome:</b></p> <p><b><u>Non Assessed Task</u> - Creative writing response to a wide variety of written tasks</b></p> <p><b>Aim: for pupils to display the writing</b></p>	<p><b>Informal assessment and low-stakes testing:</b></p> <ul style="list-style-type: none"> <li>Students are to be encouraged to self and peer assess their writing throughout the unit on a regular basis. Success criteria to be made</li> </ul>

	<p><b>knowledge and skills focused upon throughout the unit from report writing/informative/poetry response/play script using fiction text and non-fiction extracts or short stories. To display students work in school</b></p> <p><b>Focus on 19<sup>th</sup> Century writing</b></p>	<p>available by teachers. Students must engage with this, redrafting their work on a regular basis. Staff to encourage 'slow writing'</p> <ul style="list-style-type: none"> <li>• Students are to use their knowledge organisers for the unit /codes and conventions, theory to develop core knowledge retention and learn the unit's key vocabulary in order for it to be applied independently</li> </ul>
<p><b>Core knowledge</b></p>	<p><b>1. 'Writing knowledge':</b></p> <p><b>i). Sentence construction:</b></p> <ul style="list-style-type: none"> <li>• Adverbials</li> <li>• Noun phrases</li> <li>• Varying sentence openers</li> <li>• Verbs</li> <li>• Adjectives</li> </ul> <p><b>ii). Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Marking main clauses correctly</li> <li>• Using a range of punctuation accurately and for effect</li> </ul> <p><b>iii). Tenses</b></p> <p><b>iv). Paragraphing (TIPTOP)</b></p> <p><b>v). Spellings – high frequency words (TBC)</b></p> <p><b>vi). Methods of characterisation (PAIRS):</b></p> <ul style="list-style-type: none"> <li>• Physical description</li> <li>• Actions</li> <li>• Inner thoughts</li> <li>• Reactions</li> <li>• Speech</li> </ul> <p><b>vii). Narrative structure: To link to the codes and conventions of the crime &amp; mystery genre.</b></p> <ul style="list-style-type: none"> <li>• Exposition</li> <li>• Rising action</li> <li>• Climax</li> <li>• Falling action</li> <li>• Resolution</li> </ul>	

	<p>3. Unit vocabulary (see below)</p> <p>4. <b>Tasks to cover to link to knowledge and understanding:</b></p> <p>Development of inference and analytical skills, being able to zoom in on language and think about the effect of language on the audience/reader  To be able to identify key quotes and analyse and to be able to write analysis paragraphs.</p> <p>To be able to write for different purposes for example storytelling, openings and endings, as well as entire short story, report style writing, writing to argue and persuade, developing critical &amp; analytical writing and thinking.</p> <p>Developing evaluative skills.</p> <p>Writing from alternative points of view/ different perspectives.</p> <p>Exploring different narrative styles and techniques including poetry.</p> <p>Creating suspense and tension in writing.</p> <p>Looking at language and layout.</p> <p>Researching context and applying this to writing.</p> <p>Develop independent research skills.</p> <p>To develop how the narrative elements shape meaning.</p> <p>To create a new pitch for a TV crime drama.</p>	
Core skills	<p>1. Application of 'writing knowledge' independently</p> <p>2. Application of core reading strategies independently: questioning, predicting, clarifying, summarising, skimming and scanning, analysing.</p>	
Key questions for the unit	<ul style="list-style-type: none"> <li>• What is the crime and mystery genre?</li> <li>• How do writers create interesting characters?</li> <li>• How do writers create interesting settings?</li> <li>• How do writers create interesting plots?</li> <li>• How do writers structure a successful piece of writing?</li> <li>• How can I use different types of sentences in my writing?</li> <li>• How can I write for different purposes?</li> <li>• How can I use vocabulary effectively?</li> <li>• How can I redraft my work?</li> <li>• What is the best reading strategy to use for the different tasks?</li> </ul>	
Key vocabulary	<p>1. Unit vocabulary</p> <ol style="list-style-type: none"> <li>1. Curious</li> <li>2. Apprehensive</li> <li>3. Meticulous</li> <li>4. Culprit</li> </ol>	<p>2. Unit terminology:</p> <ol style="list-style-type: none"> <li>1. Protagonist</li> <li>2. Antagonist</li> <li>3. Exposition</li> <li>4. Resolution</li> </ol>

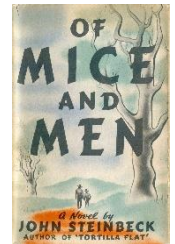
	<ul style="list-style-type: none"> <li>5. Red herring</li> <li>6. Detective</li> <li>7. Suspense</li> <li>8. Witness/es</li> <li>9. Mystery</li> <li>10. Forensic</li> <li>11. Tension</li> <li>12. Motive</li> <li>13. Suspect</li> </ul>	<ul style="list-style-type: none"> <li>5. Main clause</li> <li>6. Subordinate clause</li> <li>7. Noun</li> <li>8. Adjective</li> <li>9. Verb</li> <li>10. Adverb</li> <li>11. Stock Character</li> <li>12. Pitch</li> <li>13. Brief</li> <li>14. Police Procedural</li> <li>15. Poetic Terms- half rhyme, metaphor, rhyming /couplet, simile</li> </ul>
<b>Homework opportunities</b>	<ul style="list-style-type: none"> <li>• <i>The Crime and Mystery</i> various tasks on the individual lesson PPT's. Writing a short story/ openings of a story/endings/alternative viewpoints /inform /report/poetry.</li> <li>• Spellings/ key terms and words to address the genre</li> </ul>	
<b>Wider English curriculum links</b>	<ul style="list-style-type: none"> <li>• <b>Reading</b> – consolidating and encouraging independence with these strategies will establish the core skills needed across the curriculum, developing 'good readers'</li> <li>• <b>Writing</b> – consolidating and refining written accuracy will allow students to craft their writing to a greater extent as they move through KS3</li> </ul>	



# Key Stage Three English - Unit Overview

Year 9 – Autumn – ‘Diversity in literature’

Main – *Of Mice and Men* and selected extracts from diverse cultures



<p><b>Unit rationale</b></p>	<p>1. The text can be used to prepare pupils for studying a <b>whole novel at GCSE level: setting, character, plot, themes, context, structure and language features</b></p> <p>2. The texts can be used to develop <b>higher order reading skills: evaluation and comparison</b>. Having themes at the centre of this process can be used as a model to approach the development of these skills, with students encouraged to consider <b>the author’s intentions</b></p> <p>3. The texts offer the opportunity to <b>develop pupils’ analytical writing</b> further with its rich language and contextual links</p> <p>4. The texts provides pupils with the opportunity to <b>develop key study skills for studying a novel at GCSE: tracking developments and learning key quotations</b></p> <p>5. <b>The theme of ‘the outsider’ links to potential GCSE texts:</b> <i>A Christmas Carol, The Strange Case of Dr Jekyll and Mr Hyde, An Inspector Calls</i> and conflict with identity within poetry clusters. ‘The outsider’ also links to themes in previous KS3 texts: <i>Frankenstein, Noughts and Crosses</i> and ‘character/voice’ poetry</p> <p>6. The text provides students with the opportunity to <b>experience diversity and different cultures</b></p>	
<p><b>Assessment (this unit’s outcome is formally assessed)</b></p>	<p><b>Unit outcome:</b></p> <p><b>Warm task:</b> Analysis and comprehension of two extracts.</p> <p><b>Comparative task.</b></p>	<p><b>Informal assessment and low-stakes testing:</b></p> <ul style="list-style-type: none"> <li>• Students are to be encouraged to self and peer assess their analytical writing throughout the unit on a regular basis. Success criteria to be made available by teachers. Students must engage with this, redrafting their work on a regular basis</li> <li>• Students are to use their knowledge organisers for the unit to develop</li> </ul>



		core knowledge retention and learn the unit's key vocabulary in order for it to be applied independently
<b>Core knowledge</b>	<p><b>1. Contextual knowledge:</b></p> <ul style="list-style-type: none"> <li>• The Great Depression</li> <li>• The Wall Street Crash</li> <li>• The role of women in contemporary society</li> <li>• The American Dream</li> <li>• The experience and treatment of minorities</li> <li>• The Dust Bowls</li> <li>• John Steinbeck's life</li> <li>• Racism in different parts of America in 1930s</li> </ul> <p><b>2. Developing knowledge recall from memory (see knowledge organiser)</b></p>	
<b>Core skills</b>	<p><b>1. Reading development - how to read a novel at a GCSE level: setting, character, plot, themes, context and language features</b></p> <p><b>2. Reading development</b> – a focus on higher order skills. The assessment focus on Curley's Wife provides students with the opportunity to be <b>evaluative</b>, considering how her behaviour links to contemporary gender roles. <b>Comparative skills</b> can also be developed, with students comparing outsiders' experiences across the novella to inform understanding of characters. <b>A focus on the author's intentions</b></p> <p><b>3. Develop pupils' analytical writing further</b>, with a focus on <b>integrating relevant context and tracking characters across the whole of texts</b>. Focused use of the what/how/why approach</p>	
<b>Key questions for the unit</b>	<ul style="list-style-type: none"> <li>• What is the role of The American Dream in the novella?</li> <li>• How is friendship presented?</li> <li>• What is the significance of the context of the novella and the play?</li> <li>• How are women presented in the novella and the play?</li> <li>• Who is Curley's Wife?</li> <li>• How are characters marginalised in the novella and the play?</li> <li>• How are power structures used in the novella and the play?</li> <li>• How is loneliness presented in the novella?</li> <li>• How are the play and the novella thematically linked?</li> </ul>	
<b>Key vocabulary</b>	<p><b>1. Unit vocabulary - tier 2 vocabulary:</b></p> <ol style="list-style-type: none"> <li>1. Hierarchy</li> <li>2. Marginalised</li> <li>3. Segregated</li> <li>4. Victimised</li> <li>5. Desperation</li> <li>6. Derogatory</li> </ol>	<p><b>2. Unit terminology:</b></p> <ol style="list-style-type: none"> <li>1. Symbolism</li> <li>2. Foreshadowing</li> <li>3. Animal imagery</li> <li>4. Simile</li> <li>5. Metaphor</li> <li>6. Pathetic fallacy</li> <li>7. Cyclical</li> </ol>

	<ul style="list-style-type: none"> <li>7. Inferior</li> <li>8. Inevitable</li> <li>9. Fragility</li> <li>10. Patriarchy</li> <li>11. Monotonous</li> <li>12. Pugnacious</li> <li>13. Objectified</li> <li>14. Authoritative</li> <li>15. Femininity</li> </ul>	<ul style="list-style-type: none"> <li>8. Fatalistic</li> <li>9. Omniscient</li> <li>10. Colloquial</li> </ul>
<b>Homework opportunities</b>	<ul style="list-style-type: none"> <li>• <i>Of Mice and Men</i> menu tasks</li> <li>• Knowledge organisers to prepare for in class quizzes – core knowledge and vocabulary</li> <li>• Spellings to address high frequency word gaps</li> <li>• SPAG exercises to address identified gaps and to consolidate skills</li> </ul>	
<b>Wider English curriculum links</b>	<p><b>1. Reading</b></p> <ul style="list-style-type: none"> <li>• The theme of 'the outsider' links to potential GCSE texts: <i>A Christmas Carol</i>, <i>The Strange Case of Dr Jekyll and Mr Hyde</i>, <i>An Inspector Calls</i> and conflict with identity within poetry clusters. 'The outsider' also links to themes in previous KS3 texts: <i>Frankenstein</i>, <i>Noughts and Crosses</i> and 'character/voice' poetry</li> <li>• The reading 'challenge' increases in this unit, creating a transition between previous KS3 and subsequent GCSE prose texts</li> </ul> <p><b>2. Writing</b></p> <ul style="list-style-type: none"> <li>• The demands on analytical writing increase in this unit, creating a transition between KS3 and GCSE prose texts study</li> <li>• The novella is distinct in its characterisation; linked writing tasks surrounding character creation will develop pupils' sense of characterisation. This element of crafting in prose writing links to enrichment lessons in Y9: <i>Outsiders</i> and 19<sup>th</sup> Crime/Mystery</li> </ul>	



# Key Stage Three English - Unit Overview

Year 9 – Spring – ‘The Outsider’

Enrichment – Exploring Diversity



<b>Unit rationale</b>	<p>In this unit students will develop an understanding of the concept of inclusion and how writers explore ideas about 'outsider' and 'otherness' to explore social disadvantage. Students will understand how social, cultural and historical contexts influences literature. In this unit students will focus on developing their understanding of a broad range of relevant, historical and topical debates and use this as a springboard to explore and practise a range of reading and writing skills.</p> <p><b><u>Extended Reading:</u></b></p> <ol style="list-style-type: none"><li>Exposure to a range of fiction and non-fiction texts including prose, poetry, autobiography, journals, newspapers articles, leaflets</li><li>Exploring viewpoints and perspectives</li><li>Re-visiting and further developing core reading strategies</li></ol> <p><b><u>Writing Opportunities:</u></b></p> <ol style="list-style-type: none"><li><b>Opportunities to practise a range of writing styles e.g.: monologue, recount, autobiographical, writing to advise, argue, inform</b></li><li>Focus on improving accuracy through re-drafting</li><li>Focus on crafting writing for effect through punctuation, vocabulary choices, sentence/paragraph length, effective openings and endings</li><li>Opportunity to produce an extended piece of creative and imaginative writing</li></ol> <p><b><u>Oracy Skills:</u></b></p> <ol style="list-style-type: none"><li>Developing physical, linguistic, cognitive and social skills through opportunities to discuss and debate in small groups</li></ol> <p><b>GCSE links:</b> the unit supports the Year 9 transition priorities by reinforcing and further developing the skills needed to be successful at GCSE.</p> <ul style="list-style-type: none"><li>The concept of 'otherness' links to the study of Jekyll and Hyde in Year10.</li><li>The focus on how literature is shaped by social, historical and cultural context is an important element of the GCSE literature syllabus</li><li>Comparative and evaluative skills – essential for both the Language and Literature syllabus</li><li>Creating a piece of extended descriptive writing using the title 'The Outsider' or the photo stimulus to develop GCSE Language Paper 1 Section B skills</li><li>Exposure to a range of engaging historical and topical debates which could be further developed in the GCSE Spoken Language Unit.</li></ul>
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<b>Assessment (this unit's outcome IS formally assessed)</b>	<b>Unit outcome:</b> <u>Cold Task</u> – <b>Aim: to create a short story using the title 'The Outsider' or an extended piece of descriptive writing using the photo stimulus</b>  <b>(Self-assessment and proof-reading checklist available)</b>	<b>Informal assessment and low-stakes testing:</b> <ul style="list-style-type: none"> <li>• Students to self and peer assess a range of short writing tasks with the emphasis on re-drafting for effect</li> <li>• Success criteria to be made available by teachers. Students must engage with this, redrafting their work on a regular basis</li> </ul>
<b>Core skills</b>	<ol style="list-style-type: none"> <li>1. <b>To use a range of reading strategies independently:</b> questioning, predicting, clarifying, summarising, skimming and scanning</li> <li>2. <b>To use a range of writing strategies independently:</b> punctuation, sentence construction, vocabulary for effect. <b>A focus on encouraging students to consider structural devices for effect in their own prose writing – order, openings and closings, links/cohesive devices, shifts in focus, pace and use of dialogue.</b></li> <li>3. <b>To use a range of strategies to communicate orally:</b> rhetorical devices, tone of voice, gesture, vocabulary, active listening and appropriate response</li> </ol>	
<b>Key questions for the unit</b>	<ul style="list-style-type: none"> <li>• What do we mean by the term 'otherness'?</li> <li>• Which groups might feel a sense of 'otherness'?</li> <li>• How has history (context) shaped the concept of The Outsider?</li> <li>• How do writers effectively convey a point of view?</li> <li>• How can I apply the techniques studied in the extracts and poems to inform and improve my writing?</li> <li>• How can I effectively express my point of view in discussion and use the views of others to help inform my opinion?</li> </ul>	
<b>Key vocabulary</b>	<u>Unit vocabulary – tier 2 vocabulary</u> <ol style="list-style-type: none"> <li>1. Otherness</li> <li>2. Marginalise</li> <li>3. Segregate</li> <li>4. Isolate</li> <li>5. Ostracise</li> <li>6. Colonisation</li> <li>7. Indigenous</li> <li>8. Discrimination</li> <li>9. Vulnerable</li> <li>10. Isolate</li> <li>11. Alienation</li> <li>12. Ethnocentrism</li> <li>13. Exoticism</li> <li>14. Dominance</li> <li>15. Barbarian</li> </ol>	<u>Unit terminology:</u> <ol style="list-style-type: none"> <li>1. Emotive language</li> <li>2. Adjective</li> <li>3. Verb</li> <li>4. Adverb</li> <li>5. Narrative Arc</li> <li>6. Shifts of focus</li> <li>7. Dialogue</li> <li>8. Chronological</li> <li>9. Flashbacks</li> <li>10. Openings and closings</li> </ol>



# Key Stage Three English - Unit Overview

## Year 9 – Summer – ‘Shakespearean Tragedies’

### Main – Tragedies and *Romeo and Juliet* (an introduction)

- Resources – available in J drive. Early introductory work on Shakespearean tragedies may need updating



<p><b>Unit rationale</b></p>	<p>1. The unit will allow pupils to place the play within its <b>wider context - the tragedy genre – before reading the play. Starting the unit with an introduction to the conventions of tragedy</b> will encourage students to deepen their understanding of the play's events and characters during the reading of the text</p> <p>2. The key focus of the unit is for <b>pupils to consolidate their knowledge and understanding of the play's plot, characters and contextual links through a thorough reading of the text. Students will revisit the play during their GCSE course, with this second reading focusing on an analysis of language, structure and form in greater depth</b></p>	
<p><b>Assessment (this unit's outcome IS formally assessed)</b></p>	<p><b>Unit outcome:</b></p> <p><b>Final knowledge-based test on the play's plot, characters and key quotations</b></p> <p><b>Opportunity for analysis.</b></p>	<p><b>Informal assessment and low-stakes testing:</b></p> <ul style="list-style-type: none"> <li>Students are to be encouraged to self and peer assess their analytical writing throughout the unit on a regular basis. Success criteria to be made available by teachers. Students must engage with this, redrafting their work on a regular basis</li> <li>Students are to use their knowledge organisers for the unit to develop core knowledge retention and learn the unit's key vocabulary in order for it to be applied independently</li> <li>Students are to use their knowledge organisers to learn key quotations from the text for in class quizzes</li> </ul>
<p><b>Core knowledge</b></p>	<p><b>Focus on knowledge recall through the use of knowledge organisers</b></p> <p>1. <b>Key plot events in <i>Romeo and Juliet</i></b></p>	

	<p><b>2. Core character details</b></p> <p><b>3. Key contextual information and links to the play:</b></p> <ul style="list-style-type: none"> <li>- Honour and masculinity</li> <li>- Roles of women</li> <li>- Elizabethan views on fate</li> </ul> <p><b>4. Conventions of Shakespearean tragedies</b></p> <p><b>5. Key quotations</b></p>	
<b>Core skills</b>	<p><b>1. Reading strategies – using different strategies to comprehend Shakespearean.</b></p> <p><b>2. Reading development - how to read a play at a GCSE level: setting, character, plot, themes and context</b></p> <p><b>3. Develop pupils' analytical writing further</b>, with a focus on <b>integrating relevant context and tracking characters across the whole of texts</b>. Focused use of the what/how/why approach</p>	
<b>Key questions for the unit</b>	<ul style="list-style-type: none"> <li>• What is a tragedy play?</li> <li>• How is <i>Romeo and Juliet</i> a tragedy?</li> <li>• What are the main events in the play? Why are they important?</li> <li>• How is love presented in the play?</li> <li>• Why is the role of the family important in the play?</li> <li>• Who is to blame for the play's outcome?</li> <li>• What is the role of fate in the play?</li> <li>• What is the role of religion in the play?</li> <li>• How were men and women expected to behave in the Elizabethan period?</li> </ul>	
<b>Key vocabulary</b>	<p><b>1. Unit vocabulary - tier 2 vocabulary:</b></p> <ol style="list-style-type: none"> <li>1. Feud</li> <li>2. Impulsive</li> <li>3. Volatile</li> <li>4. Naïve</li> <li>5. Maternal</li> <li>6. Belligerent</li> <li>7. Obedient</li> <li>8. Passionate</li> <li>9. Dutiful</li> <li>10. Lustful</li> <li>11. Idealistic</li> <li>12. Tyrannical</li> <li>13. Honour</li> <li>14. Melancholic</li> <li>15. Exile</li> </ol>	<p><b>2. Unit terminology:</b></p> <ol style="list-style-type: none"> <li>1. Hamartia</li> <li>2. Hubris</li> <li>3. Catharsis</li> <li>4. Peripeteia</li> <li>5. Prologue</li> <li>6. Shakespearean sonnet</li> <li>7. Dramatic irony</li> <li>8. Soliloquy</li> <li>9. Foreshadowing</li> <li>10. Imagery</li> </ol>

<b>Homework opportunities</b>	<ul style="list-style-type: none"> <li>• Tragedy/<i>Romeo and Juliet</i> menu tasks</li> <li>• Knowledge organisers to prepare for in class quizzes – core knowledge and vocabulary</li> <li>• Spellings to address high frequency word gaps</li> <li>• SPAG exercises to address identified gaps and to consolidate skills</li> </ul>
<b>Wider English curriculum links</b>	<p><b>1. Reading</b></p> <ul style="list-style-type: none"> <li>• Pupils are introduced to Shakespearean reading strategies in Year 7: 'Introduction to Shakespearean Comedies'. Students also encouraged to implement these in the Year 8 <i>Macbeth</i> unit in order to develop reading for meaning. Pupils are encouraged to draw upon these during the tragedy unit</li> <li>• Previous Year 7 and Year 8 units will allow pupils to link <i>Romeo and Juliet</i> to significant contextual events and the conventions of drama</li> <li>• The primary focus of this unit is to allow students to consolidate their knowledge and understanding of the play's plot, characters and context. A deeper reading will take place during KS4, with a greater focus on language, structure and form</li> </ul> <p><b>2. Writing</b></p> <ul style="list-style-type: none"> <li>• Pupils can develop their analytical writing further in preparation for the greater depth approach at KS4</li> <li>• The text can be approached by encouraging students to write in role as characters – this will develop students' character knowledge in preparation for the greater depth approach at KS4</li> </ul>



# Key Stage Three English - Unit Overview

## Year 9 – Summer

### Enrichment – Spoken Language Endorsement

- Resources – available in J drive. Early introductory work on Shakespearean tragedies may need updating



<b>Unit rationale</b>	<p>1. The unit will allow pupils to develop analysis of language within the context of Spoken Language by taking on a project linked to how people speak and idiolect. This is a small taster of what they may study at A Level for English language.</p> <p>2. The key focus of the unit is for <b>pupils to consolidate their knowledge and understanding of language and structure analysis</b> in the context of Spoken Language. They will also prepare and deliver a speech which will be assessed against <b>GCSE Spoken Language criteria</b> and will be used as their GCSE Spoken language Endorsement grade.</p>	
<b>Assessment (this unit's outcome IS formally assessed)</b>	<b>Unit outcome:</b>  <b>GCSE Spoken Language Endorsement. Students deliver a speech on a topic of their choice.</b>	<b>Informal assessment and low-stakes testing:</b> <ul style="list-style-type: none"> <li>Students are to be encouraged to self and peer assess their analytical writing throughout the unit on a regular basis. Success criteria to be made available by teachers. Students must engage with this, redrafting their work on a regular basis</li> <li>Students to practice drafting and redrafting their speech to make it most effective.</li> </ul>
<b>Core knowledge</b>	<ol style="list-style-type: none"> <li><b>Word classes and their impact in different contexts</b></li> <li><b>Spoken Language features both verbal and non-verbal</b></li> <li><b>How to write a speech and rhetorical features</b></li> </ol>	
<b>Core skills</b>	<ol style="list-style-type: none"> <li><b>Reading strategies</b></li> <li><b>Develop pupils' analytical writing further.</b> Focused use of the what/how/why approach</li> <li><b>Spoken language delivery</b></li> </ol>	
<b>Key questions for the unit</b>	<ul style="list-style-type: none"> <li>What is my idiolect?</li> <li>How do people change the way they speak based on context?</li> <li>How do people make judgements based on the way we speak?</li> <li>How might writers use dialect as a method for presenting meaning in a text?</li> </ul>	



	<ul style="list-style-type: none"> <li>• How can I use language effectively to engage and audience?</li> <li>• How can I use structure creatively for an effective speech?</li> <li>• How can I present complex ideas in a clear and convincing way?</li> <li>• What makes an idea worth sharing?</li> </ul>	
<b>Key vocabulary</b>	<b>1. Unit vocabulary - tier 2 vocabulary:</b> <ol style="list-style-type: none"> <li>1. Dialect</li> <li>2. Accent</li> <li>3. Verbal/ non-verbal</li> <li>4. Stereotype</li> <li>5. Prejudice</li> <li>6. Assumptions</li> <li>7. Context</li> <li>8. Occupation</li> <li>9. Concept</li> </ol>	<b>2. Unit terminology:</b> <ol style="list-style-type: none"> <li>1. Paralinguistic Features</li> <li>2. Prosodic features</li> <li>3. Verb, noun, adjective, adverb</li> <li>4. Transcript</li> <li>5. Rhetorical Question</li> <li>6. Anecdote</li> <li>7. Colloquialisms</li> <li>8. Idiolect</li> <li>9. Digressions</li> <li>10. Juxtaposition</li> </ol>
<b>Homework opportunities</b>	<ul style="list-style-type: none"> <li>• Investigate idiolect at home – research with parents</li> <li>• Create and redrafting of Spoken Language assessment piece</li> </ul>	
<b>Wider English curriculum links</b>	<b>1. Reading</b> <ul style="list-style-type: none"> <li>• Pupils are expected to read throughout the English curriculum and analyse closely at word level. This unit encourages closer word level analysis through spoken language.</li> <li>• Previous Year 7 and Year 8 units will allow pupils to identify word classes and rhetorical devices</li> </ul> <b>2. Writing</b> <ul style="list-style-type: none"> <li>• Pupils can develop their analytical writing with focus on What, How, Why paragraphs.</li> <li>• Students have practiced transactional writing during Years 7 and 8 which they can apply to their speech writing for the Spoken language endorsement.</li> </ul>	