



Key Stage Three English - Unit Overview

Year 9 – Spring – ‘Crime and Mystery’

Main – *The Ruby in the Smoke*

- Resources – available in J drive



Unit rationale	<p>1. The text can be used to continue to prepare pupils for studying prose at GCSE level: setting, character, plot, themes, context, structure and language features</p> <p>2. The text can be used to develop 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</p> <p>3. The text allow students to appreciate the crafting of narrative voice and perspectives (significant for KS4 study). Reading these texts, 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>4. Reading 'The Ruby in the Smoke' will familiarise pupils with nineteen-century context in preparation for 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</p> <p>5. Appreciating the text as a work of detective fiction will enhance pupils' understanding of different genres and associated conventions</p>	
Assessment (this unit's outcome IS formally assessed)	Unit outcome: Cold task (closed book) TBC	Informal assessment and low-stakes testing: <ul style="list-style-type: none"> 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. Students are to use their knowledge organisers for the unit to develop core knowledge

		<p>retention and learn the unit's key vocabulary in order for it to be applied independently</p> <ul style="list-style-type: none"> Students are to use their knowledge organisers to learn key quotations from the texts for in class quizzes.
Core knowledge	<ol style="list-style-type: none"> Conventions of detective fiction (covered in enrichment)– the extent to which the texts follow these The importance of perspective and how this affects meaning Unit vocabulary (see below) Developing knowledge recall from memory (see knowledge organiser) 	
Core skills	<ol style="list-style-type: none"> Reading development - how to read a novel at a GCSE level: setting, character, plot, themes, context and language features Reading development – a focus on higher order skills: comparisons and personal response Develop pupils' analytical writing further – how to construct comparative paragraphs Writing development – crafting writing to reflect authentic voices and perspectives 	
Key questions for the unit	<ul style="list-style-type: none"> What do we make of Ruby? What do we make of Jim? What do we make of Mrs Holland? How important is setting? What makes the text detective fiction? Why is perspective/point of view important? How is the story structured to build tension? How do Sally and Rosa compare? How are conventions of detective fiction subverted by the writer? 	
Key vocabulary	1. Unit vocabulary - tier 2 vocabulary: <ol style="list-style-type: none"> Subvert Intriguing Disconcerting Squalid Audacious Disorientating Liberate Enlightened Enslave Immoral 	2. Unit terminology: <ol style="list-style-type: none"> Narrative voice Sentence functions (declarative, interrogative, exclamative, and imperative) Sentence types (simple, compound and complex) Pathetic fallacy Verb Adverb Adjective Dialogue Tone



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Reading Enrichment Lessons

	11. Inequality 12. Revelation 13. Justification 14. Revenge 15. exploit	10. Story arc
Homework opportunities	<ul style="list-style-type: none"> • 'The Ruby in the Smoke' menu tasks • Knowledge organisers to prepare for in class quizzes – core knowledge and vocabulary • Spellings to address high frequency word gaps • SPAG exercises to address identified gaps and to consolidate skills 	
Wider English curriculum links	<p>1. Reading</p> <ul style="list-style-type: none"> • The reading skill 'challenge' increases in this unit, creating a transition between previous KS3 units and subsequent GCSE prose texts • The linked enrichment unit will allow students to develop their contextual understanding of the Victorian period, with a focus on 'crime and punishment', while introducing students to more challenging vocabulary through study of 'The Speckled Band' – further KS4 preparation • Appreciating the texts as works of detective fiction will enhance pupils' understanding of different genres and associated conventions – further KS4 preparation <p>2. Writing</p> <ul style="list-style-type: none"> • The demands on analytical writing increase in this unit – comparison - creating a transition between KS3 units and GCSE study • The text allows students to appreciate the crafting of narrative voice and perspectives (significant for KS4 study). Pupils can experiment with such crafting in their own writing 	

Year 9 – Spring Term – 'Crime and Mystery'

Enrichment - Crime and Mystery in the 19th Century

- **Resourcing – Updated resources available in the J:Drive**

Suggested unit texts:

- The Adventure of the Speckled Band
- Extract from 'The Hound of the Baskervilles'
- 'The Tell-tale Heart'
- 'The Hitcher' by Simon Armitage (if time allows)

Unit rationale	1. The texts can be used to address the identified need for students to develop
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	<p>inference and reading skills, whilst developing their knowledge and understanding of the genre's codes and conventions.</p> <p>2. Extending and consolidating the following writing skills:</p> <ul style="list-style-type: none"> - Punctuating a variety of sentence structures accurately - Spelling high frequency words correctly - Adapting and crafting writing to conform to the codes and conventions of non-fiction genres: police reports and tabloid news articles. <p>i. Providing pupils with extended reading opportunities, with pupils exploring how a character, and narrative develops.</p> <p>ii. Extending and consolidating core reading strategies: questioning, exploring codes and conventions, clarifying and summarising. Modelling skimming and scanning to develop further reading independence</p> <p>2. An engaging range from the genre that provides challenge and rich vocabulary</p>	
Assessment This unit's outcome with be self-assessed	Unit outcome: <u>Warm task</u> <i>Students will demonstrate their understanding of sensationalist news to create a tabloid style article of the murder of Julia Stoner</i>	Informal assessment and low-stakes testing: <ul style="list-style-type: none"> • Students are to be encouraged to self and peer assess their 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. Staff to encourage 'slow writing' • 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
Core knowledge	<p>1. 'Writing knowledge':</p> <p>i). Sentence construction:</p> <ul style="list-style-type: none"> • Adverbials • Noun phrases • Varying sentence openers • Verbs 	

	<ul style="list-style-type: none"> • Adjectives <p>ii). Punctuation:</p> <ul style="list-style-type: none"> • Marking main clauses correctly • Using a range of punctuation accurately and for effect <p>iii). Tenses</p> <p>iv). Paragraphing (TIPTOP)</p> <p>v). Spellings – high frequency words (TBC)</p> <p>vi). Methods of characterisation (PAIRS):</p> <ul style="list-style-type: none"> • Physical description • Actions • Inner thoughts • Reactions • Speech <p>vii). Narrative structure: To link to the codes and conventions of the crime & mystery genre.</p> <ul style="list-style-type: none"> • Exposition • Rising action • Climax • Falling action • Resolution <p>viii). Narrative form: To link to the codes and conventions of report writing.</p> <ul style="list-style-type: none"> • Organisation of ideas - chronological • Factual account of events <p>ix). Narrative form: To link to codes and conventions of tabloid newspaper articles</p> <ul style="list-style-type: none"> • Inverted pyramid structure • Sensationalist headline • Picture led <p>3. Unit vocabulary (see below)</p> <p>.</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"> • What is the crime and mystery genre? • How do writers create interesting characters? • How do writers create interesting settings? • How do writers create interesting plots? • How do writers structure a successful piece of writing? • How can I use different types of sentences in my writing?



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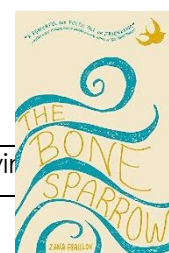
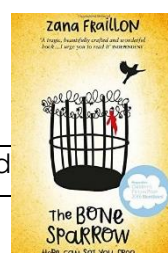
	<ul style="list-style-type: none"> How can I write for different purposes? How can I use vocabulary effectively? How can I redraft my work? What is the best reading strategy to use for the different tasks? 	
Key vocabulary	1. Unit vocabulary <ul style="list-style-type: none"> 16. Curious 17. Apprehensive 18. Meticulous 19. Culprit 20. Intrigue 21. Sensational 22. Suspense 23. Ambiguity 24. Mystery 25. Forensic 26. Tension 27. Motive 28. Suspect 	2. Unit terminology: <ul style="list-style-type: none"> 11. Protagonist 12. Antagonist 13. Exposition 14. Resolution 15. Main clause 16. Subordinate clause 17. Noun 18. Adjective 19. Verb 20. Adverb 21. Stock Character 22. Pitch 23. Brief 24. Police Procedural 25. Poetic Terms- half rhyme, metaphor, rhyming /couplet, simile
Homework opportunities	<ul style="list-style-type: none"> Knowledge Organiser revision tasks – especially vocabulary 	
Wider English curriculum links	<ul style="list-style-type: none"> Reading – consolidating and encouraging independence with these strategies will establish the core skills needed across the curriculum, developing 'good readers' Writing – consolidating and refining written accuracy will allow students to craft their writing to a greater extent as they move through KS3 	

Year 9 – Autumn – 'Diversity'

Main – The Bone Sparrow

- Resources – available in J drive (by WA)

Unit rationale	1. The texts can be used to prepare students for the novel at GCSE
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	<p>level: setting, character, plot, themes, context, structure and language features, and form of a play</p> <p>2. The text WILL be used to develop higher order reading skills: evaluation and comparison. Focusing on marginalised characters, students will be encouraged to consider the author's intentions.</p> <p>3. The texts offer the opportunity to develop students' analytical writing further with rich language and contextual links as well as drawing comparisons with extracts linked thematically.</p> <p>4. The text provides pupils with the opportunity to develop key study skills for studying a novel by tracking developments and developing a focus on structural methods to create meaning.</p> <p>5. The theme of 'marginalisation' links to potential GCSE texts: <i>A Christmas Carol, An Inspector Calls</i> and <i>World and Lives</i> poetry anthology. <i>Marginalisation</i> also links to themes in previous KS3 texts: <i>Frankenstein, Noughts and Crosses</i>, and 'character/voice' poetry in Y8.</p> <p>6. The text provides students with the opportunity to experience diversity and different cultures.</p>	
Assessment Teacher Assessed Peer assessed	<p><u>Unit outcome:</u></p> <p>Warm task:</p> <p>Transactional writing:</p> <p>Pupils will write a speech on if 'children ruled the world' at the end of the unit.</p> <p>Reading assessment:</p> <p>Students to write a comparison between the feelings presented in <i>Windrush Child</i> and <i>The Bone Sparrow</i> with a focus on their comparison and inference skills.</p>	<p>Informal assessment and low-stakes testing:</p> <ul style="list-style-type: none"> Students are encouraged to self and peer assess analytical writing throughout on a regular basis. Success criteria and frequent modelling to be made available by teachers. Students respond to teacher feedback in green pen, demonstrating redrafting and improvement of work. Students to use unit KO to develop core knowledge retention and learn the unit's key vocabulary in order for it to be applied independently Students to use their KO to learn key quotations for in class quizzes
Core knowledge	<p>Contextual knowledge and thematic links:</p> <p>1. Detention centres and the Refugee crisis</p>	

	2. Rohingyaas 3. Identify 4. Family 5. Bildungsroman narrative (coming of age) 6. Loss and grief 7. Unity in conflict. 2. How to analyse structure effectively and write comparatively (see knowledge organiser)	
Core skills	1. Reading development - how to read a novel and a play at a GCSE level: setting, character, plot, themes, context and language features 2. Reading development – a focus on higher order skills: evaluation, comparison and analysis 3. Develop pupils' analytical writing further , with a focus on integrating relevant context and tracking characters across the whole of texts . What/how/why.	
Key questions for the unit	<ul style="list-style-type: none"> • Why is the duck so important to Subhi? It often questions, criticises or contradicts – why? • What does the author think about detention centres? • How does the book make you feel towards the Australian government's treatment of refugees? • How are children presented in the novel? • How are power structures used in the novel? • How is identity presented in the novel? • How does Subhi change throughout the text? • How might our understanding of marginalised characters change through the lens of a different writer? 	
Key vocabulary	1. Tier 2 vocabulary: 2. Unit vocabulary (see below) 29. Victimised 30. Authoritative 31. Inferior 32. Inevitable 33. Fragility 34. Regression 35. Refugee 36. Agency 37. Unreliable 38. dehumanised	2. Tier 3 vocabulary (terminology): 26. Symbolism 27. Foreshadowing 28. Figurative language 29. Parallel narrative 30. Pathetic fallacy 31. Theme 32. Frame narrative 33. Multisensory description 34. Enigma codes 35. Irony
Homework opportunities	<ul style="list-style-type: none"> • Knowledge organisers to prepare for in class quizzes – core knowledge and vocabulary 	



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	<ul style="list-style-type: none"> • Bedrock Learning to be set weekly
Wider English curriculum links	<p>1. Reading</p> <ul style="list-style-type: none"> • The theme of 'marginalisation' links to potential GCSE texts: <i>A Christmas Carol</i>, <i>An Inspector Calls</i> and conflict with identity within poetry clusters. <i>Marginalisation</i> also links to themes in previous KS3 texts: <i>Frankenstein</i>, <i>Noughts and Crosses</i> and 'character/voice' poetry in Y8 • The reading 'challenge' increases in this unit, creating a transition between previous KS3 and subsequent GCSE prose texts. <p>2. Writing</p> <ul style="list-style-type: none"> • The demands on analytical writing increase in this unit, creating a transition between KS3 and GCSE prose texts study • The assessment is more essay based than what students have been used to in Y8 and students will be developing their comparative analysis. • 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 19th Crime/Mystery next term.

Year 9 – Autumn – 'Diversity'

Enrichment – 'Diversity'

- Resources – available in J drive (HR and CY provided). Resources designed to be adapted.



Unit rationale	<p>In this unit students will develop an understanding of the concept of 'otherness' and the 'outsider' and 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><u>Extended Reading:</u></p> <ul style="list-style-type: none"> - Exposure to a range of fiction and non-fiction texts including prose, poetry, autobiography, journals, newspapers articles, leaflets - Exploring viewpoints and perspectives - Re-visiting and further developing core reading strategies <p><u>Writing Opportunities:</u></p> <ul style="list-style-type: none"> - Opportunities to practise a range of writing styles e.g.: monologue, recount, autobiographical, writing to advise, argue, inform - Focus on improving accuracy through re-drafting - Focus on crafting writing for effect through punctuation, vocabulary
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	<p>choices, sentence/paragraph length, effective openings and endings</p> <ul style="list-style-type: none"> - Opportunity to produce an extended piece of creative and imaginative writing <p><u>Oracy Skills:</u></p> <ul style="list-style-type: none"> - Developing physical, linguistic, cognitive and social skills through opportunities to discuss and debate in small groups <p>GCSE links: 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"> • The concept of 'otherness' links to the study of 'A Christmas Carol' in Year10. • The focus on how literature is shaped by social, historical and cultural context is an important element of the GCSE literature syllabus • Comparative and evaluative skills – essential for both the Language and Literature syllabus • Creating a piece of extended descriptive writing using a photo stimulus to develop GCSE Language Paper 1 Section B skills • Exposure to a range of engaging historical and topical debates which could be further developed in the GCSE Spoken Language Unit. 	
<p>Assessment</p> <p>Peer-assessment</p>	<p>Unit outcome:</p> <p><u>Cold Task</u> –</p> <p>Aim: to create a piece of descriptive writing using the photo stimulus</p> <p>(Self-assessment and proof-reading checklist available)</p>	<p>Informal assessment and low-stakes testing:</p> <ul style="list-style-type: none"> • Students to self and peer assess a range of short writing tasks with the emphasis on re-drafting for effect • Success criteria to be made available by teachers. Students must engage with this, redrafting their work on a regular basis • Staff to encourage 'considered writing' • Students use the vocabulary bank and knowledge of 'diversity' to inform their Of Mice and Men Assessment
Core skills	<ol style="list-style-type: none"> 1. To use a range of reading strategies independently: questioning, predicting, clarifying, summarising, skimming and scanning 2. To use a range of writing strategies independently: punctuation, sentence construction, vocabulary for effect. 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. 3. To use a range of strategies to communicate orally: rhetorical devices, tone of voice, gesture, vocabulary, active listening and appropriate response 	
Key questions for the unit	<ul style="list-style-type: none"> • What do we mean by the term 'otherness'? • Which groups might feel a sense of 'otherness'? • How has history (context) shaped the concept of The Outsider? • How do writers effectively convey a point of view? 	



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	<ul style="list-style-type: none"> How can I apply the techniques studied in the extracts and poems to inform and improve my writing? How can I effectively express my point of view in discussion and use the views of others to help inform my opinion? 	
Key vocabulary	<u>Unit vocabulary – tier 2 vocabulary</u> <ul style="list-style-type: none"> 39. Otherness 40. Marginalise 41. Segregate 42. Isolate 43. Ostracise 44. Colonisation 45. Indigenous 46. Discrimination 47. Vulnerable 48. Isolate 49. Alienation 50. Ethnocentrism 51. Exoticism 52. Dominance 53. Barbarian 	<u>Unit terminology:</u> <ul style="list-style-type: none"> 36. Emotive language 37. Adjective 38. Verb 39. Adverb 40. Narrative Arc 41. Shifts of focus 42. Dialogue 43. Chronological 44. Flashbacks 45. Openings and closings

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



Unit rationale	<p>1. The unit will allow students to place the play within its wider context - the tragedy genre – before reading the play. Starting the unit with an introduction to the conventions of tragedy 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 students 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</p>
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	second reading focusing on an analysis of language, structure and form in greater depth	
Assessment Teacher assessed	Unit outcome: Final knowledge-based test on the play's plot, characters and key quotations	Informal assessment and low-stakes testing: <ul style="list-style-type: none"> 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 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 Students are to use their knowledge organisers to learn key quotations from the text for in class quizzes
Core knowledge	Focus on knowledge recall through the use of knowledge organisers <ol style="list-style-type: none"> Key plot events in <i>Romeo and Juliet</i> Core character details Key contextual information and links to the play: <ul style="list-style-type: none"> - Religion - Honour and masculinity - Roles of women - Elizabethan views on fate Conventions of Shakespearean tragedies Key quotations 	
Core skills	<ol style="list-style-type: none"> Reading strategies – using different strategies to comprehend Shakespearean. Reading development - how to read a play at a GCSE level: setting, character, plot, themes and context Develop students' analytical writing further, with a focus on integrating relevant context and tracking characters across the whole of texts. Focused use of the what/how/why approach 	
Key questions for the unit	<ul style="list-style-type: none"> What is a tragedy play? How is <i>Romeo and Juliet</i> a tragedy? What are the main events in the play? Why are they important? How is love presented in the play? Why is the role of the family important in the play? Who is to blame for the play's outcome? 	

	<ul style="list-style-type: none"> • What is the role of fate in the play? • What is the role of religion in the play? • How were men and women expected to behave in the Elizabethan period? 	
Key vocabulary	1. Unit vocabulary - tier 2 vocabulary: <ul style="list-style-type: none"> 54. Feud 55. Impulsive 56. Volatile 57. Naïve 58. Maternal 59. Belligerent 60. Obedient 61. Passionate 62. Dutiful 63. Lustful 64. Idealistic 65. Tyrannical 66. Honour 67. Melancholic 68. Exile 	2. Unit terminology: <ul style="list-style-type: none"> 46. Hamartia 47. Hubris 48. Catharsis 49. Peripeteia 50. Prologue 51. Shakespearean sonnet 52. Dramatic irony 53. Soliloquy 54. Foreshadowing 55. Imagery
Homework opportunities	<ul style="list-style-type: none"> • Tragedy/<i>Romeo and Juliet</i> menu tasks • Knowledge organisers to prepare for in class quizzes – core knowledge and vocabulary • Spellings to address high frequency word gaps • SPAG exercises to address identified gaps and to consolidate skills 	
Wider English curriculum links	1. Reading <ul style="list-style-type: none"> • 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. Students are encouraged to draw upon these during the tragedy unit • Previous Year 7 and Year 8 units will allow students to link <i>Romeo and Juliet</i> to significant contextual events and the conventions of drama • 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 2. Writing <ul style="list-style-type: none"> • Students can develop their analytical writing further in preparation for the greater depth approach at KS4 	



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	<ul style="list-style-type: none"> 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
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Year 9 – Summer –

Enrichment – Communication (*an introduction to Language*)

- Resources – available in J drive.



Unit rationale	<p>1. The unit will allow students to explore the discipline of language study in preparation for GCSE. Starting the unit with different modes of communication will encourage students to deepen their understanding of the way language can be manipulated for effect.</p> <p>2. The key focus of the unit is for Students to consider how language can be used with intention: to persuade and manipulate, leading to exploration of language variation and preparation for planning and delivery speeches for their GCSE Spoken Language Component.</p>	
Assessment Formally assessed.	Unit outcome: AQA GCSE English Spoken Language Component	Informal assessment and low-stakes testing: <ul style="list-style-type: none"> Students are to be encouraged to self and peer assess their 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 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 Students are to use their knowledge organisers

		to learn key quotations from the text for in class quizzes
Core knowledge	Focus on developing understanding of language features and analysis skills: <ol style="list-style-type: none"> 1. Knowledge and identification of word classes 2. Knowledge, identification and explanation/analysis of writer's methods 3. Knowledge and application of persuasive/rhetorical devices 4. How to plan and structure an effective speech 	
Core skills	<ol style="list-style-type: none"> 1. Reading strategies – using visual metalanguage to explore images. 2. Reading development – How to read texts for deeper meaning 3. Develop pupils' analytical writing further through dialogic teaching 	
Key questions for the unit	<ul style="list-style-type: none"> • What is English language? • How can we find deeper meaning in pictures? • How is language manipulated for effect in advertising? • Is graffiti vandalism? • How can we explain the way different people speak? • What is my idiolect? • What makes an effective speech? • How do I plan and write an effective speech? • How can I convey tone in my writing? • How will my speech be assessed? 	
Key vocabulary	1. Unit vocabulary - tier 2 vocabulary: <ul style="list-style-type: none"> 69. Caricature 70. Stereotypes 71. Contradiction 72. Bias 73. Manipulation 74. Political expressing 75. Persuasive 	2. Unit terminology: <ul style="list-style-type: none"> 56. Dialect 57. Accent 58. Juxtaposition 59. Sociolect 60. Idiolect 61. Colloquial 62. Tone 63. Rhetoric
Homework opportunities	<ul style="list-style-type: none"> • Planning speeches and creating prompt cards • Knowledge organisers to prepare for in class quizzes – core knowledge and vocabulary • SPAG exercises to address identified gaps and to consolidate skills 	
Wider English curriculum links	1. Reading <ul style="list-style-type: none"> • The unit builds on previous Y7 and Y8 units engaging with a range of transactional forms of writing. • Previous Year 7 and Year 8 units will develop students' confidence at delivery speeches to their peers. • The primary focus of this unit is to create excitement and engagement in the study of language by asking students to consider the way language is used every day. 	

	<ul style="list-style-type: none"> • The unit links to PSHE through developing students' ability to understand the nuances of language and understand that it can be used to manipulate. <p>2. Writing</p> <ul style="list-style-type: none"> • Students can develop their analytical writing further in preparation for the greater depth approach at KS4 • Students can develop their transactional writing with a focus on planning, structuring, apt use of rhetorical devices and tone.
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