

Year 9 English	English Subject Intent	In English we aim to fuse the love and value of reading with the functional skills required for life. We have created a broad and balanced curriculum that is truly comprehensive and accessible to all students. We aim to expand students' perspectives through a range of texts that develop students' social and cultural experiences and outlooks in life
	KS3 Subject Intent	The aim of KS3 English is to enthuse students with a love of reading, writing, and speaking whilst also ensuring they are confident and proficient in all the skills they will need to excel in English, and other subjects across the curriculum. By the end of students' KS3 study, students will be confident readers and writers, and having been immersed in a knowledge rich curriculum, will be equipped with key historical and contextual knowledge to continue their study into KS4. By the time students leave Woodfields they will be confident readers who are able to read comprehensively and critically as well as being proficient grammatically correct writers who have exposed to a wide range of cultural literacy and experiences.
	Routine Assessment Strategies	Each lesson will begin with recall questions to quiz, recap and consolidate students' knowledge. There will be a summative assessment each half-term, alongside personal reflective pieces. Running alongside all our Key Stage 3 curriculums is an ongoing focus on developing student's grammar and accuracy. Through our Mastery writing programme, we aim for our students to be effective, articulate and grammatically correct writers.

Year 9 English – Topics of study		Autumn Term – Modern Novel <i>Of Mice and Men</i>	Autumn Term – Poetry WW1 Poetry	Spring Term – Victorian Literature <i>Jane Eyre</i>	Spring Term <i>Small Island</i>
	Key Subject Knowledge	1930s America – patriarchy; treatment of the vulnerable; racism; Great Depression; exploration of author's intent.	Contextual information about propaganda of the First World War and the writing of war poets; emotive language for effect;	Victorian attitudes to children and childhood; rural isolation; Christianity; Victorian sickness; juxtaposition in Jane Eyre	The Windrush; colonialism and multi-cultural Britain; modern dramatic conventions; character and monologue; foreshadowing; the form of a tragedy; AC Bradley's lectures on tragic character.
	New Vocabulary	Microcosm, foreshadowing, vulnerable, animalistic, corrupt, segregation, discrimination, prejudice, symbolism.	Juxtaposition; Caesura; Stanza; Enjambment	Dependent, to oppress, juxtaposition, thesis, to humiliate, hypocrite, comeuppance	Adversity, ambition, colony, obstacle, tragic, tragic flaw, foreshadow, monologue
	Summative Assessments	How does Steinbeck present treatment of the vulnerable?	How does Armitage present the effects of war?	Knowledge based questions Explore the way Bronte presents Jane's childhood experiences.	Knowledge based questions Which main character changes the most by the end of <i>Small Island</i> ?
	How does this pave the way for future study?	Studying <i>Of Mice and Men</i> gives students historical backgrounds and influences into the treatment of vulnerable members of society, paving the way for studies of <i>An Inspector Calls</i> at GCSE level.	Building upon analysis skills, poetry and metaphor. Examining the writer's methods and themes through a selection of poetry. Themes studied throughout our curriculum: conflict, power, gender,	Studying ' <i>Jane Eyre</i> ' engages students with 19 <sup>th</sup> Century literature and the key contextual knowledge they will need for further study. They will also develop key skills writing a balanced argument and how to critically evaluate texts. Themes studied throughout our curriculum which are revisited: poverty, power, love, inequality and gender.	Students will be able to comment on modern drama and discuss the dramatic conventions of a play along with the way that the text is structured through acts and scenes. An evaluation of character language will enable students to demonstrate how the characters change in the text. Themes studied throughout our curriculum: ambition, adversity, political influence, prejudice, classism
	Writing Mastery			<b>Writing Mastery 3 To enable students to write a narrative that is accurate, coherent, appropriately detailed and consciously sequenced with only an image for stimulus</b> <b>Grammar content includes:</b> writing in complete sentences; demarcating sentences accurately; writing in the past tense with accurate subject verb agreement; adding detail to writing; adding accurate dialogue; maintaining clarity of subjects, objects and apostrophes; <b>Writing content includes:</b> sculpting a narrative; ensuring stories are satisfying and engaging; writing convincingly within genre; planning and editing	
	Reading for Study			<b>Introduction to various forms of non-fiction from both the modern day and the 19<sup>th</sup> century</b> <b>Writing content includes:</b> forming a strong thesis; using a contradictory point of view; using chronology to build and release tension;	

