

Subject	English				
Interpretation of National Curriculum into Year group Endpoints					
Year	Term 1		Term 2		Term 3
9	<p><b>Other Cultures Novel</b>  <b>Focussing on:</b>            -Exploring themes from the novel            -Analysing the language, form and structure used by the writer to create meaning            -Understanding, identifying and applying literary terminology. For example: extended metaphor, connotations, foreshadowing, colloquialisms and imagery.            -Exploring narrative voice            -Linking a novel to its historical context            -Explore the context of racism, segregation and poverty  <b>Texts studied:</b>            Of Mice and Men by John Steinbeck or            To Kill a Mockingbird by Harper Lee  <b>Reading link:</b>            -Read the novel in its entirety            -Non-fiction articles pertaining to the context mentioned above. For example: Essay by Gloria Naylor, The 'N' word article and a letter to Miss Luce.</p>	<p><b>Other Cultures Poetry as a stimulus for Imaginative Writing</b> Focussing on:            -To explore and enjoy a range of thought-provoking literature from a range of countries and cultures.            -Using visual stimulus to create imaginative written work            -Exploring complex literary techniques and structures present in texts before applying them to written work            -Exploring the context of the countries from which the texts are derived  <b>Texts studied:</b>  <u>War Symphony – Chen Li</u>            The Kite Runner – Khaled Hosseini            Scorpion – Nissim Ezekiel            The Right Word – Imtiaz Dharker            Oh Rascal Child of Gaza – Khaled Juma            Q&amp;A – Vikas Swarup            Homeward – Basseyy Ikpi            Purple Hibiscus – Chimamanda Ngozi Adiche            As He Lay in the Twilight Between Life and Death – Robin Skelton  <b>Reading link:</b>            -Read a range of poems and fiction extracts            - Non-fiction articles pertaining to the context mentioned above. For example: Martin Luther King's "I Have A Dream Speech".</p>	<p><b>Night – Elie Wiesel (NF)</b>  <b>Focussing on:</b>            -Furthering understanding of the historical context of WW2, the role and rise of communism and the Holocaust.            -Analysing how non-fiction writing uses language and structure to influence readers.            -Understanding, identifying and applying literary terminology. For example: bias, explicit and implicit information, litotes and tricolons.            -Comparing writers' ideas and perspectives, as well as how they are conveyed, across two or more texts.            -Evaluating texts critically.  <b>Texts studied:</b>            Night by Elie Wiesel  <b>Reading link:</b>            -Read the novel in its entirety            -Non-fiction articles pertaining to the context mentioned above. For example: Anne Frank extract and Auschwitz information text.</p>	<p><b>Go Greek</b>  <b>Focussing on:</b>            - exploration of rhetorical skills in speech and writing, including an introduction to Greek rhetorical devices (antistrophe, antithesis, chiasmus etc.)            - an introduction to Greek tragedy including its origins, conventions and lasting influence, especially on Elizabethan playwrights, so that students' understanding of tragedy is enriched in preparation for studying 'Romeo and Juliet'            - introduction to 'Antigone' (Sophocles) with opportunities to explore other examples of Greek tragedy            - opportunities for drama-based and oral work            - Use of Antigone as an example of a character who took a stand on an issue, giving students a stimulus for persuasive writing/speaking work of their own            - links to people taking a stand today or more recently, e.g. Rosa Parks, Greta Thunberg etc.</p>	<p><b>Romeo and Juliet</b>  <b>Focussing on:</b>            -Developing understanding of plot, characterisation, themes and settings            -Analysing and evaluating the impact of language, structure and form            -Using appropriate linguistic and literary terminology, including but not limited to: meter, irony, soliloquy, antithesis and oxymoron            -Explore different responses to the text, including over time, informed by seeing extracts of the text in performance and/ or secondary reading            -Relate the text to social, historical and cultural contexts  <b>Texts studied:</b>            Romeo and Juliet by William Shakespeare  <b>Reading link:</b>            -The play in its entirety.</p>