

**BLESSED TRINITY LEARNING PROGRAMME**

**SUBJECT: English**

**YEAR: 9**

**Half Term: 1**

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
<p><b>Shakespeare</b></p>	<p><b>Speaking and Listening</b> Developing active listening skills and strategies</p> <p>Using and adapting the conventions and forms of spoken texts</p> <p>Taking roles in group discussion</p> <p>Using different dramatic approaches to explore ideas, texts and issues</p> <p>Developing, adapting and responding to dramatic techniques, conventions and styles</p>	<p>Drama Piece: Focus on directing a scene from the play. Individuals explore different genres.</p>	<p>Practise lines from scene</p>	<p><b>S &amp; L: (Peer assessed)</b></p> <p><i>A.F.3 Talking within role-play and drama</i></p>
<p><b>Shakespeare</b></p>	<p><b>Reading:</b></p> <p>Developing and adapting active reading skills and strategies</p> <p>Understanding and responding to ideas, viewpoints, themes and purposes in texts</p> <p>Relating texts to the social, historical and cultural contexts in which they were written</p> <p>Analysing how writers' use of linguistic and literary features shapes and influences meaning</p>	<p>GCSE exam style paper</p> <p>Essay plans</p>	<p>Revise themes and characters.</p> <p>Read the play.</p> <p>Practising P.Q.E. / P.E.E.</p> <p>Essay plans</p>	<p><b>GCSE Criteria</b></p> <p><b>Reading: Shakespeare Exam (teacher assessed)</b></p> <p>Understand, describe, select or retrieve information, events or ideas</p> <p>Deduce, infer or interpret information</p> <p>Identify and comment on structure and organisation of texts</p> <p>Explain and comment on writer's use of language</p> <p>Identify and comment on writers' purposes and viewpoints</p> <p>Relate texts to their social, cultural and historical traditions</p>



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**Half Term: 1**

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
<p><b>Shakespeare</b></p>	<p><b>Writing:</b> Generating ideas, planning and drafting</p> <p>Using and adapting the conventions and forms of texts on paper</p> <p>Use punctuation for clarity and effect</p> <p>Improving vocabulary for precision and impact</p> <p>Developing varied linguistic and literary techniques</p> <p>Structuring, organising and presenting texts in a variety of forms on paper</p> <p>Developing and using editing and proofreading skills on paper</p> <p>Using grammar accurately and appropriately</p> <p>Reviewing spelling and increasing knowledge of word derivations, patterns and families</p>	<p>Write a character's Diary extract (Self/Peer assess)</p> <p><b>Sets 1-2</b> Write a Shakespearian or Petrarchan sonnet</p> <p><b>Sets 3-5</b> Write a letter to the prince</p>	<p>Emotive language. Variety sentences.</p> <p>Practice writing task.</p>	<p><b>Writing:</b></p> <p>Content</p> <p>Are texts appropriate to task, reader and purpose?</p> <p>Organisation of content,</p> <p>Sentences &amp; punctuation</p> <p>Vocabulary</p> <p>Spelling</p>



**BLESSED TRINITY LEARNING PROGRAMME**

**SUBJECT: English**

**YEAR: 9**

**Half Term: 2**

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Media	<p><b>Speaking &amp; Listening:</b>            Developing active listening skills and strategies</p> <p>Understanding and responding to what speakers say in formal and informal contexts</p> <p>Developing and adapting speaking skills and strategies in formal and informal contexts</p> <p>Developing and adapting discussion skills and strategies in formal and informal contexts</p> <p>Taking roles in group discussion</p>	Spoken Language Assessment- Individual presentation of a magazine advertisement	Prepare notes/research  Practise	<b>S &amp; L: (Teacher Assessed)</b>  A.F.1 Talking to others.

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**SUBJECT: English**

**YEAR: 9**

**Half Term: 2**

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
<b>Media</b>	<p><b>Reading:</b></p> <p>Developing and adapting active reading skills and strategies</p> <p>Understanding and responding to ideas, viewpoints, themes and purposes in texts</p> <p>Reading and engaging with a wide and varied range of texts</p> <p>Relating texts to the social, historical and cultural contexts in which they were written</p> <p>Analysing how writers' use of linguistic and literary features shapes and influences meaning</p> <p>Analysing writers' use of organisation, structure, layout and presentation</p>	<p>Analyse and evaluate a magazine advert (unseen) for the success of its persuasive features and put the findings into a report</p>	<p>Practising P.Q.E. / P.E.E. Essay plans on other magazine adverts</p>	<p><b>Reading: (Teacher Assessed)</b> Understand, describe, select or retrieve information, events or ideas</p> <p>Deduce, infer or interpret information</p> <p>Identify and comment on structure and organisation of texts</p> <p>Explain and comment on writer's use of language</p> <p>Identify and comment on writers' purposes and viewpoints</p> <p>Relate texts to their social, cultural and historical traditions</p>



**BLESSED TRINITY LEARNING PROGRAMME**

**SUBJECT: English**

**YEAR: 9**

**Half Term: 2**

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
<p><b>Media</b></p>	<p><b>Writing:</b></p> <p>Generating ideas, planning and drafting</p> <p>Using and adapting the conventions and forms of texts on paper and on screen</p> <p>Developing viewpoint, voice and ideas</p> <p>Varying sentences and punctuation for clarity and effect</p> <p>Improving vocabulary for precision and impact</p> <p>Developing varied linguistic and literary techniques</p> <p>Structuring, organising and presenting texts in a variety of forms on paper and on screen</p> <p>Developing and using editing and proofreading skills on paper and on screen</p> <p>Using the conventions of standard English</p> <p>Using grammar accurately and appropriately</p>	<p>Write a film review</p>	<p>Variety sentences.</p> <p>Connectives</p> <p>Grammar</p> <p>Practice writing task.</p>	<p><b>Writing: (Peer Assessed)</b></p> <p>Content</p> <p>Are texts appropriate to task, reader and purpose?</p> <p>Organisation of content,</p> <p>Sentences &amp; punctuation</p> <p>Vocabulary</p> <p>Spelling</p>

**BLESSED TRINITY LEARNING PROGRAMME**

**SUBJECT: English**

**YEAR: 9**

**Half Term: 3**

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
<p><b>Steinbeck Of Mice &amp; Men, The Pearl, The Grapes of Wrath</b></p>	<p><b>Speaking &amp; Listening:</b></p> <p>Developing active listening skills and strategies</p> <p>Developing and adapting speaking skills and strategies in formal and informal contexts</p> <p>Using and adapting the conventions and forms of spoken texts</p> <p>Developing and adapting discussion skills and strategies in informal contexts</p> <p>Using different dramatic approaches to explore ideas, texts and issues</p> <p>Developing, adapting and responding to dramatic techniques, conventions and styles</p>	<p>Perform a monologue as one of the characters</p>	<p>Making notes on key events</p> <p>Practising monologue</p>	<p><b>S &amp; L: (Teacher Assessed)</b></p> <p><i>A.F.3 Talking within role-play and drama.</i></p>

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**SUBJECT: English**

**YEAR: 9**

**Half Term: 3**

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
<p><b>Steinbeck Of Mice &amp; Men, The Pearl, The Grapes of Wrath</b></p>	<p><b>Reading:</b></p> <p>Developing and adapting active reading skills and strategies</p> <p>Understanding and responding to ideas, viewpoints, themes and purposes in texts Reading and engaging with a wide and varied range of texts</p> <p>Relating texts to the social, historical and cultural contexts in which they were written</p> <p>Analysing how writers' use of linguistic and literary features shapes and influences meaning</p> <p>Analysing writers' use of organisation, structure, layout and presentation</p>	<p>Reading assessment on an extract</p> <p><b>Sets 1-3</b> mood and atmosphere</p> <p><b>Sets 4-5</b> character</p>	<p>Practising P.Q.E. / P.E.E. Essay plans</p>	<p><b>Reading: (Teacher Assessed)</b></p> <p>Understand, describe, select or retrieve information, events or ideas</p> <p>Deduce, infer or interpret information</p> <p>Identify and comment on structure and organisation of texts</p> <p>Explain and comment on writer's use of language</p> <p>Identify and comment on writers' purposes and viewpoints</p> <p>Relate texts to their social, cultural and historical traditions</p>

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**SUBJECT: English**

**YEAR: 9**

**Half Term: 3**

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
<p><b>Steinbeck Of Mice &amp; Men, The Pearl, The Grapes of Wrath</b></p>	<p><b>Writing:</b></p> <p>Generating ideas, planning and drafting</p> <p>Using and adapting the conventions and forms of texts on paper and on screen</p> <p>Developing viewpoint, voice and ideas</p> <p>Varying sentences and punctuation for clarity and effect</p> <p>Improving vocabulary for precision and impact</p> <p>Developing varied linguistic and literary techniques</p> <p>Structuring, organising and presenting texts in a variety of forms on paper and on screen</p> <p>Using grammar accurately and appropriately</p> <p>Reviewing spelling and increasing knowledge of word derivations, patterns and families</p>	<p>Write a descriptive piece of writing (scene setting).</p>	<p>Practise descriptive techniques</p>	<p><b>Writing: (Peer/Self Assessed)</b></p> <p>Content</p> <p>Are texts appropriate to task, reader and purpose?</p> <p>Organisation of content,</p> <p>Sentences &amp; punctuation</p> <p>Vocabulary</p> <p>Spelling</p>



## BLESSED TRINITY LEARNING PROGRAMME

**SUBJECT: English**

**YEAR: 9**

**Half Term: 4**

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
<p><b>Literacy through Texts 3</b></p>	<p><b>Speaking &amp; Listening:</b> Developing active listening skills and strategies</p> <p>Understanding and responding to what speakers say in formal and informal contexts</p> <p>Developing and adapting speaking skills and strategies in formal and informal contexts Using and adapting the conventions and forms of spoken texts</p> <p>Developing and adapting discussion skills and strategies in formal and informal contexts</p> <p>Taking roles in group discussion</p>	<p>Perform a Speaking and Listening task from the Utopias section</p>	<p>Making notes.</p>	<p><b>S &amp; L: (Teacher Assessed)</b></p> <p>A.F.3 <i>Roleplay and drama</i></p> <p>A.F.4 <i>Talking about talk.</i></p>
<p><b>Literacy through Texts 3</b></p>	<p><b>Reading:</b> Developing and adapting active reading skills and strategies</p> <p>Understanding and responding to ideas, viewpoints, themes and purposes in texts</p> <p>Reading and engaging with a wide and varied range of texts</p> <p>Analysing how writers' use of linguistic and literary features shapes and influences meaning</p> <p>Analysing writers' use of organisation, structure, layout and presentation</p>	<p>Comprehension exam (Page 99)</p> <p>The Utopias and Dystopias section must be completed prior to the assessment</p>	<p>Practising P.Q.E. / P.E.E.</p>	<p><b>Reading: (Teacher assessed)</b></p> <p>Understand, describe, select or retrieve information, events or ideas</p> <p>Deduce, infer or interpret information</p> <p>Identify and comment on structure and organisation of texts Explain and comment on writer's use of language</p> <p>Identify and comment on writers' purposes and viewpoints</p> <p>Relate texts to their social, cultural and historical traditions</p>



**BLESSED TRINITY LEARNING PROGRAMME**

**SUBJECT: English**

**YEAR: 9**

**Half Term: 4**

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
<b>Literacy through Texts 3</b>	<p><b>Writing:</b></p> <p>Generating ideas, planning and drafting Using and adapting the conventions and forms of texts on paper and on screen</p> <p>Developing viewpoint, voice and ideas</p> <p>Varying sentences and punctuation for clarity and effect</p> <p>Improving vocabulary for precision and impact</p> <p>Developing varied linguistic and literary techniques</p> <p>Structuring, organising and presenting texts in a variety of forms on paper and on screen</p> <p>Developing and using editing and proofreading skills on paper and on screen</p> <p>Using the conventions of standard English</p> <p>Using grammar accurately and appropriately</p>	<p>A writing task from the text book</p>	<p>Spelling week 25-30.</p> <p>Revise techniques and forms</p> <p>Past papers</p>	<p><b>Writing: (Peer / Self Assessed)</b></p> <p>Content</p> <p>Are texts appropriate to task, reader and purpose?</p> <p>Organisation of content,</p> <p>Sentences &amp; punctuation</p> <p>Vocabulary</p> <p>Spelling</p>

**BLESSED TRINITY LEARNING PROGRAMME**

**SUBJECT: English**

**YEAR: 9**

**Half Term: 5**

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
<b>Post 1914 play- Willy Russell</b>	<p><b>Speaking &amp; Listening:</b></p> <p>Using different dramatic approaches to explore ideas, texts and issues</p> <p>Developing, adapting and responding to dramatic techniques, conventions and styles</p>	<p>In groups, perform a scene from the play.</p>	<p>Revise lines from scene</p> <p>Research character for character development</p>	<p><b>S &amp; L: (Teacher Assessed)</b></p> <p><i>.A.F.3 Talking within role-play and drama</i></p>
<b>Post 1914 play- Willy Russell</b>	<p><b>Reading:</b></p> <p>Developing and adapting active reading skills and strategies</p> <p>Understanding and responding to ideas, viewpoints, themes and purposes in texts</p> <p>Reading and engaging with a wide and varied range of texts</p> <p>Relating texts to the social, historical and cultural contexts in which they were written</p> <p>Analysing how writers' use of linguistic and literary features shapes and influences meaning</p> <p>Comparing and contrasting various features.</p>	<p>Write an essay on the social issues that are presented in the play and extracts you have studied.</p>	<p>Practising P.Q.E. / P.E.E.</p> <p>Research of issues/context</p>	<p><b>Reading: (Teacher Assessed)</b></p> <p>Understand, describe, select or retrieve information, events or ideas</p> <p>Deduce, infer or interpret information</p> <p>Identify and comment on structure and organisation of texts</p> <p>Explain and comment on writer's use of language</p> <p>Identify and comment on writers' purposes and viewpoints</p> <p>Relate texts to their social, cultural and historical traditions</p>

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**SUBJECT: English**

**YEAR: 9**

**Half Term: 5**

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
<p><b>Post 1914 play- Willy Russell</b></p>	<p><b>Writing:</b></p> <p>Generating ideas, planning and drafting</p> <p>Developing viewpoint, voice and ideas Improving vocabulary for precision and impact</p> <p>Developing and using editing and proofreading skills on paper and on screen</p> <p>Using the conventions of standard English</p> <p>Using grammar accurately and appropriately</p> <p>Reviewing spelling and increasing knowledge of word derivations, patterns and families</p>	<p>Write a diary entry as a character from the play, concentrating on tense.</p>	<p>Spelling week 19-24</p> <p>Tense worksheets</p>	<p><b>Writing: (Peer Assessed)</b></p> <p>Content</p> <p>Are texts appropriate to task, reader and purpose?</p> <p>Organisation of content,</p> <p>Sentences &amp; punctuation</p> <p>Vocabulary</p> <p>Spelling</p>

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**SUBJECT: English**

**YEAR: 9**

**Half Term: 6**

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
<p><b>War poetry from WJEC anthology</b></p>	<p><b>Speaking &amp; Listening:</b></p> <p>Developing active listening skills and strategies.</p> <p>Understanding and responding to what speakers say in formal and informal contexts.</p> <p>Developing and adapting speaking skills and strategies in formal and informal contexts.</p> <p>Using and adapting the conventions and forms of spoken texts.</p> <p>Developing and adapting discussion skills and strategies in formal and informal contexts.</p> <p>Taking roles in group discussion</p>	<p>Group discussion of themes.</p>	<p>Making notes.</p> <p>Research poems.</p> <p>Revise annotation.</p>	<p><b>S &amp; L: (Teacher Assessed)</b></p> <p>A.F.2 Talking with others.</p>

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**SUBJECT: English**

**YEAR: 9**

**Half Term: 6**

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
<p><b>War poetry from WJEC anthology</b></p>	<p><b>Reading:</b></p> <p>Developing and adapting active reading skills and strategies</p> <p>Understanding and responding to ideas, viewpoints, themes and purposes in texts</p> <p>Reading and engaging with a wide and varied range of texts</p> <p>Relating texts to the social, historical and cultural contexts in which they were written</p> <p>Analysing how writers' use of linguistic and literary features shapes and influences meaning</p> <p>Comparing and contrasting various features.</p>	<p>Write an essay comparing two poems from the AQA GCSE Anthology</p>	<p>Revise techniques Past papers</p> <p>Read poems.</p> <p>Research historical background.</p> <p>Practice developed, linked and compared. P.Q.E./P.E.E.</p>	<p><b>Reading: (Teacher Assessed)</b></p> <p><b>To GCSE criteria</b></p> <p>Understand, describe, select or retrieve information, events or ideas</p> <p>Deduce, infer or interpret information</p> <p>Identify and comment on structure and organisation of texts</p> <p>Explain and comment on writer's use of language</p> <p>Identify and comment on writers' purposes and viewpoints</p> <p>Relate texts to their social, cultural and historical traditions</p>

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**SUBJECT: English**

**YEAR: 9**

**Half Term: 6**

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
<p><b>War poetry from WJEC anthology</b></p>	<p><b>Writing:</b></p> <p>Generating ideas, planning and drafting</p> <p>Developing viewpoint, voice and ideas</p> <p>Varying sentences and punctuation for clarity and effect.</p> <p>Improving vocabulary for precision and impact</p> <p>Developing varied linguistic and literary techniques</p> <p>Structuring, organising and presenting texts in a variety of forms on paper and on screen.</p> <p>Developing and using editing and proofreading skills on paper and on screen</p> <p>Using the conventions of standard English</p> <p>Using grammar accurately and appropriately</p> <p>Reviewing spelling and increasing knowledge of word derivations, patterns and families</p>	<p>Write their own war poem/ descriptive piece of life in trenches</p>	<p>Spelling week 31-36.</p> <p>Effective vocabulary tasks</p> <p>Drafts</p>	<p><b>Writing: (Self/Peer Assessed)</b></p> <p>Content</p> <p>Are texts appropriate to task, reader and purpose?</p> <p>Organisation of content,</p> <p>Sentences &amp; punctuation</p> <p>Vocabulary</p> <p>Spelling</p>