

Jesmond Park Academy, English Long Term Plan

Year 9 Topics

In year 9 we teach the following modules over the course of the year. Each module draws on prior learning from KS2 and builds on understanding from the KS2 programme of study as well as what has been previously taught at KS3. Each module develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS3 and KS4.

Voices					
Topic	Rationale	Knowledge Acquisition	Key Vocabulary	Core English Skills	Enrichment
Mastery Writing	<p>Grammar content includes: subordinate clauses; quantifiers; fragmented sentences for effect; sentencing for effect; rhetorical devices - anaphora, hypophora, parallelism etc; paragraphing for effect.</p> <p>Writing content includes: argumentative writing; introducing examples; writing a thesis; writing an introduction; ‘because, but, so’ counter-arguing; writing a complete non-fiction argument.</p>				
<p>(HT1 & HT2) Features of Fiction (EEF project)</p> <p>*In 2025, we have been one of 12 schools involved in a trial, evidence based EEF project led by the Harris Federation</p>	<p>Through this project, students will develop skills to be confident, convincing writers of fiction: a skill that will demystify the writing process through deconstruction of the writer’s craft. Students will explore the structural and linguistic features of short stories before planning, drafting and editing their own writing.</p>	<ul style="list-style-type: none"> ● To know what the Freytag narrative structure is and how to use it as a format for developing narrative writing ● Know what the features of successful fiction writing are, and know how to identify and appraise these in short stories. 	<p>Atmosphere Ambiguity Bildungsroman Denouement Exposition Narrative perspective Characterisation Symbolism Dialogue Tags Themes</p>	<ul style="list-style-type: none"> ● Reading ● - develop an appreciation and love of reading, and read increasingly challenging material through high quality short stories. ● Reading - understand increasingly challenging texts through knowing the purpose, audience and context of the writing. ● Reading - knowing how language, vocab choice, grammar, text structure and organisational features present meaning. ● Writing – drawing on knowledge of literary and structural devices from their reading in order to develop ambitious narratives. ● Grammar and vocab - drawing on new vocab and grammatical constructions to achieve particular effects. ● Spoken English – participating in 	

				<ul style="list-style-type: none"> Paired and group discussion around text, as well as peer reflection upon written work. 	
<p>(HT2) Non-fiction writing: Expressing a Viewpoint</p>	<p>Students will explore a selection of historical and contemporary speeches, letters and articles to explore how people can use their voice to make a difference in the world to fight injustice and inequality. Students will then apply their knowledge of complex vocab and grammatical structures to produce a clear argument. This builds upon the work completed in term 1 of Year 8.</p>	<ul style="list-style-type: none"> How to structure a speech Rhetoric Purpose, audience and form. Knowledge and application of a range of sentence and grammatical structures for effect. 	<p>Tier 3</p> <ul style="list-style-type: none"> Pronouns Anaphora Climax Emotive language Subordinate clause Embedded clause Statistic Rhetoric Hypophora Parallelism <p>Tier 2</p> <ul style="list-style-type: none"> Resonate Forge Abject Plausible Proliferate Languish Counterparts Unabashed Demographic Barbed Cascading 	<ul style="list-style-type: none"> Reading - develop an appreciation and love of reading, and read increasingly challenging material through non fiction texts. Reading - understand increasingly challenging texts through knowing the purpose, audience and context of the writing. Reading - knowing how language, vocab choice, grammar, text structure and organisational features present meaning. Writing – summarising and organising material, and supporting ideas and arguments with any necessary factual detail. Writing – drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of the writing. Grammar and vocab - drawing on new vocab and grammatical constructions to achieve particular effects. Grammar and vocab – knowing and understanding the differences between spoken and written language. Spoken English – participating in formal debates and structured discussions. 	
<p>(HT3) “A Modern World”: 20th Century</p>	<p>Through studying a series of extracts from influential and seminal early 20th century texts, students will have</p>	<ul style="list-style-type: none"> To know some characteristics of modernist literature and 	<p>Tier 3 Narrative voice Stream of</p>	<ul style="list-style-type: none"> Reading - develop an appreciation and love of reading, and read increasingly challenging material 	

<p>Literature</p>	<p>the opportunity to build upon and deepen their understanding of the way in which a changing society can shape literary texts. This has crucial links back to the 19th century study they have already carried out in year 8, and contextually frames their study of texts like ‘A Inspector Calls’ and war poetry in KS4.</p>	<p>how these are affected by different contexts.</p> <ul style="list-style-type: none"> ● To know what ‘stream of consciousness’ narrative is and to know how to use it. ● To know the conventions of letter writing and to know how to use them. ● How to structure and write an analytical essay. ● How to write from different perspectives. 	<p>consciousness Semantic field Tonal shift</p> <p>Tier 2 Patriotism Propaganda Modernist Oppression Opulence Dystopia Prosperity Galvanise</p>	<p>through modernist literature extracts of different types.</p> <ul style="list-style-type: none"> ● Reading - read critically through knowing how language, vocab choice, grammar, text structure and organisational features presents meaning. ● Reading - studying a range of authors. ● Writing - writing for a wide range of purposes and audiences, including well structured analysis and letter form. ● Grammar and vocab -confident and precise use of linguistic and literary terminology. 	
<p>(HT4) Dramatic Monologues</p>	<p>Students will study a selection of dramatic monologues from poetry and drama and from various time periods from ancient Greek drama, Shakespeare, 19th century poetry through to contemporary poetry. Students will explore in depth how writers use language, form and structure to create an authentic character voice which will support their work on creative/narrative writing next half term. Students will build upon their prior knowledge of poetic and dramatic form from Years 7 and 8 to explore a selection of more challenging monologues in this unit of work. In addition, a key focus is for students to learn and perform a monologue in front of an audience. Students will also apply their understanding of the</p>	<ul style="list-style-type: none"> ● Conventions of a dramatic monologue - poetry. ● Conventions of a monologue - drama. ● Knowledge of poetic and dramatic form and structure. ● Knowledge of sophisticated poetic techniques. ● Knowledge of how to perform a monologue to an audience effectively. 	<p>Tier 3</p> <ul style="list-style-type: none"> ● Context ● Convention ● Chorus ● Dramatist ● Monologue ● Dramatic monologue ● Enjambment ● Hyperbole ● Perspective ● Trope ● Rhetoric <p>Tier 2</p> <ul style="list-style-type: none"> ● Grotesque ● Fidelity ● Dowry ● Conformity 	<ul style="list-style-type: none"> ● Reading - develop an appreciation and love of reading, and read increasingly challenging material through contemporary literature and Shakespeare. ● Reading - read critically through knowing how language, vocab choice, grammar, text structure and organisational features presents meaning. ● Reading - studying a range of authors. ● Writing - writing for a wide range of purposes and audiences, including well structured formal expository and narrative essays. ● Writing - plan, draft, edit and proofread. ● Grammar and vocab - studying the effectiveness and impact of the 	

	dramatic monologue form in poetry to plan, draft and write their own original monologue for performance.		<ul style="list-style-type: none"> • Tedium • Bourgeois • Misogyny • Patronise • Burnish • Strive 	<p>grammatical features of the texts they read.</p> <ul style="list-style-type: none"> • Grammar and vocab - confident and precise use of linguistic and literary terminology. • Spoken English - improvising, rehearsing and performing play scripts. 	
(HT5+6) The Book Thief	<p>'The Book Thief' offers a powerful and challenging narrative through which students will learn about the power of words, kindness, cruelty, the effects of conflict, death, dictatorship, hatred and stealing.</p> <p>Students will learn about atypical narrative structures, the importance of narrative voice and how language can be used to create meanings and craft effect.</p> <p>Contextually, the text covers aspects of WW1 & WW2 which will help prepare for 'An Inspector Calls' and conflict poetry in years 10 and 11. Exploring representations of death also helps prepare students for 'A Christmas Carol' & wider reading in English language at KS4.</p>	<ul style="list-style-type: none"> • Narrative structures • Conventions of narrative writing • Representations of death throughout literature • Representations of conflict • Morality • Context of WW2 - Nazi Germany 	<p>Tier 3</p> <ul style="list-style-type: none"> • Symbolism • Flashback • Synaesthesia • Non-Linear Narrative • Ambiguity • Colour Imagery • Irony • Omniscient narrator • Epistolary • Unreliable Narrator <p>Tier 2</p> <ul style="list-style-type: none"> • Legion • Abhorrence • Hiatus • Deluge • Culminate • Prolific • Pensive • Animosity • Depleted • Plethora 	<ul style="list-style-type: none"> • Reading - develop an appreciation and love of reading through reading a wide range of fiction and nonfiction, in particular whole books. • Reading - understand increasingly challenging texts through learning new vocab, making inferences and referring to evidence. • Reading - read critically through knowing how language, vocab choice, grammar, text structure and organisational features present meaning. • Reading - read critically through studying setting, plot, characterisation, and the effect of these. • Writing - write accurately, fluently, effectively and at length through stories, scripts, poetry and other imaginative writing. 	

