

National curriculum or specification coverage

Reading

- read a wide range of fiction and non-fiction and understand increasingly challenging texts
- learn new vocabulary and relate it explicitly to known vocabulary and understanding it with the help of context and dictionaries
- make inferences and refer to evidence in the text
- know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension
- read critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
- recognise a range of poetic conventions and understanding how these have been used
- study setting, plot, and characterisation, and the effects of these
- understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
- make critical comparisons across texts

Writing

- write accurately, fluently, effectively and at length for pleasure and information through:
- write for a wide range of purposes and audiences
- summarise and organise material, and support ideas and arguments with any necessary factual detail
- apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
- plan, draft, edit and proof-read

Grammar and vocabulary

- consolidate and build on their knowledge of grammar and vocabulary
- study the effectiveness and impact of the grammatical features of the texts they read
- draw on new vocabulary and grammatical constructions from their reading and listening, and use these consciously in their writing and speech to achieve particular effects
- know and understand the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
- use Standard English confidently in their own writing and speech
- Discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology

Spoken English

- speak confidently and effectively
- use Standard English confidently in a range of formal and informal contexts, including classroom discussion
- give short speeches and presentations, expressing their own ideas

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- participate in formal debates and structured discussions, summarising and/or building on what has been said
- improvise, rehearse and perform play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

Date	Exams/ Assessments	Learning Intentions	Core Task/Assessments
31/08/26		Prose Project - Text chosen by class teacher Focus on understanding of writer's methods, narrative structure and inference. Focus on whole text structures and cohesion Reading Strategies: Skim/scan/summary/synthesise/recall/vocabulary/prediction/visualisation/questioning/activate prior knowledge/inference, analysis and critical evaluation Writing: Narrate/describe/inform/persuade/argue/explain/instruct/advise Styles: summary/note taking/synthesise/critical evaluation/analysis/extended Forms including: letter/article/speech/review/leaflet/report/essay/blog/recount/diary Grammar: Revision of prior content. Focus on accuracy and crafting for impact and effect. • Range of punctuation • Vocabulary tier 2 and 3 as a focus • Tense • Syntax • Paragraphing • Discourse markers and text cohesion • Formality	Core task 1 - Writing Information Leaflet linked to the writer and relevant issues/ideas/contexts Core Task : How does the writer present (protagonist – insert character name) throughout the novel?
07/09/26			
14/09/26	Core task 1 - Writing Information Leaflet		
21/09/26			
28/09/26			
05/10/26			
12/10/26	Core Task 2 Reading		
19/10/26			
26/10/26		HALF TERM	
02/11/26		Genre Study - Social Protest Exploration of a range of texts and ideas linked to diversity and culture in society. Exploration of rhetorical devices and speech writing. Focus on inference, evaluation and analysis	Core task writing: speech knife crime
09/11/26	Core task writing: speech knife crime		
16/11/26			Reading Core Task: 1819 analysis
23/11/26			

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30/11/26		Reading Strategies: Skim/scan/summary/synthesise/recall/vocabulary/prediction/visualisation/questioning/activate prior knowledge/inference, analysis and critical evaluation	
07/12/26	Reading Core Task 1819		
14/12/26		Writing: Narrate/describe/inform/persuade/argue/explain/instruct/advise/ rhetorical techniques Styles: summary/note taking/synthesise/critical evaluation/analysis/extended Forms including: letter/article/speech/review/leaflet/report/essay/blog/recount/diary Grammar: Revision of prior content. Focus on accuracy and crafting for impact and effect. • Range of punctuation • Vocabulary tier 2 and 3 as a focus • Tense • Syntax • Paragraphing • Discourse markers and text cohesion • Formality Focus on whole text structures and cohesion.	
21/12/26	CHRISTMAS HOLIDAY		
28/12/26			
04/01/27		1Modern Drama Project – text chosen by class teacher Focus on understanding of writer’s methods, narrative structure and inference. Focus on whole text structures and cohesion Focus on dramatic methods Reading Strategies: Skim/scan/summary/synthesise/recall/vocabulary/prediction/visualisation/questioning/activate prior knowledge/inference, analysis and critical evaluation Writing: Narrate/describe/inform/persuade/argue/explain/instruct/advise Styles: summary/note taking/synthesise/critical evaluation/analysis/extended Forms including: letter/article/speech/review/leaflet/report/essay/blog/recount/diary Grammar: Revision of prior content. Focus on accuracy and crafting for impact and effect. • Range of punctuation • Vocabulary tier 2 and 3 as a focus • Tense	No core tasks due to Assessments – formative tasks on MTP

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		- Syntax - Paragraphing - Discourse markers and text cohesion - Formality	
11/01/27	Y9 Assessments	Reading Fiction	
18/01/27	Y9 Assessments	Speech	
25/01/27		Modern Drama Project – text chosen by class teacher (Continued)	
01/02/27			
08/02/27			
15/02/27			
		HALF TERM	
22/02/27		Journeys through Life – Exploring non-fiction writing 'Race Across the World' Spoken Endorsement Reading Non-fiction and Transactional/Persuasive Writing Focus on review and article writing. Reading Strategies: Skim/scan/summary/synthesise/recall/vocabulary/prediction/visualisation/questioning/activate prior knowledge/inference, analysis and critical evaluation Writing: inform/persuade/argue/explain/ rhetorical techniques Styles: summary/note taking/synthesise/critical evaluation/analysis/extended forms including: article/speech/review Grammar: Revision of prior content. Focus on accuracy and crafting for impact and effect. - Range of punctuation - Vocabulary tier 2 and 3 as a focus - Tense - Syntax - Paragraphing - Discourse markers and text cohesion - Formality Focus on whole text structures and cohesion.	Race across the world pitch P M D Spoken endorsement Component 2 10 marker Writing article on someone you admire – linked to biographical/autobiographical writing
01/03/27	Core Task 1 Spoken Endorsement		
08/03/27			
15/03/27	Reading Core task 10 marker		
22/03/27	Writing Core Task: Article		
29/03/27		SPRING BREAK	
05/04/27			
12/04/27		Genre Study - Dystopia and the Art of Writing Fiction	

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19/04/27	Core Task: Dystopian setting	Reading Strategies: Skim/scan/summary/synthesise/recall/vocabulary/prediction/visualisation/questioning/activate prior knowledge/inference, analysis and critical evaluation	
26/04/27			
03/05/27			
10/05/27	Core task: Reading core task Evaluation	Writing: Narrate/describe/inform/persuade/argue/explain/instruct/advise/ rhetorical techniques Styles: summary/note taking/synthesise/critical evaluation/analysis/extended Forms including: letter/article/speech/review/leaflet/report/essay/blog/recount/diary	
17/05/27		Grammar: Revision of prior content. Focus on accuracy and crafting for impact and effect.	
24/05/27		• Range of punctuation • Vocabulary tier 2 and 3 as a focus • Tense • Syntax • Paragraphing • Discourse markers and text cohesion • Formality Focus on whole text structures and cohesion.	
31/05/27	HALF TERM		
07/06/27	Y9	Narrative Writing	Reading and writing task as Assessments
14/06/27	Y9	Non Fiction Reading	
21/06/27		Comparing Poems	Spoken Core task presentation of poem group/pair/individual
28/06/27		Exploration of a range of poems with a focus on developing analysis skills, exploration of ideas and comparative essay writing skills.	
05/07/27	Spoken Core task presentation of poem group/pair/individual	Reading Strategies: Skim/scan/summary/synthesise/recall/vocabulary/prediction/visualisation/questioning/activate prior knowledge/inference, analysis and critical evaluation	
12/07/27		Writing: Narrate/describe/inform/persuade/argue/explain/instruct/advise/ rhetorical techniques Styles: summary/note taking/synthesise/critical evaluation/analysis/extended comparative essay Grammar: Revision of prior content. Focus on accuracy and crafting for impact and effect. • Range of punctuation • Vocabulary tier 2 and 3 as a focus • Tense • Syntax • Paragraphing • Discourse markers and text cohesion	

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		Formality Speaking and Listening: Presentation and performance reading.	
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