



Golden Threads

- Achieving a growing mastery in reading a broad range of texts: non-fiction and literature chosen from the canon alongside contemporary, diverse voices.
- Developing analytical skills and reading for meaning, including how writers have the power to influence readers; developing skills required for making comparisons between texts.
- Achieving a growing mastery in writing, adapting styles for different purposes and learning to write to write in a manner that has an effect on the audience.
- Establishing links between texts and the range of contexts in which they reside.
- Consolidating KS3 literacy skills and introducing selected concepts and terms to support transition to GCSE.
- Making explicit links between elements in the Y9 curriculum and GCSE English Language and Literature

Enrichment

- Students are invited to attend The Sheldonian student newspaper club

Review and Evaluation

End of school year 2025

	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary		Knowledge Tracking
Term 1	<p>Love and Hate</p> <p><i>Students debate whether movies and video have become unnecessarily violent and what the implications of this might be. They study articles from experts on the topic as well as consider their own experiences.</i></p> <p>Understanding of:</p> <ul style="list-style-type: none"> • Writer’s viewpoints • Text comprehension • Multiple viewpoints • Topic specific vocabulary • Persuasive devices 	<p>Analysing existing factual and opinion- based texts to understand the arguments both for and against</p> <p>Applying the skills reviewed in these existing texts to create their own thorough opinion- based article</p>	<p>Writing: An opinion article about violence in the media</p> <p>Assessment to be completed within the last 2 weeks of term 1</p>	<ul style="list-style-type: none"> • That they need to include opposing viewpoints in their article • Matching their audience and register • Difference between fact and opinion • Correct use of embedded quotations 	<p>Tier 2</p> <p>Love</p> <p>Hate</p> <p>Emotion</p> <p>Tamed</p> <p>Eradicated</p> <p>Irrational</p> <p>Neural</p> <p>Contempt</p> <p>Stimuli</p> <p>All-consuming</p> <p>Implications</p> <p>Violence</p> <p>Volatile</p> <p>Destructive</p> <p>Co-viewing</p> <p>Debate</p> <p>Prediction</p>	<p>Tier 3</p> <p>Protagonist</p> <p>Antagonist</p> <p>Simple sentence</p> <p>Compound sentence</p> <p>Complex sentence</p> <p>Subordinate clause</p> <p>Counter- argument article</p>	<p>Building on Y7 (Term 3) Survival of the Fittest: formal letter writing</p> <p>Building on units from Y8 inc Childhood non-fiction (Term 4) and Gothic (Term 3) and Dickens (Term 6): developing comprehension of extracts, how to summarise, analysing writers’ techniques, sentence types, dashes, colons</p> <p>Building on Y7 Media Advertising (Term 6): film techniques and how they’re used to convey meaning</p> <p>New knowledge: how to build an argument, genre of an opinion article</p> <p>Links to GCSE Language Paper 2 and Media and Film GCSEs</p>



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Term 2	<p>Romeo and Juliet</p> <p><i>Introducing students to the concepts of love and hate, through the form of a Shakespearean tragedy.</i></p> <p>Understanding of how texts:</p> <ul style="list-style-type: none"> • Are affected by context • Effect the audience • Use the format of a play for effect • Use language techniques and dramatic devices to create meaning 	<p>Select appropriate evidence from the text to discuss the presentation of key themes.</p> <p>Identify language and dramatic techniques accurately</p> <p>Discuss the use of techniques and the implicit and explicit meanings they create</p> <p>Relate writer’s choices to context</p>	<p>Literature: A question on love and hate based on an extract from ‘Romeo and Juliet’, but linking overall knowledge of text</p> <p>Assessment to be completed within the last 2 weeks of term 2</p>	<p>Difference between explicit and implicit meanings</p> <p>Difference between simile and metaphor</p> <p>Characters and plot</p>	<p>Tier 2</p> <p>Conflict</p> <p>Tension</p> <p>Feud</p> <p>Devotion</p> <p>Infatuated</p> <p>Anomalous</p> <p>Demure</p> <p>Submissive</p> <p>Chaste</p> <p>Complicit</p> <p>Intimate</p> <p>Malediction</p> <p>Peril</p> <p>Grief</p> <p>Fiend</p> <p>Tyrant</p> <p>Ominous</p> <p>Audacious</p> <p>Pessimistic</p> <p>Fate</p> <p>Premonition</p> <p>Defiance</p> <p>Woeful</p> <p>Predetermined</p> <p>Enduring</p> <p>paradox</p>	<p>Tier 3</p> <p>Tragedy</p> <p>Prologue</p> <p>Imagery</p> <p>Melodramatic</p> <p>Courtly love</p> <p>Sonnet</p> <p>Dramatic irony</p> <p>Foreshadowing</p> <p>Staging</p> <p>Juxtaposition</p> <p>Soliloquy</p>	<p>Building on Y7 A Midsummer Night’s Dream (Term 6) and Y8 Equality and Diversity (Term 1 and 2): Developing understanding of Shakespeare’s language and dramatic conventions, considering the purpose of different characters</p> <p>Building on Y8 Childhood poetry (Term 4): iambic pentameter, rhythm and form and how it’s used to create meaning, developing ability to write analytical paragraphs</p> <p>New knowledge: Knowledge of genre conventions of tragedy, developing contextual understanding of women and men’s roles in society, tracking themes of love and hate,</p> <p>Links to GCSE English Literature, Paper 1 (Shakespeare) and Paper 2 (poetry)</p>



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<p>Inspirational Voices</p> <p><i>Students are exposed to non fictions texts created by inspiration and influential people from both history and the modern day. Students focus on how persuasive elements are used to affect audience viewpoints.</i></p> <p>Understanding of:</p> <ul style="list-style-type: none"> • Persuasive techniques • Sentence types • Effect on the audience • How to evaluate the purpose and success of the texts • Text comprehension • Comparison between texts 	<p>Demonstrate their knowledge of persuasive techniques through textual analysis as well as through their own written examples E.g. writing their own speech</p> <p>Be able to recount the context that led to the creation of the texts studied and refer to this during analysis</p> <p>Compare the writing of two texts based on a shared topic and their effect- systematic links between them.</p>	<p>Reading: Three questions that focus on: comprehension writers' perspective language analysis Comparison</p> <p>Assessment to be completed within the last 2 weeks of term 3</p>	<p>Comparison can relate to similarities as well as differences</p> <p>Emotive language use</p> <p>The difference between fact and opinion</p>	<p>Tier 2</p> <p>Summarise</p> <p>Cohesion</p> <p>Comparison</p> <p>Discrimination</p> <p>Activism</p> <p>Advocate</p> <p>Resistance</p> <p>Championing</p> <p>Allyship</p> <p>Profound</p> <p>Privilege</p> <p>Polarisation</p> <p>Inclusivity</p> <p>Stereotype</p> <p>Preconceptions</p>	<p>Tier 3</p> <p>Figurative language</p> <p>Metaphor</p> <p>Hyperbole</p> <p>Simile</p> <p>Personification</p> <p>Juxtaposition</p> <p>Open letter</p> <p>Emotive language</p> <p>Personal pronouns</p> <p>Rhetorical question</p> <p>Repetition</p> <p>Connectives</p> <p>Topic sentences</p> <p>Perspective</p>	<p>Building on Year 9 Love and Hate non-fiction (Term 1) and Y8 inc Childhood non-fiction (Term 4): developing comprehension of extracts, how to summarise, analysing writers' techniques, comparing writers' perspectives, and methods, understanding how to use cultural/general knowledge to help understand a text.</p> <p>Links to GCSE Language Paper 2</p>

Term 3



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Term 4	<p>Short stories</p> <p><i>Students read a range of modern short stories, from the collection 'Iridescent Adolescent' and consider short story form, and the writer's message.</i></p> <p>Understanding of:</p> <ul style="list-style-type: none"> • Reading for meaning • Writer's intention • What features make a successful short story through a variety of forms E.g. graphic novels • Structure techniques and their effect 	<p>Writing with increasingly accurate spelling, punctuation and sentence types.</p> <p>Using increasingly sophisticated language techniques to create a desired mood.</p> <p>Using an image as a stimulus for their own creative writing</p>	<p>Writing: Descriptive writing of a photograph of a place in London</p> <p>Assessment to be completed within the last 2 weeks of term 5</p>	<p>The difference between language and structure techniques.</p> <p>Past and present tense</p> <p>1st, 2nd and 3rd person</p>	<p>Tier 2</p> <p>Shift</p> <p>Linear</p> <p>Non-linear</p> <p>Opening</p> <p>Ending</p> <p>Tense</p> <p>Context</p> <p>Conflict</p> <p>Empathy</p> <p>Resolution</p> <p>Tier 3</p> <p>Narrative perspective</p> <p>Setting</p> <p>Juxtaposition</p> <p>Character</p> <p>Foreshadowing</p> <p>Exposition</p> <p>Rising action</p> <p>Climax</p> <p>Falling action</p> <p>Denouement</p>	<p>Building on knowledge from Y8 Gothic (Term 3) and Dickens (Term 6): Characterisation, narrative perspective and narrative voice, personal response and writer's methods, the ways writers can structure a story</p> <p>New knowledge: How to build an extended answer about the writer's structural choices.</p> <p>Links to GCSE English Language Paper 1, Section A</p>
Term 5	<p>London</p> <p><i>Students are exposed to a number of texts based on the setting of London, from Dickens to modern day murder mysteries. They then explore the description of the setting to influence their own writing</i></p> <p>Understanding of how writers:</p> <ul style="list-style-type: none"> • Write with varied punctuation (full stops, commas, semi colons, apostrophes), sentence types and vocabulary • Adhere to genre • Establish setting • Use imagery effectively • Use effective narrative structures. 	<p>Writing with increasingly accurate spelling, punctuation and sentence types.</p> <p>Using increasingly sophisticated language techniques to create a desired mood.</p> <p>Using an image as a stimulus for their own creative writing</p>	<p>Writing: Descriptive writing of a photograph of a place in London</p> <p>Assessment to be completed within the last 2 weeks of term 5</p>	<p>Comma splicing.</p> <p>Insecure understanding of a clause and sentence.</p> <p>Basics of sentence structure, especially subject/object and verb.</p> <p>Word classes and their functions.</p> <p>Similes and metaphors</p> <p>Use of the semi colon</p>	<p>Tier 2</p> <p>Traditional</p> <p>Diverse</p> <p>Cacophony</p> <p>Chaotic</p> <p>Multicultural</p> <p>Innovative</p> <p>Vibrant</p> <p>Evolving</p> <p>Imposing</p> <p>Thriving</p> <p>Competitive</p> <p>Cruel</p> <p>Ruthless</p> <p>Tier 3</p> <p>Abstract noun</p> <p>Concrete noun</p> <p>Adverb</p> <p>Simple sentence</p> <p>Compound sentence</p> <p>Complex sentence</p> <p>Embedded clause</p>	<p>Building on Y8 Gothic (Term 3): Showing not telling,</p> <p>Building on Y9 Love and Hate (Term 1 and 2): dashes, colons, brackets, sentence types</p> <p>New knowledge: zooming in and zooming out</p> <p>Links to GCSE Language Paper 1, Section B</p>



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Term 6	<p>Poetry About Place</p> <p><i>Students read an anthology of poems, all based on the poets' experiences of places that have influenced them, both British and global.</i></p> <p>Understanding of:</p> <ul style="list-style-type: none"> Poetic devices Writer's intentions Poetic form and structure Explicit and implicit meanings Contextual factors affecting the poems 	<p>Close analysis of poems, focusing on specific poetic techniques.</p> <p>Zooming in on language choices, especially those with multiple interpretations.</p> <p>Individual analysis of poems both studied and unseen.</p>	<p>Reading/Literature: Analysis of an unseen poem</p> <p>Assessment to be completed within the last 2 weeks of term 6</p>	<p>Sound techniques E.g. sibilance, assonance, alliteration</p> <p>Difference between simile and metaphor</p> <p>Structural terms E.g. caesura, enjambment</p> <p>Poem meanings</p>	<p>Tier 2</p> <p>Mood</p> <p>Message</p> <p>Punctuation</p> <p>Voice</p> <p>Tone</p>	<p>Tier 3</p> <p>Alliteration</p> <p>Assonance</p> <p>Caesura</p> <p>End stopped</p> <p>Enjambment</p> <p>Form</p> <p>Free verse</p> <p>Iambic pentameter</p> <p>Imagery</p> <p>Line breaks</p> <p>Metonymy</p> <p>Metre</p> <p>Onomatopoeia</p> <p>Personification</p> <p>Rhyme</p> <p>Rhythm</p> <p>Simile</p> <p>Shift</p> <p>Sonnet</p> <p>Stanza</p>	<p>Building on knowledge of analysing poetry from Y7 (Term 4) and Y8 (Term 4).</p> <p>Returning in more detail to the sonnet form first experienced in studying Romeo and Juliet.</p> <p>Building knowledge of how to approach unseen poems.</p> <p>Links to GCSE unseen poetry SOL.</p>