

OCL English Curriculum: Long Term Plan

Year 9: Fighting against the foundations- seeing the flaws of and protesting against the rules, stories and patterns forged over time

Core narrative of the year: *Fighting against the foundations – protesting against the rules, stories and patterns that have been forged over time and seeing their flaws*

Core concepts: *In this unit, pupils will, through the study of rich and illuminating texts, consider: What are the consequences of injustice? How can we speak out against injustice? How can stories break rules?*

Principles of Progression:

- **Curricular Narrative** - the voices in Year 9 build in complexity over time, beginning with the conflicting voices of Iago and Othello; Emilia and Desdemona, to exploring how conflict was challenged in society in the Harlem Renaissance
- **Comprehension to critical thinking** – in Year 9, pupils begin to look build their analysis of texts to include comparison, from comparing a single character at different points in the play to comparing a two characters with each other to comparing poems and poets and their messages.
- **Vocabulary instruction** - pupils are explicitly taught versatile, powerful and life changing vocabulary and how to use it, accurately in varying contexts. The vocabulary in Year 9 gives them the ability to see in texts complex notions of oppression and tyranny, liberation and imprisonment.
- **Written fluency** - grammar instruction is focused on improving both pupils' written expression and fluency. It is practised every lesson and allows pupils to move from novice to being able to manipulate and control complex structures of analysis and expression. The Hochman Method is at the heart of the curriculum and in Year 9, students start to build their ability to discuss the writer's intention and compare texts and ideas.
- **Developing voice** - structured oracy is embedded at the heart of each lesson and allows pupils to experiment with and manipulate new vocabulary, knowledge and grammatical structures through Turn and Talk. In Year 9, students are given the opportunity to talk for a range of purposes and for a range of audiences. They will write and perform poetry, speeches and monologues.
- **Written craft** - writing is at the heart of our curriculum and pupils will experience and master writing poetry, speeches and monologues. Pupils develop and refine their written voice over this range of genres and forms, re-drafting their work thoughtfully and using strong structures to support their creative expression.
- **Critical reading** - throughout Year 9, students have the opportunity to read a variety of thought-provoking, challenging, diverse and inspiring texts that span a range of perspectives and time periods. They travel to Venice and to Harlem, meeting carefully constructed characters and hearing consciously crafted voices, created to make a different to audiences that stretch over hundreds of years. Reading skills are supported, developed and enhanced through robust direct vocabulary instruction; opportunities for discussion and verbal rehearsal and precise and accurate instruction of both the grammar and content of analysis.

Core documents:

- MTP
- Most Revealing Moments
- Vocabulary List
- Module booklet for students
- Co-planning booklet for teachers

Year 9	Autumn	Spring	Summer
Core Narrative: Fighting against the foundations- seeing the flaws of and protesting against the rules, stories and patterns forged over time.			
Title	What are the consequences of injustice?	How can we speak out against injustice?	How can stories break rules?
Text/s studied	<ul style="list-style-type: none"> Shakespeare's <i>Othello</i> 	<ul style="list-style-type: none"> Poems from <i>The Harlem Renaissance</i> 	<ul style="list-style-type: none"> Gothic fiction
Writing Curriculum covered	<i>Interleaving of Year 7 and 8 Writing Curriculum</i> Expressing duality using correlative conjunctions: <i>Both... and...</i> <i>Neither... nor...</i> <i>Not only... but also...</i>	<i>Interleaving of Year 7 and 8 Writing curriculum and Autumn Term Year 9 Writing Curriculum</i> Text as a construct: <i>Year 8 + writer aims to subvert / reinforce / satirise / mock</i> Comparison: <i>Whereas... is..., ... is ...</i> <i>Whilst... is..., ... is ...</i> <i>Contrastingly,...</i> <i>Similarly,...</i> <i>However,...</i>	<i>Interleaving of Year 7 and 8 Writing curriculum and Autumn and Spring Term Year 9 Writing Curriculum</i> Grammar review: <i>The comma (after a fronted subordinate clause, around an embedded clause).</i> Semi-colons: <i>For joining main clauses</i> <i>For listing long items</i> Colons: <i>For isolation of a word or idea</i> <i>For introducing a list</i>
Literary devices	Juxtaposition	Symbolism and allusion	<i>Interleaving of all literary devices from KS3</i>
Core Versatile Vocabulary Pairs	<ol style="list-style-type: none"> Duplicitous / credulous Malevolent / benevolent Impervious to / affected by Dehumanise / defer to Stabilise / destabilise 	<ol style="list-style-type: none"> Mobilise / yield to Disruption / stagnation Autonomy / subjugation Panacea / exacerbation Limitless / limited 	<ol style="list-style-type: none"> Repress / express Infantilised / precocious Empathetic / apathetic Profane / pious Ambiguous / unambiguous
Creative / non-fiction writing formats covered	Monologue Script writing	Poetry writing Speech writing	<i>Interleaving of all writing forms from Autumn and Spring Terms</i>
Assessment foci	Reading application of content and grammar Writing: Write a monologue	Reading application of content and grammar Writing: Write a speech	OCL English Year 9 final assessment