



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	Inspirational Voices <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>	Demonstrate their knowledge of persuasive techniques through textual analysis as well as through their own written examples E.g. writing their own speech Be able to recount the context that led to the creation of the texts studied and refer to this during analysis Compare the writing of two texts based on a shared topic and their effect- systematic links between them.	Whole class check in Reading and Writing task based on a non fiction extract. Language analysis style question and non fiction writing task.	Comparison can relate to similarities as well as differences Emotive language use The difference between fact and opinion	Tier 2 Summarise Cohesion Comparison Discrimination Activism Advocate Resistance Championing Allyship Profound Privilege Polarisation Inclusivity Stereotype Preconceptions	Tier 3 Figurative language Metaphor Hyperbole Simile Personification Juxtaposition Open letter Emotive language Personal pronouns Rhetorical question Repetition Connectives Topic sentences Perspective	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. Links to GCSE Language Paper 2
	Understanding of: <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 						



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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>EXAM WEEK 24TH NOV-1ST DEC</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>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):</p> <p>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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Term 3	<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>Analysis of short stories and how effects are created.</p> <p>Written comparisons between differing structural styles.</p> <p>Using structural techniques themselves in theory own original writing.</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 4	<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>Whole class check in</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). Returning in more detail to the sonnet form first experienced in studying Romeo and Juliet. Building knowledge of how to approach unseen poems. Links to GCSE unseen poetry SOL.</p>



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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>Knowledge Test</p> <p>This term, students will complete a knowledge test comprising of short answer questions based on their learning over the last 5 terms. The test will be out of 40.</p> <p>Assessment based on London will be completed in the final assessment fortnight in term 6.</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>
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>ASSESSMENT FORTNIGHT WEEKS 3-4</p> <p>Writing - Descriptive writing of a photograph of a place in London</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>



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