



## YEAR 9 2023-24 Spring TERM 2

'An ambitious curriculum that meets the needs of all'

### Medium Term Planning - Topic: Love & Relationships Poetry

#### Curriculum Intent

##### Reading

Pupils should be taught to:

- develop an appreciation and love of reading, and read increasingly challenging material independently through:
  - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:
    - English literature, both pre-1914 and contemporary, including prose, poetry and drama
    - Shakespeare (two plays)
      - seminal world literature
        - choosing and reading books independently for challenge, interest and enjoyment.
        - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.
        - understand increasingly challenging texts through:
          - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
          - making inferences and referring to evidence in the text
  - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
    - checking their understanding to make sure that what they have read makes sense.
    - read critically through:
      - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
      - recognising a range of poetic conventions and understanding how these have been used
  - studying setting, plot, and characterisation, and the effects of these
    - understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
    - making critical comparisons across texts
    - studying a range of authors, including at least two authors in depth each year.

##### Writing

Pupils should be taught to:

#### Skills/National Curriculum Links



- write accurately, fluently, effectively and at length for pleasure and information through:
- writing for a wide range of purposes and audiences, including:
  - well-structured formal expository and narrative essays
- stories, scripts, poetry and other imaginative writing
- notes and polished scripts for talks and presentations
  - a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
- summarising and organising material, and supporting ideas and arguments with any necessary factual detail
- applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
- drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
- plan, draft, edit and proof-read through:
- considering how their writing reflects the audiences and purposes for which it was intended
- amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness

### **Grammar and vocabulary**

Pupils should be taught to:

- consolidate and build on their knowledge of grammar and vocabulary through:
- extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts
- studying the effectiveness and impact of the grammatical features of the texts they read
- drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
  - knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
  - using Standard English confidently in their own writing and speech
  - discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.<sup>1</sup>

### **Spoken English**

Pupils should be taught to:

- speak confidently and effectively, including through:



	<ul style="list-style-type: none"> <li>▪ using Standard English confidently in a range of formal and informal contexts, including classroom discussion</li> <li>▪ giving short speeches and presentations, expressing their own ideas and keeping to the point</li> <li>▪ participating in formal debates and structured discussions, summarising and/or building on what has been said</li> <li>▪ improvising, rehearsing and performing 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.</li> </ul> <p><b>Intent</b> – This unit of work is intended to build on previous knowledge and skills of reading and analysing poetry. This year, the focus is introducing more poems from a wide range of cultures, times, genders and to make explicit links to the contexts in which the poems were written in. The focus of work here should be equipping students with a complete poetry framework and the necessary skills and phrases needed to approach and analyse unseen poems, making a wide range of in depth and independent interpretations and compare the meanings, structure and language of poems. These skills will be developed further in Year 10 and will be good preparation for GCSE English Literature.</p>
<b>Spiritual, moral, social, and cultural development</b>	<p><b>SMSC:</b> themes within the poems – different types of love, feelings, relationships</p> <p><b>PSHE/British Values:</b> recognise different forms of love and relationships</p> <p><b>Skills Builder:</b> speaking, listening, creativity</p>
<b>Numeracy</b>	
<b>Literacy</b>	<p>Refer to PPTs for more detail</p> <p><b>Vocabulary Tier 2:</b> caesura, allusions, enjambment, symbolism,</p> <p><b>Vocabulary Tier 3:</b> unrequited love,</p> <p><b>Reading:</b> a range of poems linked to the theme, some contextual and autobiographical information</p> <p><b>Writing:</b> a news article based on Nettles</p> <p><b>Oracy:</b> discussion of meanings and interpretations in the poems</p>
<b>Becoming future ready</b>	<p><b>Careers/Employability:</b> writing – journalism, teaching, research</p>
<b>Adaptation</b>	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p><b>By product:</b> poems will be accessible to all students, whilst being challenging too. Choice of poem, depending on the class.</p> <p><b>By resource:</b> chosen poems have a wide range of resources available.</p> <p><b>By Intervention:</b> by providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<b>QFT/SEND Provision</b>	
<b>Implementation Curriculum Delivery</b>	<p><b>Implementation</b> – The planned sequence of lessons will be thematic and cover the core skills and knowledge. There should be an explicit focus on modelling and analysing unseen poems, as well as modelling how to read closely and make interpretations. As students progress, they should read and infer more independently, testing and exploring their ideas within the texts. Students will need to keep making comparisons between poems, linking texts to the contexts as well as the relevance and links they have to modern texts.</p> <p>Unseen skills should be (re)taught at the start and then comparison skills should be introduced in week 2 onwards.</p> <p>Every poem should be introduced as an unseen before being analysed in greater depth.</p>
<b>Learning Outcomes (Knowledge)</b>	



Teachers should emphasise the importance of concise, accurate communication and clear expression of ideas and point of view when writing analytical paragraph – through explicit paragraph structures and sentence frames.

This unit of work is arranged thematically to explore some of the aspects of love and relationships; self love, family love, romantic love and complicated love. The first week should be spent revising poetry framework terminology and approaching unseen poems. *Manhunt* and *Valentine* are intended as unseen poems for practice. Skills of comparison should be introduced, practised and embedded after studying at least two poems onwards.

The list of poems are:

- Derek Walcott - *Love After Love*
- Simon Armitage - *Manhunt & Kid*
- Vernon Scannell - *Nettles*
- Carol Ann Duffy - *Valentine & Medusa*
- William Shakespeare - *Sonnet 130*
- Christina Rossetti: *I loved you first: but afterwards your love.*
- Maya Angelou – *Still I Rise*

There is a wide range of resources (for most of the poems) available in the folders – please choose resources appropriate to the ability of the class.

### **Key skills:**

Be able to analyse poetic form and structure

Be able to explore a range of interpretations – how perspective can differ from time, experience, personal experience etc

Know how to approach poems with a framework for analysis

Be able to plan and write comparative essay

Be able to link writers' ideas and attitudes

Be able to draw on the context of the poet and poem to support interpretations

Be able to zoom in to the language of texts

Be able to read for meaning – literal, metaphorical

Be able to approach challenging language

Be able to make links and patterns in the text

Be able to consider a range of interpretations

### **Core knowledge:**

Know the key literary poets and their contexts.

Know form, structure, language – how they convey meaning

Know a range of poems in different poetic forms.

Know the full range of poetic terms to analyse and interpret.

Know how to use a poetic framework to analyse poetry.

Know how to structure writing in depth about a poem.

Red denotes interleaving; aspects of knowledge covered previously.

Year 7 and 8 knowledge and skills

- **Know the form and features of poetry**
- **Know skills in approaching and analysing a poem effectively and accurately.**
- **Know key subject Terminology- stylistic devices/ structure/ meaning/imagery/ language/ effect/ analysis.**
- **Be able to analyse language and consider the impact of the language used**
- **Know to plan and write an effective analysis of a poem**
- **Know how to understand and analyse quotations**
- **Know how to make inferences and support with evidence**
- **Know the context of the poetry from other cultures**
- **Know the skills of understanding and empathising with different historical, cultural and social perspectives.**
- **Know how to approach poetry with awareness of context.**



	<ul style="list-style-type: none"> <li>• Be able to read for meaning – literal, metaphorical</li> <li>• Know how to approach challenging language</li> <li>• Be able to make links and patterns in the text</li> <li>• Be able to consider a range of interpretations</li> <li>• Know about poets and their contexts. Be able to analyse form, structure, language – how they convey meaning</li> <li>• Know what ballads</li> <li>• Be able to study a range of poems in ballad form.</li> <li>• Know the full range of poetic terms to analyse and interpret.</li> <li>• Know the poetic framework to analyse poetry.</li> <li>• Be able to PETER writ in depth about a poem.</li> </ul> <p>Links to previous learning.</p> <p>This unit will build on previous skills and knowledge taught and covered in Year 7 and 8 – poetry from other cultures, poetic techniques, form, structure. It is important for teachers to make explicit links to previous learning and how this unit will build on and develop skills and knowledge further. In Year 8 - structure, form and language: rhyme (internal, para, full, alternate, couplets etc), rhythm, metre (iambic), first, third person narrator, who it is addressing, dramatic monologue, narratives and other poetic techniques. They will have read and practised their skills of analysis and interpretation; considering a range of ideas and meanings.</p> <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
<b>Current learning to be developed in the future within:</b>	In Year 9, the study of poetry can be applied to the Shakespeare unit, Romeo and Juliet, as well as texts in the Crime and Punishment unit. Students will continue to read more challenging poems in Year 10 – linked to the theme of Power and Conflict. In Year 10, students will be taught to compare poems using all the skills and knowledge they have acquired in previous years. Skills of reading, analysis and interpretation will continue to be developed in KS4.
<b>Assessment</b>	Refer to assessment maps for formative and summative assessment opportunities.
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.