



YEAR 9 2023-24 Autumn TERM 1

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Dystopian Fiction

Curriculum Intent

In addition to working further on objectives from Year __, pupils will be taught, following National Curriculum guidelines, the following this term:

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.

Skills/National Curriculum Links

Writing


Pupils should be taught to:

- 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
- paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.

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

	<ul style="list-style-type: none"> discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.¹ <p>Spoken English</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <ul style="list-style-type: none"> speak confidently and effectively, including through: using Standard English confidently in a range of formal and informal contexts, including classroom discussion giving short speeches and presentations, expressing their own ideas and keeping to the point participating in formal debates and structured discussions, summarising and/or building on what has been said <ul style="list-style-type: none"> 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. <p>Curriculum Intent</p> <p>The aim of this unit is work is for students to work on the accuracy and quality of their descriptive writing. Should be taught 'slow writing' skills, paying close attention to detail, zooming in, zooming out and including a range of imagery. Control of punctuation, vocabulary and a range of techniques should be mastered. Descriptive writing skills is important in preparation for KS4. An understanding of the writers' toolkit, writing process and stylistic choices should enable students to develop their appreciation and analysis of fiction texts.</p>
Spiritual, moral, social, and cultural development	<p>SMSC: Spiritual, moral, social and cultural values are represented by consideration of a range of texts and the comparison between how issues are represented.</p> <p>PSHE/British Values: Individual liberty, democracy, mutual respect and tolerance are represented by the reflection on how meanings are shaped, using dystopian texts as a contrast to British values and society</p> <p>Skills Builder:</p> 
Numeracy	
Literacy	<p>Refer to PPTs for more detail</p> <p>Vocabulary Tier 2: dystopia, surveillance, control, tyrant</p> <p>Vocabulary Tier 3: dystopian features, setting, genre,</p> <p>Reading: a range of classic and modern fiction extracts</p> <p>Writing: description of a dystopian image</p> <p>Oracy: paired, group, class discussion</p>
Becoming future ready	<p>Careers/Employability: writing, research, journalism, editor</p>
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p>

<p>QFT/SEND Provision</p>	<p>By product: a range of texts accessible to all students By resource: resources adapted to suit ability of the class By Intervention: by providing different levels of supervision and support By Progressive Questioning: exploring pupils' understanding through interactive dialogue. By Grouping: according to prior attainment, gender, social preference, preferred learning style. By Task: 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. By Offering Optional Activities: In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<p>Implementation Curriculum Delivery</p>	<p>Curriculum Implementation Teachers are to cover the range of core skills, knowledge and objectives outlined in the weekly sequence. The aim is to show students classic and modern fiction as model examples, followed by explicit consolidation of writing skills before moving on to developing personal writing. The suggested texts and activities give flexibility and range for teachers to adapt and differentiate for the specific abilities of their own classes. Texts and tasks should provide suitable accessibility but also challenge to all learners in lessons. There should be explicit modelling of reading and writing skills, moving to more independence as students make progress.</p>
<p>Learning Outcomes (Knowledge)</p>	<p>Core knowledge:</p> <p>Know a range of classic and literary authors Know key terminology of techniques Know key structural terms and their effects Know a variety of sentence openings Know the details and information to include when describing Know how to zoom in and out</p> <p>Know how writers build visual imagery</p> <p>Core skills:</p> <p>Reading for information, stylistic analysis in classic and modern texts Apply accuracy in punctuation, sentence forms, paragraphs, spelling to writing Developing a wider range of vocabulary to use when creating setting, character and description Using a range of writing techniques for effect Structuring writing clearly and for effect</p> <p>Dystopian Creative Writing (7 weeks) This unit of work will cover reading some classic literary and modern dystopian fiction so students know what good models of writing look like. They are consolidating and improving on the skills they have learnt in Year 7 and 8 – adapting their writing to suit the audience and purpose, using a wide range of techniques, punctuation, sentences and paragraphs for effect. Although this is a writing unit, students should practise their skills of reading, understanding and analysis. Use texts as opportunities to analyse language, structure, interpret, infer, compare, summarise etc.</p>

	<p>Students should be challenged to develop the range of detail and description in their writing. They should cover pathetic fallacy, full use of senses, extended metaphors, characterisation, atmosphere, tone, specific size, shapes and details through range of vocabulary etc.</p> <p>Links to previous learning: In Year 7 and 8, students have covered writing for a range of purposes and audiences. They have practised and consolidated skills in accuracy, punctuation, sentences, paragraphing. Descriptive writing skills will have been covered in narrative and short story writing, as well as in response to other fiction and non-fiction texts studied throughout the two years.</p> <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
Current learning to be developed in the future within:	<p>Links to future learning: Descriptive writing skills will continue to be covered as part of the KS4 curriculum, with an increasing challenge in tasks. The aim is for students to be able to adapt their writing to suit the audience and purpose, modelling it on texts they have read and studied in class.</p>
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.