



# YEAR 9 2023-24 Summer Term 1

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Crime & Punishment

### 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

### Skills/National Curriculum Links

- 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:

- 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**

	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>consolidate and build on their knowledge of grammar and vocabulary through: <ul style="list-style-type: none"> <li>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</li> <li>studying the effectiveness and impact of the grammatical features of the texts they read</li> </ul> </li> <li>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 <ul style="list-style-type: none"> <li>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</li> <li>using Standard English confidently in their own writing and speech</li> <li>discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology</li> </ul> </li> </ul> <p><b>Spoken English</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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> </ul> </li> <li>participating in formal debates and structured discussions, summarising and/or building on what has been said <ul style="list-style-type: none"> <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> </li> </ul> <p>This unit of work is intended to build on students’ reading, inference, synthesising, understanding and comparison skills by applying their skills with a range of prose and non-fiction texts from 19<sup>th</sup> -21<sup>st</sup> century extracts on a theme of Crime and Punishment.</p> <p>Students will read and practise analysing and comparing pairs of texts, closely analysing language and grammar. The reading of a range of sources is intended to widen students’ cultural capital of the importance of context. Students should also be encouraged to read beyond the extracts in lessons and seek out the full texts or other supplementary material to explore further. Students</p>
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	will also practise their fiction writing skill, describing characters, to keep the cyclical learning link each half term. In the long term, students practise non-fiction skills in preparation for KS4.
<b>Spiritual, moral, social, and cultural development</b>	<b>SMSC:</b> focus is on crime, obeying the law, doing the right thing, consequences <b>PSHE/British Values:</b> linked to crime and morals <b>Skills Builder:</b> listening, leadership, presenting, teamwork
<b>Numeracy</b>	
<b>Literacy</b>	Refer to PPTs for more <b>Vocabulary Tier 2:</b> capital punishment, hypothesis, motive, alibi <b>Vocabulary Tier 3:</b> antagonist, protagonist, genre, <b>Reading:</b> a range of fiction and non-fiction texts <b>Writing:</b> a description of a character <b>Oracy:</b> debate on the value of prisons and if they are an effective punishment
<b>Becoming future ready</b>	<b>Careers/Employability:</b> tutor, editor, teacher, writer, marketing
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation:
<b>QFT/SEND Provision</b>	<b>By product:</b> a range of texts to suit ability and challenge students <b>By resource:</b> a range of fiction and non-fiction resources to suit ability of the class <b>By Intervention:</b> by providing different levels of supervision and support <b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue. <b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style. <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. <b>By Offering Optional Activities:</b> In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.
<b>Implementation</b>	Teachers are to cover the range of core skills, knowledge and objectives outlined in the weekly sequence. The weeks are organised with a different focus on a text type and purpose each week.

Curriculum Delivery	
Learning Outcomes (Knowledge)	<p>The suggested activities give flexibility and range for teachers to adapt and differentiate for the specific abilities of their own classes; they can supplement with their own chosen examples too. 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><b>Fiction &amp; Non-fiction – Crime and Punishment (6 weeks)</b>  This unit of work will cover fiction and non-fiction extracts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century. Language use and grammar and how they work to create meaning and control reader response. Inferences, comparison and close analysis. Writing to describe/ narrate. Texts and topics to cover are outlined below. Students should be taught to read with an awareness of context and analyse the language and grammar of the writing.</p> <p><b>Core knowledge:</b></p> <p>Know how texts communicate through language and grammar  Know a range of contexts linked to the extracts and recognise how context shapes meaning  Know the key terminology of techniques linked to fiction &amp; non-fiction  Know key grammar terms and their effects  Know how to perform close reading and analysis of layers of meaning</p> <p><b>Core skills:</b>  Personal response, references, quotations, language, form, structure, subject terminology, vocabulary</p> <p>Read for information, summarise, compare, evaluate, analyse language, analyse the impact of grammar  Read for attitude, perspectives, implicit, explicit meanings</p> <p>Make inferences and identify perspectives in texts  Write analytically, exploring references from the sources in close detail.  Apply accuracy in punctuation, sentence forms, paragraphs, spelling to writing  Adapt their writing to suit the purpose, formality and text type.  Using a range of writing techniques for effect  Structuring writing clearly and for effect</p> <p>Red denotes interleaving; aspects of knowledge covered previously.</p>

<p><b>Current learning to be developed in the future within:</b></p>	<p><b>Links to previous learning:</b> Students have covered a range of fiction and non-fiction in the Freedom unit in year 8, as well as 19<sup>th</sup> century texts in the unit on Gothic literature.</p> <p><b>Links to future learning:</b> Reading and writing skills will increase in challenge, difficulty, variety in each year; this will also serve as good preparation for KS4 for Paper 2 where they will need to read, analyse and compare non-fiction texts and in Paper 1 where they will need to write descriptively.</p>
<p><b>Assessment</b></p>	<p>Refer to assessment maps for formative and summative assessment opportunities.</p>
<p><b>Impact</b></p>	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p> <p>Students will complete two assessments (one reading, one writing) this half term, in line with the school calendar. Students should now be aware of the reading and writing descriptors they are marked on and how they can improve.</p>