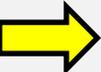
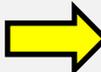


Greenfields Academy (Secondary) - Long Term Planning – ENGLISH & LITERACY

Academic Year Overview 2020/21 – Year 9

Term	Autumn		Spring		Summer	
	1	2	3	4	5	6
TRANSITION FROM Year 8   	Functional skills Level 2	Novel Brother In the Land	Non - fiction Transactional writing to inform & persuade	19th Century Frankenstein	Functional Skills Level 2	Prose / Modern Of Mice & Men
	Entry Level: S&L Group discussion or role play	Entry Level task: Non fiction Newspaper report	Entry Level task: Non fiction S&L: Dragons Den Product & speech	Entry Level : Imaginative Character Description	Entry Level Test Revision	Entry Level : Imaginative Rewrite ending of a story
	Functional Skills Mock exam	Functional skills 1 lesson per week	Functional skills 1 lesson per week	Functional skills 1 lesson per week		Functional skills 1 lesson per week
Weekly Sequence	KEY: N – New Learning & Knowledge, KQ – Key Question, WSF – Whole School Focus (eg. Computing Week, Language Day)					
1	L1.1 SLC Identify relevant information and lines of	N – LO: To examine story openings.	N – To analyse the effectiveness of television and radio adverts	N – To understand life in the 19 th Century To understand gothic genre	L1.22 W Communicate information, ideas and	N – (1).To explore the social and historical context of the novel 'Of

	<p>argument in explanations or presentations</p> <p>L1.3 SLC Respond effectively to detailed questions</p> <p>L1.7 SLC Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium</p> <p>L1.8 SLC Respect the turn-taking rights of others during discussions, using appropriate language for interjection</p> <p>L1.19 SPG Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)</p> <p>L1.18 R Use knowledge of punctuation to aid understanding of straightforward texts</p>	<p>LO: To understand and use different types of sentence</p> <p>LO: To analyse how atmosphere and mood are created in a setting</p> <p>LO: To identify how language is used to hook the reader</p> <p>KQ – - what do we mean by, character, setting, plot, narrative, narrator, atmosphere, , theme, genre, style, perspective?</p> <p>How is language used to hook the reader - tense, narrative, vocabulary for effect and sentence types?</p> <p>How is language used by Swindell's to hook the reader in the opening of Brother in the Land?</p>	<p>LO - to discuss which adverts you think are the best & say why</p> <p>To analyse an advert image and understand advertising terminology.</p> <p>LO - To match logos to slogans</p> <p>KQ – different places where you might see adverts? Who the target audience is? How the advert successfully appeals to the audience? How the product being advertised is made to be effective? How special effects contribute? Why the characters are effective? Why the slogan is effective? Comment on colour, endorsement, images, slogans, product name, language, font</p>	<p>To be able to make inferences and predictions about a text To understand language used in the 19th Century</p> <p>KQ – what was life like in 19th Century? Focus on school life – S+L: how is it different to now? What are the features of gothic literature/film. What is meant by the term 'inference?' What do you already know about Frankenstein? 19th C slang – can they guess the meanings?</p>	<p>opinions clearly, coherently and accurately</p> <p>L1.23 W Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience</p> <p>L1.24 W Use format, structure and language appropriate for audience and purpose</p> <p>L1.21 SPG Spell words used most often in work, study and daily life, including specialist words</p> <p>L1.20 SPG Use correct grammar (e.g. subject–verb agreement, consistent use of different tenses, definite and indefinite articles)</p> <p>L1.25 W Write consistently and accurately in complex sentences, using paragraphs where appropriate</p>	<p>Mice and Men'. (2) To learn how Steinbeck introduces the characters of George and Lennie to the reader. (3) To infer and deduce information from a text..</p> <p>KQ – Students to complete the following sentence starters eg :Of Mice and Men is set in... Steinbeck wrote about... What are your first impressions of George and Lennie? What do infer & deduce mean?</p>
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<p>2</p>	<p>L1.9 R Identify and understand the main points, ideas and details in texts L1.11 R Identify meanings in texts and distinguish between fact and opinion L1.18 R Use knowledge of punctuation to aid understanding of straightforward texts L1.4 SLC Communicate information, ideas and opinions clearly and accurately on a range of topics L1.5 SLC Express opinions and arguments and support them with evidence</p>	<p>N – LO: To write a newspaper report LO: To analyse the features of a newspaper report. LO: To consider how an author uses vocabulary for effect KQ – Key features of newspapers? - tabloid, or broadsheet? What were the effects of the nuclear hit? What vocabulary does the author use for effect?</p>	<p>N – To apply a range of persuasive features to my own product advertisement. KQ – Explain what your product is Explain who the target audience is and how you will market it at them Think about which colours you will use in it What slogan will you include? Who will endorse your product?</p>	<p>N – LO - To be able to compose a setting description LO -To be able to identify and retrieve information LO -To create a new invention LO To read for meaning KQ – Icebound key qz on sheet What inventions can you think of? What could you invent which is new? What are the key points from the text so far? What do you want to know?</p>	<p>L1.22 W Communicate information, ideas and opinions clearly, coherently and accurately L1.23 W Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience L1.24 W Use format, structure and language appropriate for audience and purpose L1.21 SPG Spell words used most often in work, study and daily life, including specialist words L1.20 SPG Use correct grammar (e.g. subject–verb agreement, consistent use of different tenses, definite and indefinite articles) L1.25 W Write consistently and accurately in complex sentences, using paragraphs where appropriate</p>	<p>N – (4) To be able to use PEE when writing about the text (5).To learn how Steinbeck uses language devices to create specific effects. (6) To understand how Steinbeck presents the theme of work in chapter 2. KQ – What examples of literary devices can you find in the opening pages of Of Mice and Men? How do these devices provide the reader with a vivid picture of George and Lennie and their environment?</p>
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<p>3</p>	<p>L1.10 R Compare information, ideas and opinions in different texts L1.11 R Identify meanings in texts and distinguish between fact and opinion L1.12 R Recognise that language and other textual features can be varied to suit different audiences and purposes L1.16 R Recognise vocabulary typically associated with specific types and purposes of text L1.4 SLC Communicate information, ideas and opinions clearly and accurately on a range of topics L1.5 SLC Express opinions and arguments and support them with evidence</p> <p>WSF – Computing</p>	<p>N – LO: To identify language and presentational features used to advise. LO - To construct an advice text to help prepare for a Nuclear Attack.</p> <p>KQ – What examples/definitions of language are used to advise? – imperatives, modal verbs, tone, empathy etc. What are the presentational features of an advice text and their effects?</p> <p>WSF – Computing</p>	<p>N – LO: To be able to complete a draft advert of a new product</p> <p>LO: To apply a range of persuasive features to my own product advertisement</p> <p>KQ – to justify your choices later), the layout, endorsement and any text that is going to appear on your poster.</p> <p>WSF – Computing</p>	<p>N – LO - To understand how authors choose language for effect</p> <p>LO - To understand how to use conjunctions to extend sentences LO - To be able to compare two different descriptions of Frankenstein LO - To understand how to use adjectives to add extra detail LO - To create a new monster</p> <p>KQ – How does the writer build up suspense? What types of language does he use? What is a conjunction? How are the descriptions of Frankenstein different?</p> <p>WSF – Computing</p>	<p>L1.22 W Communicate information, ideas and opinions clearly, coherently and accurately</p> <p>L1.23 W Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience</p> <p>L1.24 W Use format, structure and language appropriate for audience and purpose</p> <p>L1.21 SPG Spell words used most often in work, study and daily life, including specialist words</p> <p>L1.20 SPG Use correct grammar (e.g. subject–verb agreement, consistent use of different tenses, definite and indefinite articles)</p> <p>L1.25 W Write consistently and accurately in complex sentences, using paragraphs where appropriate</p> <p>WSF – Computing</p>	<p>N – (7) To develop understanding of the character of Curley’s wife. (8) To learn how Steinbeck introduces the character Slim. (9) To learn how Steinbeck introduces the character Slim. (10/11) To construct a diary entry from George’s point of view</p> <p>KQ – How can we describe Slim? What adjectives can we use? What is a diary? What information does a diary involve? Why do some people keep a diary?</p> <p>WSF – Computing</p>
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<p>4</p>	<p>L1.14 R Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts</p> <p>L1.9 R Identify and understand the main points, ideas and details in texts</p> <p>L1.4 SLC Communicate information, ideas and opinions clearly and accurately on a range of topics</p> <p>L1.5 SLC Express opinions and arguments and support them with evidence</p>	<p>N – LO: infer and deduce information from a text. LO -To identify and use quotations within responses. LO -To write a descriptive piece about the setting . KQ – To complete Comprehension questions, explaining quotations and embedding quotations within responses.</p>	<p>N – To explain the choices that I have made in my advert, linking them back to my target audience</p> <p>KQ – explaining why you have chosen: The colours that you have The main image Any words/phrases and information that you have included. The font style Any other presentational features LO - To create a persuasive script to market their product KQ - What makes a good pitch? What entry level criteria do I need to achieve to pass S&L?</p>	<p>N – LO - To compare film perceptions of ‘the creation’ scene LO - To infer characters’ thoughts and feelings LO - To be able to empathise with characters LO -To read with fluency and confidence LO - To understand how the theme of ‘being human’ is explored in Frankenstein</p> <p>KQ – How have film versions have altered the perceptions of this scene? What are the similarities and differences? How does Victor think/feel? How does Justine feel? What does it mean to be human? Is the monster human? DEBATE</p>	<p>Mock exam practice All Level 1 Writing specification references</p> <p>L1.2 SLC Make requests and ask relevant questions to obtain specific information in different contexts</p>	<p>N – . (12) To continue to construct a diary entry from George’s point of view. (13) To learn how Steinbeck explores the theme of marginalisation in the novel ‘Of Mice and Men’. (14) To understand how Steinbeck develops the relationship between George and Slim</p> <p>KQ – What is marginalisation? How is each character marginalised?</p>
<p>5</p>	<p>L1.13 R Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words</p> <p>L1.12 R Recognise that language and other textual features can be varied to</p>	<p>N LO: To identify main events in a story. LO: To identify and use quotations within response LO: To represent main events using an image and use quotations LO: To identify language used to advise. LO: To identify modal verbs KQ – What language is used to advise?</p>	<p>N – LO - To identify Non – fiction articles and texts and their features LO - to explain why features are used specifically in texts LO - To identify features of a tabloid and a broadsheet article LO - To compare</p>	<p>N – LO -To understand how to use ‘show not tell’ to make writing more interesting LO -To be able to compose a letter in role as Victor LO - To create a descriptive poster LO -To be able to write a book review about Frankenstein LO -To be able to compose</p>	<p>N –.L1.22 W Communicate information, ideas and opinions clearly, coherently and accurately</p> <p>L1.23 W Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the</p>	<p>N – (15) To develop awareness of how Steinbeck creates suspense in chapter 3. (16) To widen understanding of how Steinbeck develops the theme of dreams in Of Mice and Men.</p> <p>KQ – Why could this be significant to the novel?</p>

	<p>suit different audiences and purposes</p> <p>L1.14 R Understand organisational and structural features, and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts</p> <p>L1.9 R Identify and understand the main points, ideas and details in texts</p>		<p>and comment on newspaper articles</p> <p>KQ – What are fiction and non fiction texts? Examples? What features do they have? What is the difference between a tabloid and a broadsheet?</p>	<p>a setting description using suspense</p> <p>KQ – Do you feel sorry for the monster? What emotions can we feel? How do we use our bodies to show these? Why was Victor angry? What emotions do he want to portray in his letter? What did you like about the book?</p>	<p>needs of purpose and audience</p> <p>L1.24 W Use format, structure and language appropriate for audience and purpose</p> <p>L1.21 SPG Spell words used most often in work, study and daily life, including specialist words</p> <p>L1.20 SPG Use correct grammar (e.g. subject–verb agreement, consistent use of different tenses, definite and indefinite articles)</p> <p>L1.25 W Write consistently and accurately in complex sentences, using paragraphs where appropriate</p>	<p>What do we learn about Lennie from this incident? What links the girl in Weed with a character from the previous chapter? Why do you think Steinbeck links these two characters? How does Slim act whilst George explains what happened? What does this conversation tell us about Slim? What does this conversation reveal about George? What does Slim say about Lennie?</p>
<p>6</p>	<p>L1.2 SLC Make requests and ask relevant questions to obtain specific information in different contexts</p> <p>L1.15 R Infer from images meanings not explicit in the accompanying text</p>	<p>N – LO: To identify key events in chapters LO: To construct an advice text to help the survivors of the attack. LO: To analyse presentational features LO: To design a front cover using effective presentational features</p>	<p>N – LO - To plan to write in the style of a broadsheet opinion article LO To understand what makes an effective introduction and begin to write up my own, using accurate rhetorical devices.</p>	<p>N – LO -To know different versions of Frankenstein LO -To know different versions of Frankenstein LO -To plan a horror film trailer LO -To create a horror film trailer</p>		

	<p>L1.16 R Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)</p> <p>All Level 1 Reading specification references (Mock exam at end of week)</p>	<p>KQ – Where do we have rules in our lives, the different kind of rules and the purpose of rules? Introduce the society created by the Nuclear Bomb in BITL. What rules are needed here now? Do any rules still stand? analyse the presentational features of the front cover</p>	<p>KQ – What rhetorical devices are there? How can we use them? Should parents be able to take children on holiday during term time?</p>	<p>EXT LO -To be able to compose a rhyming gothic poem</p> <p>KQ – What are the differences between the book and the film? What do horror trailers include? What theme / setting would you use? What would you need to do with your body?</p>	
7	<p>L1.10 R Compare information, ideas and opinions in different texts</p> <p>L1.9 R Identify and understand the main points, ideas and details in texts</p> <p>L1.12 R Recognise that language and other textual features can be varied to suit different audiences and purposes</p> <p>L1.16 R Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)</p>	<p>N – LO: To read and discuss main events in the chapters LO: To rewrite a chapter from an alternative point of view</p> <p>KQ: What happened? Why is this significant? How would you feel? What would you see, hear, smell, feel?</p>	<p>N – To independently explore how leaflets are crafted to persuade the audience</p> <p>LO - To analyse how a leaflet combines language and presentational features to persuade a reader</p> <p>KQ – What presentational features can you identify? How are these effective? What impact do they have on the reader?</p>		N –

<p>Literacy lessons: functional skills objectives</p>		<p>L1.20 SPG Use correct grammar (e.g. subject–verb agreement, consistent use of different tenses, definite and indefinite articles)</p> <p>L1.25 W Write consistently and accurately in complex sentences, using paragraphs where appropriate</p>	<p>L1.24 W Use format, structure and language appropriate for audience and purpose</p> <p>L1.25 W Write consistently and accurately in complex sentences, using paragraphs where appropriate</p> <p>L1.23 W Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience</p>	<p>Letters</p> <p>L1.22 W Communicate information, ideas and opinions clearly, coherently and accurately</p> <p>L1.23 W Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience</p> <p>L1.24 W Use format, structure and language appropriate for audience and purpose</p>		<p>Forum contributions:</p> <p>L1.22 W Communicate information, ideas and opinions clearly, coherently and accurately</p> <p>L1.23 W Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience</p> <p>L1.24 W Use format, structure and language appropriate for audience and purpose</p>
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Spellings to be done in tutor time daily Functional skills objective: L1.21 SPG Spell words used most often in work, study and daily life, including specialist words

1: 1 reading to be done where timetable allows