

Scheme of Work - Progression

English / Anglais

Year 9 / Quatrième

Period 1	<p>How to Read War – Modern Play (<i>Dr Korczak's Example</i> by David Grieg)</p> <ul style="list-style-type: none"> • Reading for literal understanding • Identifying generic features • Identifying language and performance features • Analysing the effect of language and performance features • Evaluating the effect of language and performance features • Using contexts of production and reception to inform interpretation • Using knowledge of staging and performance traditions to inform interpretation • Responding to a text from the perspective of an audience rather than a reader
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Autumn – Mid-Term Holiday

Period 2	<p>War – Poetry</p> <ul style="list-style-type: none"> • Literal understanding of the narrative of a poem • Interpretation of overall meaning • Identification of language and structural features • Analysis of the effects of language and structural features • Evaluation of how language and structural features contribute to meaning
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Winter Holiday

Period 3	<p>How to Write <i>Of Mice and Men</i> by John Steinbeck</p> <ul style="list-style-type: none"> • Descriptive writing • Narrative writing • Writing for purpose and audience • Range of non-fiction writing • Building a wider vocabulary • Using punctuation accurately and for effect • Planning and sequencing writing • Informal/formal registers
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Winter – Mid-Term Holiday

Period 4	<p>How to Write <i>Of Mice and Men</i> by John Steinbeck</p> <ul style="list-style-type: none"> • Descriptive writing • Narrative writing • Writing for purpose and audience • Range of non-fiction writing • Building a wider vocabulary • Using punctuation accurately and for effect • Planning and sequencing writing • Informal/formal registers
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Spring Holiday

Period 5	<p>How to Perform Shakespeare – <i>Much Ado About Nothing</i> / <i>The Merchant of Venice</i></p> <ul style="list-style-type: none"> • Context of Shakespeare's world and the theatre at the time • Understanding the genre of tragedy/comedy and features that create tragedy/comedy • Building on reading skills by analysing language features and their effect • Using understanding of language features and performance styles to interpret how the play could have been performed and how an audience might respond • Adapt a play using knowledge of performance techniques and staging styles
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