

## Year 9 Curriculum Overview 2026- 27

### Subject – English

| Autumn Term               | Knowledge & Understanding                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                        | Literacy Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Employability Skills<br>[if any]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Assessment Opportunities                                                                                                                                                                                                  |
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|                           | Composites                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Components<br><br>[KEY concepts & subject<br>specific vocab]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Formal Retrieval<br>[if any]                                                                                                                                                                                                                                                           | Opportunities for<br>developing<br>literacy skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                           |
| <b>HT1 - The Crucible</b> | Students begin Year 9 by exploring Arthur Miller's <i>The Crucible</i> , introducing the overarching concept of Identity and Voice. Through the study of this modern play, students examine how fear, prejudice and power influence individual identity and community. They consider how literature can challenge injustice, amplify marginalised voices and encourage reflection on the relationship between personal conscience and societal expectations. | <ul style="list-style-type: none"> <li>To know that <i>The Crucible</i> is an allegorical play.</li> <li>To know that Arthur Miller wrote the play as a criticism of political persecution.</li> <li>To know that the Salem Witch Trials reflect the dangers of mass hysteria.</li> <li>To know that fear and prejudice can influence individual and collective behaviour.</li> <li>To know that personal identity can conflict with societal expectations.</li> <li>To know that reputation, integrity and conscience influence characters' decisions.</li> <li>To know that Miller uses dramatic methods to communicate his ideas.</li> <li>To know that context shapes the audience's understanding of the play.</li> <li>To know that literature can challenge injustice and encourage social reflection.</li> </ul> | <p>Low-stakes retrieval quizzes.</p> <p>Vocabulary retrieval practice.</p> <p>Quotation retrieval.</p> <p>Hinge questioning.</p> <p>Character and plot retrieval.</p> <p>Retrieval of contextual knowledge.</p> <p>Knowledge organisers for dramatic terminology and key concepts.</p> | <p><b>S – Speak with Confidence</b></p> <ul style="list-style-type: none"> <li>To discuss themes, characters and interpretations using evidence.</li> <li>To justify opinions respectfully through discussion and debate.</li> <li>Hot seating</li> </ul> <p><b>T – Think Critically</b></p> <ul style="list-style-type: none"> <li>To explore how fear and prejudice influence behaviour.</li> <li>To evaluate characters' motivations and moral choices.</li> <li>To consider how context shapes audience interpretation.</li> </ul> <p><b>A – Articulate Through Writing</b></p> <ul style="list-style-type: none"> <li>To write analytical essays using embedded quotations.</li> <li>To explain the effects of Miller's</li> </ul> | <p>Close reading of dramatic texts – develops information processing and attention to detail.</p> <p>Structured debate – develops confidence, verbal communication and active listening.</p> <p>Analytical essay writing – develops written communication and logical reasoning.</p> <p>Contextual research – develops independent learning and research skills.</p> <p>Annotation and evidence selection – develops organisation and critical thinking.</p> <p>Evaluating moral dilemmas – develops ethical reasoning, decision-making and problem-solving.</p> <p>Collaborative discussion – develops teamwork and respectful communication.</p> | <p>One core vocabulary test.</p> <p>Weekly writing WHW paragraph opportunities with peer/ self and WCF and improvement lessons.</p> <p>One summative assessment with teacher written feedback and improvement lesson.</p> |

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|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>To compare how different characters respond to power, fear and responsibility.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                       | <p>dramatic methods.</p> <ul style="list-style-type: none"> <li>To evaluate writer's intentions using subject terminology.</li> </ul> <p><b>R – Read with Purpose</b></p> <ul style="list-style-type: none"> <li>To read complex dramatic texts fluently.</li> <li>To identify key quotations and themes.</li> <li>To interpret meaning through language and stagecraft.</li> </ul>                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                |
| <b>CST<br/>Catholicity Across the Curriculum</b> | Students explore the consequences of fear, prejudice and injustice, reflecting on the dignity of every person and the importance of acting with conscience and integrity. The play encourages students to consider the responsibility to stand against injustice, promote truth and work for the common good.                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                |
| <b>HT2- Windows and mirrors creative writing</b> | Students develop their own writer's voice by crafting creative narratives that explore the concept of Identity and Voice. Drawing inspiration from modern literature and their study of <i>The Crucible</i> , students consider how stories can act as both mirrors, reflecting personal experiences, and windows, offering insight into the lives and perspectives of others. Through purposeful writing, students develop empathy, creativity and confidence as communicators. | <ul style="list-style-type: none"> <li>To know that writers make deliberate choices to shape a reader's understanding of identity.</li> <li>To know that narratives can reflect personal experiences and diverse perspectives.</li> <li>To know that a writer's voice creates a distinctive style and viewpoint.</li> <li>To know that characterisation develops authentic and believable characters.</li> <li>To know that dialogue reveals relationships, identity and conflict.</li> <li>To know that narrative perspective influences how stories are understood.</li> <li>To know that imagery and symbolism</li> </ul> | <ul style="list-style-type: none"> <li>Retrieval of narrative techniques and literary terminology.</li> <li>Vocabulary retrieval practice.</li> <li>Low-stakes retrieval quizzes.</li> <li>Hinge questioning.</li> <li>Knowledge organisers for creative writing techniques.</li> <li>Retrieval of methods studied in <i>The Crucible</i>.</li> </ul> | <p><b>S – Speak with Confidence</b></p> <ul style="list-style-type: none"> <li>To discuss creative choices and respond to feedback.</li> <li>To present and explain ideas confidently.</li> </ul> <p><b>T – Think Critically</b></p> <ul style="list-style-type: none"> <li>To explore how writers represent identity and perspective.</li> <li>To make deliberate decisions about narrative voice, structure and characterisation.</li> <li>To reflect on how stories can represent different experiences.</li> </ul> | <p>Planning and developing narratives – develops organisation and project-planning skills.</p> <p>Creative writing – develops creativity, innovation and written communication.</p> <p>Developing a writer's voice – develops confidence and self-expression.</p> <p>Peer review and feedback – develops collaboration, active listening and constructive communication.</p> <p>Editing and redrafting – develops resilience, self-reflection and attention to detail.</p> <p>Presenting creative work – develops public speaking and verbal communication.</p> <p>Reflecting on different perspectives – develops</p> | <p>One core vocabulary test.</p> <p>Extended writing opportunities with peer/self and WCF and improvement lessons.</p> <p>One summative assessment with teacher written feedback and data collected and improvement lesson</p> |

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|  |  | <p>communicate deeper meanings.</p> <ul style="list-style-type: none"> <li>To know that structure shapes the reader's experience.</li> <li>To know that audience and purpose influence creative decisions.</li> <li>To know that drafting and redrafting strengthen the effectiveness of writing.</li> </ul> |  | <p><b>A – Articulate Through Writing</b></p> <ul style="list-style-type: none"> <li>To craft extended creative narratives.</li> <li>To use ambitious vocabulary, imagery and symbolism effectively.</li> <li>To edit and redraft writing to improve clarity and impact.</li> <li>To establish a distinctive writer's voice.</li> </ul> <p><b>R – Read with Purpose</b></p> <ul style="list-style-type: none"> <li>To read as a writer, identifying effective techniques.</li> <li>To explore how authors create authentic voices and perspectives.</li> <li>To retrieve and apply literary methods from model texts.</li> </ul> | empathy, cultural awareness and emotional intelligence. |  |
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| <b>CST<br/>Catholicity Across the Curriculum</b> | Students explore the uniqueness and dignity of every individual by writing stories that reflect diverse identities, experiences and perspectives. Through creative expression, they develop empathy, respect and an appreciation of each person's God-given worth and voice. |
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## Year 9 Curriculum Overview 2026- 27

### Subject – English

| Spring Term | Knowledge & Understanding |                                                           |                              | Literacy Skills                              | Employability Skills<br>[if any] | Assessment Opportunities |
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|             | Composites                | Components<br><br>[KEY concepts & subject specific vocab] | Formal Retrieval<br>[if any] | Opportunities for developing literacy skills |                                  |                          |
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| <b>HT3- Identity poetry</b> | <p>Students explore a range of modern and contemporary poetry focused on identity, voice and lived experience. Building on their study of <i>The Crucible</i> and creative writing in HT2, students analyse how poets use language, form and structure to express identity, challenge perspectives and communicate personal and social experiences. They develop an understanding of how poetry can amplify individual and collective voices in the modern world.</p> | <ul style="list-style-type: none"> <li>• To know that poetry is used to express identity, experience and perspective.</li> <li>• To know that poets make deliberate choices about language, form and structure.</li> <li>• To know that voice in poetry reflects individuality and cultural identity.</li> <li>• To know that imagery and symbolism communicate personal and social meanings.</li> <li>• To know that tone can shift to reflect complex emotions and ideas.</li> <li>• To know that poets use structure to shape meaning and reader response.</li> <li>• To know that context influences how poetry is created and interpreted.</li> <li>• To know that poetry can challenge social expectations and stereotypes.</li> <li>• To know that comparisons between poems reveal different perspectives on identity.</li> <li>• To compare how poets present identity across different contexts and styles.</li> </ul> | <ul style="list-style-type: none"> <li>• Low-stakes retrieval quizzes.</li> <li>• Vocabulary retrieval practice.</li> <li>• Hinge questioning.</li> <li>• Retrieval of poetic techniques and terminology.</li> <li>• Knowledge organisers for poetry methods and key concepts.</li> <li>• Comparison practice across poems.</li> </ul> | <p><b>S – Speak with Confidence</b></p> <ul style="list-style-type: none"> <li>• To discuss interpretations of poetry using evidence.</li> <li>• To present ideas about identity and voice clearly.</li> </ul> <p><b>T – Think Critically</b></p> <ul style="list-style-type: none"> <li>• To explore how poets construct identity through language.</li> <li>• To evaluate the impact of poetic methods.</li> <li>• To compare how different voices represent experience.</li> </ul> <p><b>A – Articulate Through Writing</b></p> <ul style="list-style-type: none"> <li>• To write analytical paragraphs on poetry.</li> <li>• To compare poems effectively using embedded evidence.</li> <li>• To explain the effects of language, structure and form.</li> </ul> <p><b>R – Read with Purpose</b></p> <ul style="list-style-type: none"> <li>• To read poetry with increasing fluency and understanding.</li> <li>• To identify key ideas, imagery and techniques.</li> <li>• To interpret meaning</li> </ul> | <p>Analytical comparison – develops critical thinking and evaluation.</p> <p>Interpretation of complex texts – develops attention to detail and reasoning.</p> <p>Vocabulary development – develops professional communication and literacy.</p> <p>Structured analytical writing – develops written communication and logical thinking.</p> <p>Discussion and interpretation – develops confidence and active listening.</p> <p>Working with multiple perspectives – develops empathy and cultural awareness.</p> <p>Independent interpretation – develops problem-solving and intellectual independence.</p> | <p>One core vocabulary test.</p> <p>Weekly writing WHW paragraph opportunities with peer/ self and WCF and improvement lessons.</p> <p>One summative assessment with teacher written feedback and improvement lesson</p> |
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| <b>Catholicity Across the Curriculum</b> | Students explore how poetry gives voice to diverse identities and experiences, reflecting the dignity and worth of every individual. They develop empathy and respect for others by engaging with perspectives that highlight justice, equality and the value of each person's lived experience.                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                   |
| <b>HT4- Othello</b>                      | Students study Shakespeare's <i>Othello</i> as a tragedy exploring identity, prejudice and manipulation. Building on their understanding of <i>The Crucible</i> and identity poetry, students examine how Shakespeare presents issues of race, jealousy and power within relationships. Through the overarching concept of <i>Identity and Voice</i> , students consider how individuals can be shaped, silenced or destroyed by societal attitudes and the actions of others. | <ul style="list-style-type: none"> <li>To know that <i>Othello</i> is a Shakespearean tragedy.</li> <li>To know that Shakespeare explores themes of jealousy, manipulation and betrayal.</li> <li>To know that prejudice and racism influence how characters are perceived and treated.</li> <li>To know that Iago acts as a manipulative antagonist who drives the tragedy.</li> <li>To know that trust and reputation are central to the relationships in the play.</li> <li>To know that Shakespeare presents identity as fragile and socially constructed.</li> <li>To know that dramatic irony is used to create tension and audience awareness.</li> <li>To know that language can be used to manipulate and deceive.</li> <li>To know that context influences interpretations of race, gender and power.</li> <li>To compare how different characters respond to manipulation and conflict.</li> </ul> | <ul style="list-style-type: none"> <li>Low-stakes retrieval quizzes.</li> <li>Vocabulary retrieval practice.</li> <li>Hinge questioning.</li> <li>Character tracking activities.</li> <li>Retrieval of key themes, motifs and context.</li> <li>Knowledge organisers for Shakespearean language and tragedy.</li> </ul> | <p><b>S – Speak with Confidence</b></p> <ul style="list-style-type: none"> <li>To discuss interpretations of characters and themes using evidence.</li> <li>To justify ideas clearly in structured discussion and debate.</li> </ul> <p><b>T – Think Critically</b></p> <ul style="list-style-type: none"> <li>To explore how prejudice and manipulation shape identity.</li> <li>To evaluate characters' motivations and reliability.</li> <li>To consider how context influences interpretation.</li> </ul> <p><b>A – Articulate Through Writing</b></p> <ul style="list-style-type: none"> <li>To write analytical essays using embedded quotations.</li> <li>To analyse Shakespeare's use of language and dramatic structure.</li> <li>To evaluate interpretations of characters and themes.</li> </ul> <p><b>R – Read with Purpose</b></p> <ul style="list-style-type: none"> <li>To read Shakespearean language with</li> </ul> | <p>Close reading of Shakespearean text – develops resilience and analytical accuracy. Character and relationship analysis – develops critical thinking and interpretation. Analytical essay writing – develops written communication and reasoning. Structured discussion and debate – develops confidence and verbal communication. Inference and interpretation – develops problem-solving and attention to detail. Evaluating bias and manipulation – develops ethical reasoning and judgement. Working with complex language – develops linguistic precision and comprehension.</p> | <p>One core vocabulary test. Weekly writing WHW paragraph opportunities with peer/ self and WCF and improvement lessons.</p> <p>One summative assessment with teacher written feedback and improvement lesson</p> |

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|  |  |  |  | <p>increasing fluency.</p> <ul style="list-style-type: none"> <li>To identify key quotations, themes and methods.</li> <li>To interpret meaning through language and dramatic structure.</li> </ul> |  |  |
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| <b>Catholicity Across the Curriculum</b> | Students explore how prejudice, discrimination and misuse of power can damage human dignity and relationships. They reflect on the importance of truth, justice and respect for the intrinsic worth of every person, considering how society should protect individuals from harm and injustice. |  |  |  |  |  |
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## Year 9 Curriculum Overview 2026- 27

### Subject – English

| Summer Term                            | Knowledge & Understanding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                     | Literacy Skills<br><br>Opportunities for developing literacy skills                                                                                                                                                                                                                                                                                                                                                                                                         | Employability Skills<br>[if any]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Assessment Opportunities                                                                                                                                                                                                 |
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|                                        | Composites                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Components<br><br>[KEY concepts & subject specific vocab]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Formal Retrieval<br>[if any]                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                          |
| <b>HT5- Western Lane, Chetna Maroo</b> | Students study <i>Western Lane</i> as a modern literary text exploring identity, discipline and emotional restraint within the context of family and cultural expectation. Building on their study of <i>Othello</i> and identity poetry, students examine how contemporary literature represents internal conflict, grief and the formation of identity. Through the overarching concept of <i>Identity and Voice</i> , students consider how individuals shape and suppress identity in response to personal, cultural and societal pressures. | <ul style="list-style-type: none"> <li>To know that <i>Western Lane</i> is a contemporary novel exploring identity, grief and personal development.</li> <li>To know that modern literature often focuses on internal emotional conflict and psychological experience.</li> <li>To know that family relationships and expectations shape identity.</li> <li>To know that discipline and structure can influence personal identity and behaviour.</li> <li>To know that cultural identity is shaped by heritage, expectation and lived experience.</li> </ul> | <ul style="list-style-type: none"> <li>Low-stakes retrieval quizzes.</li> <li>Vocabulary retrieval practice.</li> <li>Hinge questioning.</li> <li>Character and theme tracking.</li> <li>Retrieval of key ideas from identity poetry, <i>The Crucible</i> and <i>Othello</i>.</li> <li>Knowledge organisers for modern literature and narrative methods.</li> </ul> | <p><b>S – Speak with Confidence</b></p> <ul style="list-style-type: none"> <li>To discuss interpretations of identity and character using evidence.</li> <li>To explain emotional and thematic ideas clearly and coherently.</li> </ul> <p><b>T – Think Critically</b></p> <ul style="list-style-type: none"> <li>To explore how identity is shaped by discipline, culture and relationships.</li> <li>To evaluate the significance of subtle narrative choices.</li> </ul> | <p>Close reading of modern prose – develops attention to detail and analytical thinking.</p> <p>Inference and interpretation – develops problem-solving and reasoning skills.</p> <p>Analytical writing – develops structured communication and logical argument.</p> <p>Discussion of identity and culture – develops empathy and emotional intelligence.</p> <p>Comparative analysis across texts – develops evaluation and synthesis skills.</p> <p>Independent reading and reflection – develops self-management and resilience.</p> <p>Understanding cultural perspectives – develops</p> | <p>One core vocabulary test.</p> <p>Weekly writing WHW paragraph opportunities with peer/ self and WCF and improvement lessons.</p> <p>One summative assessment with teacher written feedback and improvement lesson</p> |

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|                                          |                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>To know that silence and restraint can be used to communicate meaning in literature.</li> <li>To know that writers use symbolism and imagery to convey emotional depth.</li> <li>To know that narrative perspective shapes how readers understand characters.</li> <li>To know that subtle language choices communicate complex emotional states.</li> </ul> |                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>To compare representations of identity across texts.</li> </ul> <p><b>A – Articulate Through Writing</b></p> <ul style="list-style-type: none"> <li>To write analytical essays using embedded quotations.</li> <li>To analyse language, structure and narrative perspective.</li> <li>To develop interpretations of implicit meaning and symbolism.</li> </ul> <p><b>R – Read with Purpose</b></p> <ul style="list-style-type: none"> <li>To read modern literary fiction with insight and understanding.</li> <li>To identify key themes and narrative techniques.</li> <li>To interpret meaning beyond the literal level.</li> </ul> | awareness and respect for diversity.                                                                                                                                                                                                                |                                                                                                                                                                                                                       |
| <b>Catholicity Across the Curriculum</b> | Students explore themes of identity, discipline and family responsibility, reflecting on the dignity of each individual and the importance of understanding others' lived experiences. The text encourages empathy, respect for cultural identity and recognition of the value of perseverance and human connection. |                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                       |
| <b>HT6- Rhetoric- finding my voice</b>   | Students conclude Key Stage 3 by developing their own voice through the study of rhetoric and transactional writing. Building on their exploration of identity and voice throughout Year 9, students learn how language can inform, persuade and                                                                     | <ul style="list-style-type: none"> <li>To know that writers adapt their writing for different audiences and purposes.</li> <li>To know that rhetoric is used to persuade, influence and inspire others.</li> <li>To know that effective communication relies on deliberate</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>Retrieval of rhetorical devices and persuasive techniques.</li> <li>Vocabulary retrieval practice.</li> <li>Low-stakes retrieval quizzes.</li> </ul> | <p><b>S – Speak with Confidence</b></p> <ul style="list-style-type: none"> <li>To present arguments clearly and persuasively.</li> <li>To participate confidently in discussion, debate and speech delivery.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li><b>Speech writing and presentation</b> – develops confidence, public speaking and verbal communication.</li> <li><b>Letter and article writing</b> – develops professional written communication.</li> </ul> | <p>One core vocabulary test.<br/>Weekly writing WHW paragraph opportunities with peer/ self and WCF and improvement lessons.</p> <p>One summative assessment with teacher written feedback and improvement lesson</p> |

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|  | <p>inspire change. Through writing for a range of audiences and purposes, students develop the confidence to communicate ideas clearly, critically and compassionately, preparing them for the demands of GCSE English Language and life beyond the classroom.</p> | <p>language and structural choices.</p> <ul style="list-style-type: none"> <li>• To know that speeches, letters, articles, leaflets and essays each follow distinct conventions.</li> <li>• To know that rhetorical devices strengthen arguments and engage audiences.</li> <li>• To know that evidence and reasoning support effective viewpoints.</li> <li>• To know that tone and register should be appropriate to purpose and audience.</li> <li>• To know that planning, drafting and editing improve the quality of writing.</li> <li>• To know that confident communication enables individuals to express their identity and values.</li> <li>• To compare how different writers and speakers communicate similar ideas through different forms.</li> </ul> | <ul style="list-style-type: none"> <li>• Hinge questioning.</li> <li>• Retrieval of writing conventions for different text types.</li> <li>• Knowledge organisers for transactional writing and rhetorical terminology.</li> <li>• Retrieval of grammar, punctuation and ambitious vocabulary.</li> </ul> | <p><b>T – Think Critically</b></p> <ul style="list-style-type: none"> <li>• To evaluate different viewpoints and arguments.</li> <li>• To make deliberate choices about audience, purpose and rhetorical techniques.</li> <li>• To construct balanced and reasoned arguments.</li> </ul> <p><b>A – Articulate Through Writing</b></p> <ul style="list-style-type: none"> <li>• To write effective letters, speeches, articles, leaflets and essays.</li> <li>• To use rhetorical devices and ambitious vocabulary purposefully.</li> <li>• To edit, refine and improve writing for clarity and impact.</li> <li>• To develop a distinctive and confident writer's voice.</li> </ul> <p><b>R – Read with Purpose</b></p> <ul style="list-style-type: none"> <li>• To analyse persuasive and transactional texts critically.</li> <li>• To identify effective rhetorical and structural techniques.</li> <li>• To apply successful writing strategies to their own work.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Essay writing</b> – develops logical reasoning and structured argument.</li> <li>• <b>Leaflet design and writing</b> – develops audience awareness and communication for purpose.</li> <li>• <b>Evaluating viewpoints</b> – develops critical thinking and decision-making.</li> <li>• <b>Planning and redrafting</b> – develops organisation, resilience and attention to detail.</li> <li>• <b>Presenting persuasive arguments</b> – develops leadership, negotiation and influencing skills.</li> <li>• <b>Adapting communication for different audiences</b> – develops flexibility, professionalism and emotional intelligence.</li> </ul> |  |
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| <b>Catholicity Across the Curriculum</b> | Students develop the confidence to use their voice responsibly, recognising that communication should promote truth, justice and the common good. Through persuasive and transactional writing, they consider how language can advocate for others, challenge injustice and contribute positively to society. |
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