JOHN PORT SPENCER ACADEMY

English Literature

Curriculum Overview
Key Stage – Year 9

Joy Progress Success Act with care, kindness, respect and integrity

Our curriculum is carefully sequenced to ensure cumulative knowledge and progression. Each unit builds on the last, with clear concepts that students must grasp to progress. We define end points to illustrate what mastery looks like by year-end.

Location of resources:	Year 9 - OneDrive **John Port Spencer Academy Share Point – English – KS3 Curriculum – Year 9**
Curriculum intent and rationale:	At John Port Spencer Academy, our English curriculum is carefully designed to be ambitious, inclusive, and knowledge rich. We aim to develop confident, articulate, and culturally aware students of English who: • Access a broad and challenging literary curriculum, engaging with a wide range of fiction and non-fiction texts from diverse voices and traditions across the literary canon. This enables all learners, including the most disadvantaged and those with SEND, to develop cultural capital and deepen their understanding of the world. • Build secure knowledge and understanding of language and literature through a coherent and sequenced curriculum that revisits and builds upon key concepts, skills, and vocabulary over time. • Develop their social, cultural, and intellectual literacy by exploring the richness and variety of spoken and written English, encouraging critical thinking, empathy, and a nuanced understanding of different perspectives. • Foster a life-long love of reading and literature, promoting reading for pleasure alongside rigorous academic study to support both personal development and academic achievement. • Secure essential communication, reading, and writing skills that prepare them for future learning, employment, and active participation in modern society, contributing to their personal and economic wellbeing. Curriculum Organisation: Students are taught in mixed ability classes.. Students receive x 4 lessons of English a week. These may be with the same teacher or the class may have two teachers. In this case, we endeavour to structure lessons with one teacher leading the 'main scheme' and another leading the 'short' supporting scheme of learning. Short schemes are designed to help embed themes and knowledge from the main scheme of learning.
National Curriculum Links:	**Through the study of 'Of Mice & Men', 'Approaching unseen poetry', 'Romeo & Juliet', Victorian literature, and Power & Conflict Poetry students will:** • Read and appreciate the depth and power of the English literary heritage and American Literature. • Read in different ways for different purposes and understand how the work of dramatists and poets is shaped by their contexts. • Make critical comments on texts and their context. • Analyse a writer's choice of vocabulary, form, grammatical and structural features. • Evaluate how authors' ideas and perspectives are conveyed. • Study seminal world literature. • Write accurately, fluently, effectively and at length for pleasure and information. • Summarise and critically evaluate their reading.

What content needs to be covered? Key Knowledge and skills / misconceptions to address (with vocab in bold and spelling underlined)
By the end of the year students will know:

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Of Mice & Men – John Steinbeck Students will study this text by Steinbeck, a classic American novella. They will develop their understanding of context, the writer's craft and an academic style of writing. **Students will learn key knowledge and skills about:** • The American Dream • Migrant Workers • Discrimination in 1940s America	**Of Mice & Men – John Steinbeck** Students will develop their analysis by synthesising their understanding of key themes and ideas across a text to develop broad and thorough ideas. They will develop their academic writing. **Then: Approaching Unseen Poetry** Students will be exposed to a range of poems in different forms. They will develop resilience in the face of 'unknown' texts and foster skills to help them break down unfamiliar poems through the 10 steps system. Students will analyse and develop	**Romeo & Juliet - Shakespeare** Students will read and explore the tragedy of Romeo and Juliet in Act 1 and Act 2. Students will explore the tragedy of genre, the imagery and language of Shakespeare and the staging and structure of the play. They will develop their understanding of Elizabethan life and expectations of gender. **Students will learn key knowledge and skills about:** • The genre of tragedy • Elizabethan society	**Romeo & Juliet – Shakespeare** Students will develop their knowledge and understanding by reading Act 4 and Act 5. They will also learn how to write academically about characters and themes. They will continue to develop their creative style of writing. **Students will recap, retrieve and build on key knowledge and skills from half term 3:** **Key terminology:** adjective, verb, adverb, simile, metaphor, imagery, alliteration,	**Victorian Literature** Students will be challenged by applying ideas they have developed to a range of extracts from Victorian literature. This will develop their understanding of language and contextual factors ready for GCSE study of A Christmas Carol **Students will learn key knowledge and skills about:** • Charles Dickens • Victorian society	**Power & Conflict Anthology** **(Paper 2 GCSE English Literature)** Students will be introduced to 4 poems from the poetry element of the English Literature GCSE course. Students will be assessed on these poems in year 11 and will study the remaining poems from the anthology in Year 10/11. This is an introductory unit. They will develop their understanding and analysis of poetry and apply their skills of analysis and terminology. **Students will learn key knowledge and skills about:**

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• Writer's craft and characterisation • Allegorical texts and motifs **Key language terminology:** adjective, verb, simile, metaphor, imagery, alliteration, repetition, tone, symbolism, zoomorphism, personification, colour connotations, theme, sibilance, foreshadowing. **Contextual Vocabulary/Terminology:** audience, character, protagonist, novella, American Dream, masculinity, femininity allegory, morality, patriarchy, Great Depression, migrant workers, Dust Bowl, loneliness, race, segregation, discrimination, inequality, Students will read an analyse a full text, exploring the key themes and ideas. They will study the characterisation in the text and the relationships between them. They will discuss the context and social issues of the 1940s in America. **Challenge:** All students are challenged with questions, discussion around the ideas of inequality and prejudice. The isolation, loneliness and desperation of the characters and their motivations will be discussed. **Misconceptions:** Lennie is stupid George kills Lennie out of hate Curley's wife deserved to be killed **Short Scheme: Writing Hour - Be Creative** Students will explore the skills required for creating descriptive and narrative texts. They will explore the power of words, sentence structures, monologues, and narratives.	their formal analysis in a close and specified way. **Students will recap, retrieve and build on key knowledge and skills from half term 1.** **Key structural terminology:** Foreshadowing, dialogue, motifs, irony, character development/contrast, authorial intention/presence, allegorical, moral message. **Poetry**: enjambment, stanza, semantic field, connotations, sonnet, structure **Challenge:** All students are challenged with discussion of the text being structured as a moral allegory. Discussion of structure will challenge students to consider the use of foreshadowing across the novella, the use of motifs and imagery. Students will analyse and discuss the actions, choices and intentions of characters. **Poetry**: approaching new and unfamiliar texts that are abstract in language – poetry **Misconceptions:** Lennie deserved to die Curley represents men of the 1940s **Poetry**: written in paragraphs, you can't write about something you don't have contextual knowledge of **Short Scheme: Writing Hour - Be Persuasive** Students will explore the skills required to persuade and argue a point of view using rhetorical devices. They will create non-fiction texts such as speeches, articles and letters. They will explore audience, purpose, effect and genre.	• Beliefs and religion in 1500s • Marriage and Patriarchy • Staging and dramatisation **Key language terminology:** adjective, verb, adverb, simile, metaphor, imagery, alliteration, repetition, tone, symbolism, personification, semantic field, sibilance, tragic hero. **Structural Terminology:** Dialogue, foreshadowing, irony, aside, soliloquy, aside, rhyme, Iambic pentameter, couplet, dramatic irony, sonnet form. **Contextual Vocabulary:** Elizabethan, patriarchy, gender roles and expectations, fate and destiny, sin, marriage, divine order, courtly love **Challenge:** All students will read the whole text in its original form. Links to the beliefs in fate, destiny and free will be discussed. Patriarchal rule and expectations around gender, religion and social class will be covered. They will consider the development of characters and how Shakespeare structures his tragedy. Students will be encouraged to read and perform the play. **Misconceptions:** Students do not have to understand every word – they can use the glossary. Romeo and Juliet were too young to marry. It was common for people to marry at 13. **Short Scheme: Writing Hour – About School** Students will explore the skills required for creating descriptive and non-fiction texts. They will explore the power of description and rhetoric.	repetition, tone, symbolism, personification, semantic field, sibilance, tragic hero, hamartia, catharsis., anagnorisis, hubris. **Structural Terminology:** Dialogue, foreshadowing, irony, aside, soliloquy, aside , rhyme, Iambic pentameter, blank verse, couplet, dramatic irony, sonnet form. **Challenge:** All students will read the whole text in its original form. Links to the beliefs in fate, destiny and free will be discussed. Patriarchal rule and expectations around gender, religion and social class will be covered. They will consider the development of characters and how Shakespeare structures his tragedy. Students will be encouraged to read and perform the play. **Misconceptions:** Romeo and Juliet did not have to die. The play is a simple love story. The play only takes place over 5 days! The tragedy could have been prevented. **Short Scheme: Writing Hour – About Food** Students will explore the skills required for creating descriptive and non-fiction texts based on the theme of food and eating.	• Class issues in Victorian England • Workhouses and the Poor Law **Key terminology:** Poor Law, workhouses, destitute, genre, extract, poverty, characterisation, empathy, social commentary, gothic, Industrial Revolution, theme **Challenge:** Language and vocabulary will be testing for students – lots will be new/ unfamiliar and addressed through glossaries and pre-taught vocabulary. **Misconceptions:** When the Victorian era is. Generalisations about context, misunderstandings of vocabulary, simplification of Dickens' intentions **Short Scheme: Writing Hour – Tell me a Story** Students will explore the skills required for creating descriptive and narrative texts. They will explore the plot, narrative structure, setting and characterisation.	War Photographer Remains Charge of the Light Brigade Exposure **Key language terminology:** adjective, verb, adverb, simile, metaphor, imagery, alliteration, repetition, tone, symbolism, onomatopoeia, personification, semantic field, sibilance, rhyme, rhythm, metre. etc **Poetry Terminology:** volta, stanza, quatrain, speaker, dramatic monologue, sonnet, blank verse, free verse, foregrounding, caesura, end-stopped line, ballad. **Contextual Vocabulary:** Crimean war, heroism, duty, dehumanisation, warfare, conflict, autobiographical, trenches, patriotism, PTSD, shell shock. **Challenge:** All students will study poetry from the GCSE anthology and look at how poets present ideas about conflict. Links to the patriotism and expectations of war, the effect of conflict on individuals and the attitudes towards conflict over time. They will consider how a range of writers draw on the world around them to communicate messages of power and conflict. **Misconceptions:** Students do not have to learn poems by heart. Poems in the Power and Conflict cluster only deal with battles, violence, or literal power struggles. **Short Scheme: Writing Hour – Just Write** Students will explore the skills required for creating articles, speeches, haikus and poetry. They will utilise all the skills they have used throughout the year to produce a range of creative pieces.
Previous learning that is particularly relevant:					

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This unit links to **prior learning** in KS3 relating to the study of fiction texts and the analysis of language and structure and work on analysing the writer's craft. The study of themes, character and structure builds from their previous study of fiction texts. This unit follows a sequence of work since Y7 studying the language and literary terminology used by writer's to create setting, character and suspense.	This unit links to **prior learning** in KS3 relating to the study of Shakespeare texts and the analysis of language and structure and work on analysing the writer's craft. This unit follows a sequence of work since Y7 (and drawing on the study of language and literary terminology from KS2) where students explore and analyse whole Shakespeare plays for GCSE English Literature Study in KS4.	This unit links to **prior learning** in KS3 relating to the study of poetry and the analysis of language and structure and work on analysing the writer's craft. This unit follows a sequence of work since Y7 and Y8 drawing on knowledge of conflict poetry. Core knowledge of poetry techniques has been studied over KS3 and KS2.
Future Learning - How content prepares students for future units, Key Stage 4, or Key Stage 5?		
This links to **future learning** by: preparing students for English Literature paper 1 exam by exploring the impact of language and structure of a novella; exploring the social and historical context of different fiction texts; analysing the impact of context on meanings and representations. It prepares our future A-Level students for the study and analysis at A Level. They will continue to study fiction texts and the writer's craft.	This text links to **future learning** by: preparing students for examination Paper 1 Literature Section A Shakespeare (AQA); by exploring the impact of language and structure in a play, explore the social, historical context of a Shakespeare play. It prepares our future A-Level students for the study and analysis of Shakespeare 'Othello' A-Level Literature Edexcel.	This links to **future learning** by: preparing students for examination Paper 2 Literature Section C Poetry; by exploring the impact of language and structure in a poem and exploring the context of these poems across the literary canon. It prepares our future A-Level students for the study and analysis of poetry at A Level English Literature Paper 3 – Poems of the Decade.

Outcomes:
By the end of the year pupils will be able to solve/create/produce/write:

Read, understand and respond to a variety of fiction and non-fiction texts. Students should be able to maintain a critical style and develop an informed personal response and use textual references, including quotations, to support and illustrate interpretations.
Students will be able to analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. They should be able to show understanding of the relationships between texts and the contexts in which they were written. Students will use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Students will be able to write a range of essays and creative pieces, thinking and analysing key ideas and intentions in the texts. To be able to do this students will learn to read increasingly challenging material, read a range of fiction, learn new vocabulary, make inferences and refer to evidence in the text (select quotations), explore how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, shape meaning, study setting and characterisation, and the effects of these. Draw on knowledge of literary and structural devices to analyse a writers' work, use the mark scheme in order to accurately their own work and the work of others, rank order models of writing, deconstruct high level models to inform strategy and approaches, analyse how methods shape a reader's response and evaluation of a text. Explore how the social and political context of a text influences the writer and take part in self and peer assessment including deciding the criteria for assessment as well as being given set criteria.

Assessment Strategy How we know our students are knowing and remembering more –
Data from hunting not fishing, formative and summative assessment/s is used to adapt teaching and provide targeted challenge and intervention, supporting SEND and disadvantaged pupils.

Formative: Recall knowledge tests – key quotations Questioning – methods of participation Homework – knowledge based Knowledge organiser low stakes tests Development tasks – whole class/individual Low stakes assessment Independent written work – self and peer assessment	**Summative (& cumulative)** **Half term 1 - OMAM Extract analysis:** How does Steinbeck use language to effect? **Half term 2 – Victorian Literature knowledge test** **Half term 3 – (development of analysis of Shakespeare)** **Half term 4 – Romeo and Juliet whole play analysis:** How is Romeo presented as a tragic hero? **Half term 5 – Poetry analysis:** How do poets communicate ideas about power and conflict? **Half term 6 – (development of analysis skills)**	**Opportunities to revisit past learning:** We repeat skills form Y8 and Y7 in the study of fictions texts and poetry. The reading and analysis of fiction texts explores core concept of English Literature. **Opportunities for homework (including apps):** Sparx Reader – reading comprehension and skills Homework set by class teacher to extend learning KS3 knowledge organisers Wider reading Project work/ research

How is the curriculum adapted to meet the needs of SEND and disadvantaged pupils, while maintaining high expectations?

Wider Curriculum and Enrichment – cultural capital and real world application -

Enriching experiences: By the end of the year pupils will have experienced: • Reading of whole texts – including an American novella, a Shakespeare play, an selection of poetry from the anthology • Film/stage versions of 'Of Mice and Men' and 'Romeo & Juliet' • Recommended reads of suggested texts to enhance students' reading.	**Literacy, Oracy and disciplinary language:** Embedding **literacy**, **oracy**, and **disciplinary language** in the teaching of **literature at secondary school** is essential to help students engage deeply with texts, communicate effectively, and think critically. In the teaching of English in Year 9 students develop a range of literacy skills – these are developed through: • Close Reading and analysis, followed with discussion	**Cross-Curricular opportunities / Opportunities to develop 'character':** **English Language –** reading of prose, subject terminology **History –** American West, segregation, racism, The Great Depression, The Dust Bowl, migration, Elizabethan era, WW1 and Crimea. **PRE –** Christian values, marriage, morality and ethics, empathy and compassion, fate and free will, supernatural, sin **Geography –** America and Dust Bowls, social implications of Great Depression, migration, **Drama –** stagecraft, characters, tragedy

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Our curriculum supports the school value of:

Joy	*Foster enthusiasm and engagement by exploring powerful, original and classic texts that spark discussion and emotional connections. Through drama, creative writing, discussion, and multimedia adaptations, students find personal meaning and enjoyment in narratives, characters, and ideas that resonate with their own lives.*
Progress	*We monitor and support progress through regular formative feedback, scaffolded writing tasks, and clear success criteria. Students are guided to develop analytical skills step-by-step, with targeted interventions and personalised support to ensure every learner moves forward—regardless of starting point.*
Success	*We celebrate success such as giving verbal praise, positive phone calls homes, reward points and showcasing exceptional essays.*
Act with care, kindness, respect, and integrity	*We build meaningful connections with our students by choosing texts that explore empathy, justice, and human dignity—prompting honest discussion about life's challenges and values. We create a supportive, inclusive classroom environment where every voice is heard, and every student feels respected, valued, and safe to express their views.*

- Students learn to interpret complex texts, analyse language, structure, and themes.
- Teachers model reading strategies (e.g., skimming, scanning, inferencing)
- Writing about literature and media texts
- Structured modelled and independent writing tasks (essays, analytical paragraphs) help students express interpretations.
- Scaffolded writing
- Vocabulary Development – deliberate teaching of tier 2 and tier 3 vocabulary.
- Discussion-Based Learning
- Performing scenes from plays
- Using subject specific terminology

Our curriculum supports personal development by:

Discussion around empathy and emotional intelligence, cultural awareness, segregation and racism, prejudice and tolerance, morality, communication, identity, social issues, gender roles and expectations, masculinity/femininity, free will/ determinism, beliefs and the supernatural.

Careers / Employability skills:

How does the curriculum link to the following employability skills:

Listening – Class and group discussions, debates, and drama activities promote respectful listening, negotiation, and cooperation

Speaking – English encourages clear, thoughtful expression—both spoken and written. Students learn to structure arguments, present ideas persuasively, and interpret meaning—essential in any professional context.

Problem solving – Analysing complex characters and plots encourages students to evaluate situations, weigh motivations, and consider multiple outcomes—mirroring real-life problem-solving.

Aiming high – Challenging literary texts build academic resilience. Setting personal goals, refining essay writing, and pushing for deeper analysis teaches students to strive for high standards

Critical thinking – Analysing texts requires interpreting evidence, evaluating different viewpoints, and making reasoned judgments—skills vital in roles requiring problem-solving or decision-making.

Staying positive – Working through difficult texts or abstract concepts teaches patience and perseverance. Literature also provides emotional insight that can help students manage their own mindset.

Leadership – Leading a group activity, discussion, or peer feedback session helps develop initiative, confidence, and responsibility—key traits of effective leadership.

Teamwork – Collaborative tasks like group analysis, performances, or peer editing build cooperation, compromise, and shared responsibility.

Creativity – Interpreting texts, imagining character motivations, or producing creative responses nurtures original thinking and innovation.

Employment Sectors discussed include:

Nursing sector, farming, media and journalism, business sector, education, creative sector and the military

Curriculum impact is evaluated through pupil study, work scrutiny, and progress data. Findings inform regular curriculum review to ensure continuous improvement.

When was this curriculum last reviewed? Include date	What changes were made and why?	How is ongoing improvement ensured?
June 2025	Victorian literature introduced to aim to bridge the gap between KS3 and study of A Christmas Carol in GCSE	QA of lessons
		Moderation of KS3 assessments
		CPD and faculty planning