

<u>Overview Document</u> <u>2026/2027</u>	Curriculum Area: English	Year Group: 9YA
	Personnel Responsible: PPR	Quality Assured by: PPR

Monring MCycle		Topic/Unit Title – Big Question	Content Coverage	Skill development and links to other areas of this subject's curriculum
1		What is an individual's role in society?	- Engage students with a story with which they will empathise - Explore themes and issues, and develop and sustain ideas through discussion, enabling students to make connections with their own lives - Develop creative responses to the text through drama, storytelling and artwork. - Compose poetry. - Write in role to explore and develop empathy for characters.	This unit uses a visually rich text to develop students' imagination, interpretation skills and ability to respond thoughtfully to both images and language. Students are encouraged to visualise scenes by identifying key words and phrases, before representing their ideas through drawing and annotation. Through structured discussions and guided questioning, including the 'four basic questions', students explore their personal responses to illustrations, considering what they like, dislike or find puzzling, and identifying patterns or connections. They analyse how language features such as alliteration, repetition and punctuation contribute to meaning, while also interpreting visual clues to infer the old man's character, feelings and the world he inhabits. Creative and reflective tasks allow students to deepen their engagement with the text. They use tools such as role on the wall, hot seating and collaborative discussion to build empathy and develop a detailed understanding of the character. Students explore contrasting settings, such as the old man's reality and his imagined "tin forest," experimenting with artistic techniques to create and annotate their own images. These ideas are then drawn together in extended writing, including diary entries written in role, where students apply their knowledge of vocabulary, grammar and structure. Opportunities for paired work, editing and performance support students in refining their ideas and sharing their responses. The unit concludes with

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				students sequencing and retelling the story using story maps and story mountains, consolidating their understanding of narrative structure while maintaining a strong focus on creativity and personal interpretation.
2		Can we change our ways?	- Discuss writing like that which students are planning to write in order to understand and learn from its structure, vocabulary and grammar - Progressively build a varied and rich vocabulary and an increasing range of sentence structures - Assess the effectiveness of their own and others' writing and suggest improvements.	This unit supports students in developing their reading, writing and research skills through a combination of visual analysis, discussion and creative tasks. Students begin by responding to illustrations, using retrieval and inference skills to explore characters such as Gregory and interpret key details from images and text. Through structured discussion and questioning, they learn to justify their ideas and build a deeper understanding of setting and character. Students also develop their research skills by using atlases, the internet and non-fiction texts to gather information about a place, which they then organise into clearly structured fact files using subheadings and key features. Writing opportunities throughout the unit are varied and purposeful. Students experiment with free verse poetry, selecting and ordering words for effect, and write instructional texts inspired by visual prompts, considering materials and processes. They practise summarising key information, identifying important points and using the PEE (Point, Evidence, Explain) structure to support their ideas with evidence from the text. Students also explore non-fiction writing by identifying the features of biographies before planning and writing their own in the past tense. Further outcomes include letter writing, where students apply their understanding of structure and audience, and book reviews, where they share opinions, support their viewpoints and

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				evaluate texts, including giving star ratings. Across all activities, students are encouraged to use descriptive vocabulary, make comparisons and refine their work through discussion, modelling and shared examples.
3		Is poetry just words in the wrong order?	• Explore and understand the importance of poetry as a genre • Explore musicality, rhythm and rhyme in poetry • Know how to listen and respond to a wide range of poems from a single poet collection • Understand that poems are written for different reasons • Interpret poems for performance • Gain and maintain the interest of the listener through effective performance of poems • Recognise how a poet uses poetry as a voice to express their own feelings and views • Draft, compose and write poems based on personal interests, experiences and emotions using language and form with intent for effect on the reader	This unit develops students' appreciation and understanding of poetry through exploration, analysis and performance. Students begin by reflecting on their initial responses to poetry, using inference to explore meaning and considering how thoughts and feelings can be shaped into poetic ideas. They investigate key language features, including rhyme, alliteration, onomatopoeia and figurative language, as well as spelling patterns such as the -tion and -ful suffixes. Through reading and annotating a range of poems, students learn to identify themes, patterns and language choices, using dictionaries to clarify unfamiliar vocabulary and making connections between different texts. Discussion and questioning, alongside activities such as "think, pair, share," support students in articulating their ideas and developing a deeper understanding of how poetry works. Students are encouraged to become "poetry detectives," analysing structure, layout and the organisation of ideas, including the use of paragraphs and grouping for effect. They practise key comprehension skills such as retrieval, summarising and inference, while also using the PEE (Point, Evidence, Explain) structure to justify their interpretations. Writing opportunities include composing their own poems using devices such as alliteration, as well as editing and improving existing examples. Performance is a key element of the unit, with students reading poetry aloud using tone, expression and action to convey

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				meaning, and offering peer feedback to evaluate effectiveness. By the end of the unit, students are able to compare poems, exploring similarities and differences through the use of connectives, and understand how context, including a poet's experiences, can influence meaning, resulting in a well-rounded and confident approach to both reading and writing poetry.
4		How far can our imagination take us?	• Explore how changes to settings affect characters' feelings • Infer details about a character from illustrations, character descriptions and dialogue • Investigate how illustrations influence a reader's experience of a text • Use a thesaurus to expand use of ambitious vocabulary • Develop creative responses to a text through drama, play, storytelling and photography • Innovate from a familiar text to plan and write own narratives • Self and peer assess writing against success criteria and respond to suggested improvements	This unit focuses on developing students' narrative writing skills alongside strengthening their understanding of grammar, punctuation and comprehension. Students begin by revisiting key reading skills, including questioning and retrieval, as they engage with non-fiction texts and practise identifying important information. A particular emphasis is placed on the accurate use of proper nouns, ensuring students understand how and when to apply capitalisation correctly. Through repeated reading and discussion, students build confidence in their comprehension abilities, supporting their responses with evidence from the text. Students then move on to planning and writing their own narratives, using story maps to organise ideas and structure their work effectively. Through shared writing, they are guided in constructing key parts of a story, including the build-up, climax and resolution, ensuring a clear and cohesive sequence of events. There is a strong focus on editing and improving writing, with opportunities for peer assessment and self-reflection to refine grammar, punctuation and vocabulary choices. Students are encouraged to use conjunctions to link ideas and create fluency, as well as organise their writing into clear paragraphs. The unit culminates in students publishing their finished pieces and sharing



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				them with an audience, promoting pride in their work and confidence in presenting their writing.
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