

KEVICC KS3 Curriculum:	Subject: English	Key terms and vocabulary.
Year: 9 Term: Summer Term	Topic: Of Mice and Men	Bold = Tier 3 subject terminology
<p>What is the essential knowledge from this unit?</p> <p>Students will study the novel as a whole text. The scheme focuses on skills needed for Language Paper 1 and Literature Paper 1. It culminates in a Language Paper 1 assessment.</p> <p>Students will use the themes and issues raised as stimulus for discussion and writing. They will read for meaning and to understand authorial craft. Skills such as inference, deduction and analysis will be practised as students explore the effects of language and structure. They will also relate the text to its social and historical setting. There is good opportunities here for discussion of racism and discrimination and lessons have been sensitively planned to allow for this. Students will also have several opportunities to hone their narrative and descriptive writing skills</p>		<p>Words are discussed and used within the lesson context and then revisited in the following lessons. Students are encouraged to use these words in their assessments. Library lessons are also used to reinforce these words. They will be revisited a minimum of four times in the year.</p> <p>Itinerant, catastrophic, Pejorative, proletariat, migrant, context, infer cumbersome, dehumanised, parental, symbiotic, zoomorphism prevalent, abolished, lynching, pugnacious, mollify, provocative, tend, duplicitous, symbolism, ellipsis, nostalgic, aspirational, incongruous, repetition, simile, adjectives, imagery meritocracy, masterful, derogatory, belligerent, foreshadow, euthanasia, refute, symbolic, claustrophobic, ominous, dramatic tension, personification, derogatory, belligerent, sympathetic, ostracised, segregated, status, hierarchy, aloof, ellipsis floozy, reprehensible, contemptuous, contorted, volatile, imagery, exposition, denouement, climax vulnerable, naive, disempowered, poignant, monotonous, cyclical narrative, Inevitable, pertinent, chronologically</p>
<p>What prior learning supports understanding of this content?</p> <p>All work from Year 7 and 8, has had a focus on writer's craft and how writing is deliberately written for impact and effect.</p>	<p>How does this content link to future learning?</p> <p>Students need to be able to read unfamiliar texts and come up with meaning as well as picking out particular language and structural methods for analysis of impact. The focus throughout Year 9 is on 'power and conflict'. This will be a good grounding for GCSE Literature.</p>	
<p>Reading: <i>Where in the unit are students supported to read complex academic texts?</i></p> <p>Of Mice and Men by John Steinbeck, letters and poems relevant to the study of the novella.</p>	<p>Writing: <i>Independent writing tasks and how they are structured</i></p> <p>Language analysis using PEAZL throughout the term, diary writing, evaluative writing.</p>	
<p>Review: <i>How will learning be reviewed? How will feedback be received?</i></p> <p>Peer and Self-Assessment throughout the scheme.</p> <p>Week 4 – Explore how Steinbeck describes Curley's Wife (Lit Paper 1) Week 7 – Choice of questions on the outsiders (Lit Paper 1) Final week – Language Paper 1 style question paper on the opening of the novel.</p>		