



Year 9 English

Curriculum Leader: Miss Sarah Jordan

The English Department have high expectations and aspirations for all of their students. Our vision is to raise the achievement of all pupils and give them the opportunity to be creative and ambitious, to succeed and share in their own progress through the promotion of a skills based curriculum. This five year curriculum encourages a love of reading and an analytical exploration of text and writer's craft supported by the consideration and wider knowledge of the contextual and cultural backgrounds of the writing studied. Alongside a passion for reading, the department develop good literacy skills and create confident writers. A rigorous system of assessment, reflection and improvement guide the pupils to reach their full potential in English.

Topics to be covered in Year 9

	Term 1	Term 2	Term 3
Topics to be covered	<ul style="list-style-type: none"> Modern Literature: Worlds and Lives: Exploring Language in texts 	<ul style="list-style-type: none"> Exploring Non-Fiction Texts Topic: Adventure Creative Writing/Speech Writing 	<ul style="list-style-type: none"> Shakespeare GCSE Spoken Language Study
Key vocabulary	<p>Tier 3: word classes: At word level: abstract noun, adjective, adverbs and so on.</p> <p>Sentence types: simple, minor, compound, complex, embedded clause, end sentence reveal.</p> <p>Punctuation: : ; -</p> <p>Devices: simile, metaphor, alliteration, triple, sensory description, rhetorical question, oxymoron, personification, sibilance, emotive language, personal pronouns.</p> <p>Structural features: flashback, cyclical narrative, flash forward, foreshadowing, paralleling, pace, juxtaposition.</p> <p>Tier 2: synonyms for suggests, evaluating text and effect vocabulary eg: compelling, convincing, sequencing and emphasising connectives. Identifying question terminology.</p> <p>Extending vocabulary: Vocabulary starters and activities built into specific topics and texts. Exploring etymology of words.</p>	<p>Tier 3: word classes: At word level: abstract noun, adjective, adverbs and so on.</p> <p>Sentence types: simple, minor, compound, complex, embedded clause, end sentence reveal.</p> <p>Punctuation: : ; -</p> <p>Devices: simile, metaphor, alliteration, triple, sensory description, rhetorical question, oxymoron, personification, sibilance, emotive language, personal pronouns.</p> <p>Structural features: non-fiction texts – see Year 8 units for speech, article and letter writing, creative writing piece – see Year 7 and 8 units.</p> <p>Tier 2: synonyms for suggests, evaluating text and effect vocabulary eg: compelling, convincing, sequencing and emphasising connectives. Summary and comparative vocabulary. Identifying question terminology.</p> <p>Extending vocabulary: Vocabulary starters and activities built into specific topics and texts. Exploring etymology of words.</p>	<p>Tier 3: word classes: At word level: abstract noun, adjective and so on. Sentence types: simple, minor, compound, complex, embedded clause, end sentence reveal.</p> <p>Punctuation: : ; -</p> <p>Devices: simile, metaphor, alliteration, triple, sensory description, rhetorical question, oxymoron, hyperbole.</p> <p>Structural features: theme, repeated motif, symbol, antithesis, oxymoron, iambic pentameter, soliloquy, rhyming couplet, repetition, string of assertions, anaphora, epistrophe, dramatic monologue.</p> <p>Tier 2: synonyms for suggests. Evaluating essay vocabulary. sequencing and emphasising connectives. Summary and comparative vocabulary. Identifying question terminology.</p> <p>Extending vocabulary: Vocabulary starters and activities built into specific topics and texts.</p>
Skills to be developed	<p>Reading Skills: In addition to the reading skills from years 7 and 8:</p> <ul style="list-style-type: none"> Building analytical vocabulary Recap of linguistic devices including correct use of subject terminology Recap of structural devices and effect Concise, multiple inference Context and research 		<p>Writing Skills: In addition to the writing skills from 7 and 8:</p> <ul style="list-style-type: none"> Building vocabulary Non-fiction text features: structure, devices and vocab Creative writing: structural frames and features Essay writing – thesis statements

	Term 1	Term 2	Term 3
Opportunities for revisiting previous learning	<ul style="list-style-type: none"> Analytical paragraphs and language analysis are the foundations of Year 7 and 8. Year 9 builds on these blocks further – revises and then adds in challenge focusing on inference and multiple inference as well as the vocabulary that helps students explain this. Structure is again focused on here with an emphasis on a wider variety of structural devices and the intended effect of these. Building an argument is also focused on from Term 3 of Year 7 and Term 2 of Year 8. Writing skills are also revised. Analytical essay writing is built on the units that were covered in Years 7 and 8. 	<ul style="list-style-type: none"> Analytical paragraphs and language analysis are the foundations of Year 7 and 8. Year 9 builds on these blocks further—revises and then adds in challenge focusing on inference and multiple inference as well as the vocabulary that helps students explain this. Summary and comparison skills build on Term 2 Unit of Year 8. Identifying and comparing perspectives builds on work from Term 2 of Year 8. Creative and non-fiction writing build on the multiple opportunities in Years 7 and 8. 	<ul style="list-style-type: none"> Analytical paragraphs and language analysis are the foundations of Year 7 and 8. Year 9 builds on these blocks further – revises and then adds in challenge focusing on inference and multiple inference as well as the vocabulary that helps students explain this. Structure is again focused on here with an emphasis on a wider variety of structural devices and the intended effect of these. Analytical essay writing is built on the units that were covered in Years 7 and 8 and Term 1 of Year 9. Spoken Language Study builds on the units in Term 3 of Year 7 and Term 1 of Year 8.
When will formal assessment of progress take place?	Week 3: Structure analysis question Week 6: Mini exam: Information retrieval, language and structure analysis, building an argument question Week 9: SQID paragraph Week 12: Analytical essay on novel	Week 3: Creative writing piece Week 6: Non-fiction writing piece Week 9: Language analysis question Week 12: No assessment/ End of Year exam (depending on when it falls in the school calendar)	Week 3: End of Year Exam: Information retrieval, summary and comparison, language analysis, comparing and evaluating text, non-fiction Week 6: Spoken Language Study presentation for GCSE Week 9: Analytical paragraph on Shakespeare text Week 12: Analytical essay on Shakespeare text

Year 9 Useful Resources

Website Links:

School VLE - <https://sites.google.com/gilberd.com/vle/home?pli=1>

GCSE English Language - <https://www.bbc.co.uk/bitesize/examspecs/zcbchv4>

GCSE English Literature - <https://www.bbc.co.uk/bitesize/examspecs/zxqncwx>

<https://www.senecalearning.com/>

<https://www.gcsepod.com/>

Marking, Assessment and Feedback

Over the course of an academic year students will complete a number of formal assessments, these will be used to assess where students are in their learning journey.

Information from these assessments will be used to inform the learning journey for the class as well as next steps and progress for individual students. Assessment could be used when making decisions regarding setting of students, reporting progress home and predicting outcomes. During lessons, students' learning will be evaluated through a range of activities including quizzes, class discussions, detailed questioning and other strategies. Through this, students will know where they are in their learning journey and what they need to do next to make further progress.

Teachers will continue to provide planned written feedback on selected pieces of work.

Homework

Homework will be set using the online platform Go 4 Schools.

Homework tasks are designed to prepare students for future learning or consolidate work completed in the classroom. It will be clear what should be handed in, when it should be handed in and how it should be handed in.

Contact Information

If you would like to contact the English department please email: english@gilberd.com.

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