

YEAR 9 English Scheme of Work

Rationale: In Year 9, students are introduced to the crime and tragedy genres in preparation for GCSE and A-Level but also to develop their analytical and critical thinking skills. Through communication with parents and students, it is evident that there is a decline of interest in reading for pleasure for some students as they transition into secondary school, particularly of more diverse and challenging texts.

With low levels of Literacy upon entry, texts are specifically chosen to be accessible yet challenging, exciting and engaging and to promote a love of Literature both independently and within the classroom setting. Our curriculum design also means that units are differentiated to meet the needs of all ability learners but with a consistent approach. The English Curriculum at UAH has been designed and produced by the English department staff as a collaborative process, with a focused working group, to develop the essential reading, writing and Spoken Language skills required to be effective communicators across all subjects and to meet the needs of our cohort to inspire a love of English. At the heart of the curriculum is an appreciation of Literature across time and genres.

Intent	Implementation	Impact
<p><u>English curriculum</u></p> <ul style="list-style-type: none"> To meet the needs of our students To enable all students to progress and achieve their potential To inspire a love of English and Literature To develop cultural capital through experiencing texts through culture, genre and time To develop the essential reading, writing and spoken skills To become effective communicators A broad and balanced curriculum spanning a wide range of fiction and non-fiction texts <p><u>Reading</u></p> <ul style="list-style-type: none"> To read for meaning and understanding, including inference To support ideas with effective evidence To be part of a collaborative reading experience in school To engage with varied and challenging reading material, in order to develop critical, independent thinking skills To participate in enrichment activities To encourage and promote reading for pleasure <p><u>Spoken Language</u></p> <ul style="list-style-type: none"> To understand the differences between spoken and written English To become confident and proficient speakers To develop skills in talk, debate and discussion To work collaboratively in order to listen, shape and share opinions <p><u>Writing</u></p> <ul style="list-style-type: none"> To write for a range of purposes and audiences using conventions successfully To write with confidence, fluency and accuracy To support the development of a broad and rich vocabulary To explicitly teach the key skills of spelling, punctuation and grammar To use subject terms with accuracy and precision To plan, draft and edit work as part of the writing process 	<p><u>English Curriculum</u></p> <ul style="list-style-type: none"> Four hours a week usually with the same teacher Texts have been specifically chosen to be accessible and challenging; exciting and engaging and to promote a love of Literature Knowledge and skills are developed through the teaching of literary texts – narrative, poetry, drama and non-fiction Builds connections across genres and years Builds on prior knowledge from each unit and throughout each year Explorative and creative approach in years 7 to 9 which teaches essential exam skills through imaginative and engaging tasks Units are differentiated to meet the needs of all ability learners The teaching of Literacy and vocabulary is embedded throughout the curriculum Revision and repetition of key skills in English Thematic approach to each year group Sequencing of units is consistent across KS3 to build on skills from earlier units Begin each year with a novel to support settling and engagement Created by members of the English Department using published resources and lessons of their own design Homework currently being built into the schemes with activities to consolidate learning Medium term plans and power points for individual lessons created to ensure they are engaging Power points structured to follow a sequence of lessons but teachers are expected to differentiate according to the needs of their group <p><u>Reading</u></p> <ul style="list-style-type: none"> Through whole texts and extracts Whole group reading in the classroom is facilitated by challenging yet engaging text choices Independent reading is routinely practised in lessons Reading for pleasure is promoted through joint initiatives between the English department and the library Opportunities for enrichment are built in as an integral and enjoyable aspect of the curriculum for all year groups Reading and spelling ages are tested on transition Fresh Start programme supports specific students in small groups by trained specialists 	<ul style="list-style-type: none"> Common assessments, progress tests for units and end of year exams Student response to specific targets set by teacher Shared Learning Journey for every student at the beginning of each unit Student voice feedback – questionnaire Continuous review of the curriculum by staff and students following each unit

	<p><u>Spoken Language</u></p> <ul style="list-style-type: none">Spoken Language embedded into schemes of workOpportunities for discussion and debate are routinely practised in the classroomOpportunities for more formal, structured talk such as presentations are incorporated into schemes of work throughout Key Stage Three <p><u>Writing</u></p> <ul style="list-style-type: none">During the first term of each KS3 Year, students are explicitly taught creative writing skills to develop imagination, flair and originalityTo respond to themes and ideas in texts in a creative and personal wayRespond critically and analytically using structures to scaffold writing<i>Annotate, model, write</i> approach;<i>I do, we do, you do</i> approach	
Autumn Term 1	Spring Term 1	Summer Term 1
<p><u>Year 9 – Novel Study – Lord of the Flies</u> 1</p> <p>The novel study in Year 9 consolidates pupils’ understanding of narrative writing and furthers the teaching of narrative conventions. Pupils study Lord of the Flies.</p> <p>This novel study reinforces and develops the skills introduced in Year 7 and Year 8 in a challenging 20th century text to prepare students for GCSE study.</p> <p>Students explore and understand themes including the tension between group dynamics and individuality, between rational and emotional reactions, and between morality and immorality.</p> <p><u>Assessment</u> –Creative Writing</p>	<p><u>Year 9 – Crime Themed Unit</u> 1</p> <p>In Year 9, the thematic approach to literature study continues with analysis of fiction and non-fiction related to the theme of crime. Pupils are exposed to the challenging language of 19th century fiction and non-fiction in preparation for GCSE Language Paper 2. Pupils experience a wide range of literature from the crime genre across time.</p> <p>Pupils develop reading skills by analysing and exploring the conventions of crime literature. Pupils explore how writers create meaning in a range of fiction and non-fiction texts and explain how language is used for effect, ensuring they use the conventions of narrative and specific contextual information relating to the genre in their analysis. Pupils develop writing skills by writing in a style that is appropriate, using the conventions explored in the reading texts.</p> <p><u>Assessment</u> - Non-Fiction – Reading – Paper 2 Q3</p>	<p><u>Year 9 – Themed Fiction – Crime Short Stories</u> 1 4 7 9</p> <p>In Year 9, pupils read and analyse short crime stories exploring the crime genre. Pupils will understand the plot and the narrative structure. Pupils will explore the context of crime writing across time. Pupils will consolidate their previous knowledge of the genre, exploring the conventions of the crime genre. Pupils will analyse characterisation, narrative conventions, structural choices and language choices. Pupils will implement crime conventions in their own writing and analyse the conventions or subversion of conventions on a range of crime fiction.</p> <p><u>Assessment - Paper 1 – Q1, Q2 and Q3</u></p>
Autumn Term 2	Spring Term 2	Summer Term 3
<p><u>Year 9 – Novel Study – Lord of the Flies</u> 1</p> <p>The novel study in Year 9 consolidates pupils’ understanding of narrative writing and furthers the teaching of narrative conventions. Pupils study Lord of the Flies.</p> <p>This novel study reinforces and develops the skills introduced in Year 7 and Year 8 in a challenging 20th century text to prepare students for GCSE study.</p> <p>Students explore and understand themes including the tension between group dynamics and individuality, between rational and emotional reactions, and between morality and immorality.</p> <p><u>Assessment</u> –Creative Writing</p>	<p><u>Year 9 – Poetry – Life</u> 1 9</p> <p>In Year 9, pupils extend their ability to analyse poetry by implementing the element of comparison. Pupils study a range of post and Pre-1914 poetry exploring the theme of Life. This prepares students for the GCSE poetry unit by exploring some of the named poets but widening their understanding through the study of different perspectives. Pupils explore and analyse the themes of birth, death, relationships and conflict. Pupils implement the skill of comparing poems using specific language of comparison. Pupils are introduced to and analyse the specific form of poetry such as a ballad. Pupils in Year 9 will be able to identify and analyse poetic techniques such as anaphora, caesura, ambiguity, assonance, alliteration, semantic field and contrast.</p> <p><u>Assessment – Respond to a taught poem</u></p>	<p><u>Year 9 – Play Text – The Curious Incident of the Dog in the Night-Time</u> 1 4 9</p> <p>In Year 9, pupils analyse and explore a playwright’s messages and intentions and pupils analyse theme and context such as social class, social division, discrimination, and prejudice. This unit reinforces and develops the skills introduced in Year 7 and Year 8 in a challenging 20th Century Drama text to prepare students for GCSE Modern Drama study. Pupils will explore the significance of context to the play. Pupils will analyse stage directions to convey the playwright’s messages and intentions.</p> <p>Pupils’ understanding of dramatic conventions and tragic conventions are enhanced and consolidated with the Box Clever Theatre Company’s visit with interactive Romeo and Juliet workshops.</p> <p><u>Assessment – END OF YEAR EXAMS – Language Paper 1 KS3 AQA and Lord of The Flies extract</u></p>