

Curriculum Area: Y9 English

2017/2018

Topics	Year Curriculum	How you can support learning at home, eg. books, websites, family learning through visits
<p>AP1 – Reading Fiction- The Strange Case of Dr. Jekyll and Mr Hyde.</p>	<p>In the first term of year 9, students will be introduced to a Pre 19th Century text; The Strange Case of Dr. Jekyll and Mr Hyde. Students will begin their GCSE preparation year by studying this challenging text in depth in the same way that they will approach the GCSE English Literature set texts in Y10 and Y11. Students will examine the social and historical context of the text and explore the way that social attitudes and conditions are presented by the author. Language, structure and character development across the text will be explored by students, encouraging them to become critical thinkers.</p> <p>Through the study of a Pre 19th Century text students will be able to:</p> <ul style="list-style-type: none">• Offer relevant evaluation of explicit and implicit ideas in a text and their effects on the reader.• Show an understanding of the writer’s methods through their comments.• Select and make relevant comments on appropriate textual references.• Offer a relevant response to the question (statement).	<p>A revision aid for the novel can be found at</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/english_literature/prosejekyllhyde/</p>

<p>AP2 - Reading non-fiction – Comparison</p>	<p>During this AP students will study a range of Pre 19th century texts and, write about the comparisons of a modern Pre 20th Century texts. This is in preparation for their GCSE language paper 2. Assessment in this AP will take the form of a comparison question, in line with the new English Language GCSE Paper 2 exam.</p> <p>Through producing fiction writing, using a range of short stories as stimuli, students will be able to:</p> <ul style="list-style-type: none"> • Offer a relevant comparison of explicit and implicit ideas and perspectives. You • Offer relevant comments on writers’ intended effects. • Make relevant references to both texts and make relevant comments about different explicit and implicit ideas and perspectives. • Show understanding of the perspectives / ideas / links between context / text or task. 	<p>Please encourage students to read for pleasure at home: good quality short stories and novels will develop good reading skills.</p> <p>A range of activities based on reading and writing skills can be found at: http://www.bbc.co.uk/bitesize/ks3/english/</p>
<p>AP3 - Exam preparation and Writing – Non-Fiction</p>	<p>During this half term, students will study the exam skills they will need to sit the mock exam for English Language Paper 1 and Paper 2. This will build on the skills that they have learnt in Y7, 8 and in the first term of Y9.</p> <p>Students will then move on to study a unit on world issues where they will create a series of writing pieces. There will be a differing focus’ throughout the unit including: How language is crafted by the author to create a range of effects, how structure with writing is an important part in the development of a story and how key</p>	<p>Please encourage your son/daughter to read for pleasure as regularly as possible. Springs Academy has an excellent Learning Resource Centre where novels aimed at a young audience can be regularly borrowed.</p> <p>Reading novels at a young age will develop a student’s literacy skills and thinking skills: an excellent preparation for their school career.</p> <p>Spelling and grammar will continue to be a focus for extended learning. Please ensure that your</p>

descriptive techniques create a compelling narrative. As well as how non-fiction writers use techniques to inform readers. Spelling, punctuation and grammar continue to be a focus and will be worth 20% of students' end of year grade.

Through the study of creating fiction and non-fiction writing, students will be able to:

- Create writing that is generally matched to audience and purpose.
- Show a conscious use of vocabulary which is clearly used for effect and use linguistic devices appropriately to express ideas.
- Use structural features effectively.
- Create writing that is engaging with a range of connected ideas.
- Write using paragraphing that is usually coherent with a range of discourse markers.
- Have a control over a range of punctuation.
- Use a variety of sentence forms.
- Create writing which shows an appropriate use of Standard English with control of agreement most of the time. Include generally accurate spelling of more complex words in their writing.

son/daughter practises spellings and learns key terms regularly.



AP4- Reading and Writing - Fiction through the Shakespearian play, Romeo and Juliet.

This unit of work is designed to build upon the reading and writing skills that students are taught in Y7 and Y8 and provide them with the necessary skills to prepare them for the more advanced study of a Shakespeare play in Year 10.

The chosen play, Romeo and Juliet, is an engaging, challenging text which will stretch students and enable them to develop and practise the higher level skills in summary, analysis and interpretation required to succeed at GCSE level. Students will also study the social and historical context of the play and consider the influence of this on the plot, themes and characterisation.

The students will also have an opportunity to be creative writers and use the play as a spring board to create their own creative writing pieces.

Through the study Romeo and Juliet, students will be able to:

- Create writing that is consistently matched to audience and purpose.
- Show an increasingly sophisticated use of vocabulary chosen for effect with a range of successful linguistic devices.
- Use structural features effectively.
- Create writing that is engaging with a range of clear, connected ideas.
- Use Paragraphing so that writing is coherent with integrated discourse markers.
- Show that they have control of a range of punctuation, mostly with success.
- Use a variety of sentence forms for effect.

Please encourage your son/daughter to read for pleasure as regularly as possible. Springs Academy has an excellent Learning Resource Centre where novels aimed at a young audience can be regularly borrowed.

Reading novels at a young age will develop a student's literacy skills and thinking skills: an excellent preparation for their school career.

Spelling and grammar will continue to be a focus for extended learning. Please ensure that your son/daughter practises spellings and learns key terms regularly.



	<ul style="list-style-type: none"> • Create writing which shows appropriate use of Standard English with control of agreement most of the time. • Include generally accurate spelling of more complex and irregular words. 	
<p>AP5- Reading – Fiction- Blood Brothers.</p>	<p>Continuing on the theme of fiction reading students will explore the context of Willy Russell’s work and gain an appreciation of how this influenced his writing. Throughout the half term, students will have opportunities to take part in reading, group discussion and role play activities which are intended to really bring the text to life. As they read the play students will also analyse language and structure in detail and will develop skills in evaluating the effect of these choices on the reader. The skills learnt during this half term will mirror the skills they need during Y10 an Y11 when sitting the modern text in their literature exam.</p> <p>Through the study of Blood Brothers, students will be able to:</p> <ul style="list-style-type: none"> • Show a developed understanding of a range of implicit information and ideas. • Attempt to offer a developed explanation of a range of appropriate evidence and references from different texts. • Attempt to use a wide range of subject terminology accurately. • Attempt to offer a developed explanation of the effects of language and / or structure. 	<p>http://www.bbc.co.uk/schools/gcsebitesize/english/literature/dramabloodbrothers/ Offers a great revision guide and video revision material.</p>



AP6- Exam Preparation

This term, students in Y9 will sit an exam which mirrors part of the English Language exam that they will sit in Y11. The teaching in this half term will prepare students thoroughly for this by consolidating their knowledge and understanding of how to interpret, summarise and analyse a range of non-fiction and fiction texts and also how to adapt their writing to suit a range of purposes and audiences.

Following the exam students will study a range of poetry based on the theme of Power and Conflict in order to prepare them for the poetry study that forms part of the GCSE English Literature exam. They will consolidate and develop their skills in analysis, evaluation, interpretation and comparison so that they become confident in these areas.

Assessment will take the form of a formal essay which will ask students to compare aspects of the poetry they have studied to a range of texts from other genres. This is a challenging and crucial skill for students at KS3 which will prepare them for success in both the English Language and Literature exams.

Please encourage your son/daughter to read a range of fiction and non-fiction texts including newspaper, web and magazine articles regularly so that they become familiar with these types of text.

Teachers have access to a range of KS3 exam past papers. Please encourage your son/daughter to borrow these in order to practise their exam skills at home.

A revision guide to many of the poems in the AQA Anthology (conflict section) can be found at:
http://www.bbc.co.uk/schools/gcsebitesize/english_literature/poetryconflict/

