



SUBJECT: ENGLISH

Year Group	YEAR 9					
Rationale	Students in Year 9 strengthen the reading, writing and communication skills which were introduced in Y7 and Y8. Students will read a range of fiction and non-fiction texts: prose, poetry and drama texts, both in extract form and in their entirety. Across the academic year, students will learn to write for a range of different purposes and are taught how to respond thoughtfully and critically to texts that they have read. By the end of Y9, pupils will have firmly laid the foundations needed for success at KS4.					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Understanding	<p>Reading: Pupils to read a challenging former GCSE text (for example, 'Of Mice & Men', 'To Kill a Mockingbird', 'Animal Farm') in preparation for the GCSE Component 1 fiction reading paper.</p> <p>Writing: Pupils to write a short story in timed conditions.</p>	<p>Reading: Ongoing reading of the former GCSE text with analysis using the GCSE fiction comprehension and inference skills.</p> <p>Reading: Fiction comprehension</p> <p>Speaking & Listening: Paired/group work presentation analysing a character and/or theme from the fiction text studied.</p>	<p>Reading: Pupils to read a variety of non-fiction texts in preparation for the GCSE Component 2 reading paper with an emphasis on tracking and developing detailed answers.</p> <p>Reading of a novel: teacher choice</p>	<p>Writing: Pupils to practice transactional (non-fiction) writing, focusing on reviews and speeches.</p> <p>Speaking & Listening: Solo speech for GCSE S&L assessment.</p>	<p>Reading: Pupils to read the war poetry from the GCSE anthology in preparation for their end of year exam (mid-June).</p> <p>Writing: Essay-style writing under timed conditions</p>	<p>Reading: Pupils to read their GCSE play: Blood Brothers. Emphasis on covering the plot, and focusing on three characters: Mrs Johnstone, Mrs Lyons and The Narrator.</p> <p>Reading: An overview of the GCSE Shakespeare play 'Macbeth'. Focusing on learning the plot and understanding the main characters.</p>
Skills and Understanding	<p>Reading: Locate & retrieve information; respond to the text using supporting evidence; analyse the writer's use of language; personal response; show awareness of how the historical context affects the text.</p> <p>Writing: Autobiographical voice, narrative voice & third person; narrative structure; sophisticated vocabulary; writing to timed conditions with a title; technical accuracy & fluency (VSSPS).</p>	<p>Reading: Locate & retrieve information; respond to the text using supporting evidence; analyse the writer's use of language; personal response; show awareness of how the historical context affects the text.</p> <p>Speaking & Listening: Speak clearly & confidently; Use Standard English accurately; adapt speech to a range of situations; structure speech well; justify ideas & answer questions with clarity.</p>	<p>Reading: Locate & retrieve information; respond to the text using supporting evidence; analyse the writer's use of language; show ability to compare & evaluate texts; show awareness of tone & structure.</p> <p>Reading of a class novel: analysis of character development; adding to vocabulary and understanding of more challenging texts</p>	<p>Writing: Demonstrate awareness of format, tone, purpose and audience; structure writing effectively; technical accuracy & fluency (VSSPS).</p> <p>Speaking & Listening: Speak clearly & confidently; Use Standard English accurately; adapt speech to a range of situations; structure speech well; justify ideas & answer questions with clarity.</p>	<p>Reading: Demonstrate a clear understanding of the topic and text with analysis and evaluation of the language & content; offer personal responses; explore the form & structure; show awareness of the genre and historical context & how they influence the text.</p> <p>Writing: Developing stamina for writing under timed conditions; structure and essay layout; analysis of poetry and use of connectives and discourse markers</p>	<p>Reading: Demonstrate a clear understanding of the plot and characters with analysis and evaluation of the language & content; offer personal responses; explore the form & structure; show awareness of the genre and historical context & how they influence the text.</p>



<p>Assess-ments</p>	<p>Reading (CORE): A fiction reading paper in the style of the GCSE Component 1 paper.</p> <p>Writing (CORE): A timed narrative using a choice of four-story titles (similar to the GCSE Component 1 paper).</p>	<p>Speaking & Listening: Teacher assessment, introducing pupils to GCSE criteria.</p> <p>Reading:</p>	<p>Reading (CORE): A non-fiction reading paper in the style of the GCSE Component 2 paper.</p>	<p>Writing: Teacher assessment of classwork of each of the different writing formats.</p> <p>Speaking & Listening (CORE): GCSE Speaking and Listening assessment using exam criteria.</p>	<p>Reading (CORE): End of year exam to be completed in the hall to create a GCSE-style experience. Work to be marked using the Component 1 mark scheme.</p>	<p>Reading: Teacher assessment of pupils' understanding of plot and main characters.</p>
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Writing Challenges will continue fortnightly until Easter as per the KS3 Curriculum.