

## Year 9 Long Term Planning 2018/19

**The core aims of the Key Stage 3 English Curriculum are to encourage learners to:**

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- develop competency in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- to embed core skills which will prove fundamental for GCSE study and beyond

**All schemes of learning are tailored to new GCSE specification requirements for English Language and English Literature. These are:**

- The study of a whole text by William Shakespeare
- The study of Pre-19<sup>th</sup> Century literature
- The study of unseen texts (both fiction and non-fiction)
- The study of a post-1914 prose or drama
- The study of Poetry across the ages
- The study of unseen non-fiction and media texts
- The study of unseen fiction texts
- Writing for genre, audience and purpose
- Written communication (Spelling, punctuation, grammar and register)

### **Promoting and Developing Literacy**

#### **Reading:**

- All learners will be expected to have their own reading book of suitable quality and age appropriateness every lesson. All lessons are to start with learners reading either their own book or reading provided by the teacher, which is then reflected upon using guided questioning.
- Learners will also have a 25 minutes 'Book Club' reading session on Wednesdays. This time can also be used for reading, discussion, review etc
- Students will be set home learning each week which asked them to complete an online reading log of their own book through the 'Biblinasium' system.

### **Writing and SPAG:**

- Every Monday, learners will complete a 200 word challenge. This is a piece of writing linked to a specific theme or topic shared by the teacher which encourages writing within a range of different forms. These pieces will be peer/self-assessed using the department '200 Word Challenge' proforma.
- Learners will be tested using 'Vernon' spellings system at 3 points throughout the year (September, January and April). These will determine each learner's personalized 'spelling group'. Weekly spelling lists will be set on Wednesdays and assessed the following Wednesday. This will form part of home learning.
- Half-termly SPAG test. In week 6/7 of each term learners will complete a SPAG test as a way of consolidating knowledge gained in literacy lessons.
- Friday 'DIRT' time should also enable learners to reflect upon key literacy errors.

### **Assessment:**

Each scheme of learning will conclude with a formal timed assessments focused on core reading or writing skills. The assessments and marking criteria will be modelled on GCSE frameworks and the school's data entry policies. Formative assessment will take place continuously with either written or verbal feedback **at least** once a week. Dedicated DIRT time on a Friday will allow for peer/self-assessment as well as live marking. **Please refer to department feedback templates.**



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Subject: English Year 9	<b>Reading Skills</b> English Language Paper 1 Section A Approaches to Unseen Fiction	<b>Introduction to Shakespeare – Macbeth</b> English Literature Paper 1 Section A	<b>Writing Skills</b> Exploring Different Genres/Audiences and Purposes English Language Paper 1 Section B and Paper 2 Section B	<b>Introduction to 19<sup>th</sup> Century Literature – Dr Jekyll and Mr Hyde</b> English Literature Paper 1 Section B	<b>Reading Skills</b> English Language Paper 2 Section A Approaches to Unseen Non-Fiction	<b>Introduction to Unseen Poetry English Literature</b> Paper 2 Section C
	<b>Key Curriculum Skills:</b> English Language Paper 1 Sections A  AO1-4	<b>Key Curriculum Skills:</b> English Literature Paper 1 Section A  AO1, 2, 3 & 4	<b>Key Curriculum Skills:</b> English Language Papers 1 and 2 Section B  AO5-6	<b>Key Curriculum Skills:</b> English Literature Paper 1 Sections B  AO1,2,3,4	<b>Key Curriculum Skills:</b> English Language Paper 2 Section A  AO1-4	<b>Key Curriculum Skills:</b> English Literature Paper 2 Section C  AO1, 2
	<b>Assessment:</b> English Language Paper 1 Section A  Questions 1-4	<b>Assessment:</b> English Literature Paper 1 Section A	<b>Assessment:</b> Choice of either describe/narrate or discuss	<b>Assessment:</b> English Literature Paper 1 Section B	<b>Assessment:</b> English Language Paper 1 Section A  Questions 1-4	<b>Assessment:</b> English Literature Paper 2 Section C
	<b>Literacy Focus:</b> Priority placed on core reading skills: <ul style="list-style-type: none"> <li>• Understanding</li> <li>• Comprehension</li> <li>• Interpretation</li> <li>• Analysis</li> <li>• Evaluation</li> </ul>	<b>Literacy Focus:</b> Priority placed on developing understanding of: <ul style="list-style-type: none"> <li>• Plot</li> <li>• Characters</li> <li>• Themes</li> <li>• Context</li> <li>• Performance</li> </ul>	<b>Literacy Focus:</b> Priority placed on core writing skills: <ul style="list-style-type: none"> <li>• Writing for genre/audience/purpose</li> <li>• Structure and Organisation</li> <li>• Grammatical structures</li> <li>• Tone</li> </ul>	<b>Literacy Focus:</b> Priority placed on developing understanding of: <ul style="list-style-type: none"> <li>• Plot</li> <li>• Characters</li> <li>• Themes</li> <li>• Context</li> </ul>	<b>Literacy Focus:</b> Priority placed on core reading skills: <ul style="list-style-type: none"> <li>• Understanding</li> <li>• Comprehension</li> <li>• Interpretation</li> <li>• Analysis</li> <li>• Evaluation</li> </ul>	<b>Literacy Focus:</b> Priority placed on skills of: <ul style="list-style-type: none"> <li>• Analysis</li> <li>• Interpretation</li> <li>• Evaluation</li> <li>• Comparison</li> </ul>

### Year 9- GCSE Language & Literature Assessment Objectives

GCSE English Language	Skill Intersections	GCSE English Literature
<p>AO1:  <ul style="list-style-type: none"> <li>• identify and interpret explicit and implicit information and ideas</li> <li>• select and synthesise evidence from different texts</li> </ul> </p> <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>AO4: Evaluate texts critically and support this with appropriate textual references</p> <p>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</p> <p>AO7: Demonstrate presentation skills in a formal setting</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations</p> <p>AO9: Use spoken Standard English effectively in speeches and presentations.</p>	<p><b>Reading &amp; understanding</b></p> <p><b>Interpreting explicit &amp; implicit ideas</b></p> <p><b>Select textual evidence to support interpretation</b></p> <p><b>Developing informed personal responses</b></p> <p><b>Developing critical style (applying contextual knowledge?)</b></p> <p><b><u>Analysis of Language, Structure &amp; Form</u></b></p> <p>a) <b>How are effects achieved?</b>  b) <b>How are meanings conveyed?</b></p> <p><b>Comparing ideas and perspectives/Exploring relationships between texts</b></p> <p><b>Synthesis</b></p> <p><b>Evaluation</b></p> <p><b>Literacy – use of vocabulary and grammar for clarity, purpose &amp; effect</b></p>	<p>AO1: Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> <li>• maintain a critical style and develop an informed personal response</li> <li>• use textual references, including quotations, to support and illustrate interpretations.</li> </ul> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>