

English

Year 9 Curriculum

ASPIRE – ENDEAVOUR - SUCCEED

Curriculum Aims

The overarching aim for English at David Nieper Academy is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Our English curriculum aims to ensure that all pupils:

- read easily, fluently and with good understanding at a level appropriate for their age
- develop the habit of reading widely and often
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions
- 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.

Threshold concepts

All of Year 8 threshold concepts and:

Reading

- Students will be able to read a range of multicultural and nineteenth century texts with reduced support.
- Students will be able to read extracts from older literary heritage texts with reduced support.
- Students will be able to identify the general purpose and audience of fiction and non-fiction texts and explain how texts are adapted to match this.
- Students will be able to use a range of strategies for deciphering unfamiliar vocabulary.
- Students will be able to make detailed inferences about character, setting and situation. They will be able to make detailed links to a text's context.
- Students will be able to explain how language and structural features present meaning in both prose and poetry.
- Students will be able to explain the effect of setting, plot and characterisation, and make comparisons across a text.

Writing

- Students will be able to adapt their writing to suit a range of narrative and non-narrative texts and range of audiences.
- Students will be able to use supporting ideas, examples and a range of language techniques to improve the quality of their writing.
- Students will be able to make changes to grammar, spelling, structure and vocabulary choices to improve how their writing reflects the audiences and purposes for which it was intended.
- Students will be able to use a variety of sentence types for specific effects.
- Students will be able to use accurate external and internal punctuation to demarcate sentences, including brackets, parenthetical commas and colons.

Speaking and Listening

- Students will be able to use standard English confidently in formal debates and structured discussions.
- Students will be able to improvise, rehearse and perform poetry and drama, maintaining a role through intonation and mood.

Subject knowledge (in order taught)

- How to explain how language, structure and context are used within prose and poetry.

- How to use a range of language techniques to improve the quality of their writing.
- How to edit and proof-read their own work to improve the quality of their writing.
- How to demarcate sentences accurately with consistent internal punctuation.
- How to explain the effect of setting, plot and characterisation, and make comparisons across a text.
- How to use a range of strategies to decipher unfamiliar vocabulary.
- How to make logical inferences about character, theme and setting.
- How to adapt their writing to suit a range of narrative and non-narrative texts.

Sequence of learning

Year 9 is split into discrete reading and writing units with opportunities for speaking and listening threaded through the year. However, as the year progresses, these skills are increasingly taught side-by-side in the units to develop students understanding of the inter-related nature of the reading and writing processes. From Christmas in Year 9, students also begin to study the key texts for GCSE English Literature.

- In term 1 students will focus on a combination of reading writing skills. They will study *Of Mice and Men* consolidating the full text analysis of Term 6 in Year 8. This is more challenging for students, not just through the complexity of the text, its themes and context, but also through an increasing expectation for students to study the text in unseen sections, developing the skills necessary for the unseen sections of both English Language and English Literature. Summative assessment focuses on reading and covers all of the assessment focuses.
- Term 2 builds on the writing skills developed in Term 5 of Year 8, but develops them further by asking students to adapt their writing style to include political and argumentative writing. Students will study rhetoric through extracts from *Animal Farm* and incorporate this into their own written work and spoken performances.
- Term 3 is the beginning of the transition into GCSE content and skill level. Students will study *An Inspector Calls*, focusing on plot, characters, setting and working with quotation. The focus is on working with complex texts from memory and accurate use of quotation to explore characterisation. English Language elements from Term 1 and 2 are revisited through a range of recreative tasks used to support understanding of the play. Upon completion of Act 1, students will complete the employability/careers project for Year 9. They will study the graphic design, printing and theatre promotion industries, exploring how *An Inspector Calls* has been interpreted, staged and marketed. In collaboration with local graphic designers and printers they will produce their own interpretation of the play and marketing materials including posters, programmes and promotional writing.
- Term 4 sees students begin to look at the GCSE poetry anthology with a focus on the heritage texts from *Love and Relationship* poetry. Students will study a range of 19th Century poetry from the anthology, concentrating on plot, character and theme. This term follows on from term 3 with an emphasis on working with texts from memory as well as incorporating substantial retrieval practice of Term 3 content.
- Term 5 re-visits *An Inspector Calls* in order to consolidate and develop students' understanding of the text. Teaching in this term emphasises discussion and interpretation of the whole text with a focus on context, audience reaction and writer's intentions. All literature AOs are assessed.
- Term 6 re-visits poetry with modern poetry from the *Love and Relationships* poetry cluster being taught. In this term there is a focus on developing links and connections between poems and comparison with the heritage content from Term 4. This further builds on the skills from terms 3-5 by requiring students to respond much more substantially to texts recalled from memory. All Literature AOs are assessed.

Cross-curricular knowledge

- Careers/employability project focusing on marketing, graphic design and printing in collaboration with local artists and companies.
- Understanding of the historical context from the Medieval era to contemporary society (21st Century).
- Exploration of a range of ethical and religious ideologies including: racism, terrorism, discrimination, gender stereotypes.
- SMSC & Fundamental British Values including: tolerance of other faiths, mutual respect, individual liberty and rule of law.

Curriculum links to careers

- Descriptive writing linked to journalism, marketing and entertainment sectors.
- Communication and presentation skills linked to advertisement and persuasion.
- Exposure to outside agencies during Enterprise Week including a range of local business, printing and journalism and David Nieper.

Procedural knowledge

- Analysis of effects of language and structure.
- Identification of language and structural devices.
- Retrieval of appropriate textual detail.
- Writing fluently and coherently for a range of purposes and audiences.
- To adapt writing, structure and style for different purposes and audiences.