

# English

**A mastery of English is the key to opening the doors of success**

Creating opportunities for students to develop a love of the English language lies at the heart of the English department. With a team of subject specialists, we work tirelessly to provide students with a range of exciting and challenging classroom activities and precisely selected texts linked to the expansion and consolidation of their reading, writing and speaking and listening skills and ultimately, the creation of critical and creative thinkers who collaborate and communicate effectively. We encourage students to reflect on the texts we read, make their own judgements and draw their own conclusions.

We are passionate about storytelling in all its forms and want our students to develop and share a similar passion and enthusiasm.

Our aim is to empower students to read critically, write fluently, analytically and creatively and speak effectively so they will have the necessary skills and abilities to succeed in an increasingly complex, ever-changing and competitive world.



Autumn		Spring		Summer	
Baseline assessments	Reality Bites!	Year 9 Examination (Exploring non-fiction texts)	Cries of the Soul	Modern Drama – Willy Russell	Outstanding Orators
The Short Story: pre-20 <sup>th</sup> century vs. modern	Exploring non-fiction texts mini-scheme	Exploring the Canon (novel)			Shakespeare's <i>Richard III</i> .

The Year 9 curriculum has been designed as a transition year between lower school and the study of more challenging GCSE texts in upper school. Students consolidate all of the English knowledge and skills they have acquired since starting their educational journey, in preparation for Years 10 and 11.

The curriculum is devised to further strengthen this core knowledge whilst introducing students to a broad range of fiction and non-fiction texts: many with similar features, structures and forms to those they will study at GCSE.

Homework is a tool used to build, develop and consolidate students' English skills as well as teaching them about organisation, responsibility and independent learning. It is set once weekly. Individual homework will be set by the class teacher and linked to the topic being covered. Spelling will form one aspect of the weekly homework will prepare students for the level of vocabulary required at GCSE level.

Homework is recorded in students' homework diaries; they are afforded time to record this during lessons. It can also be viewed on the Synergy mobile app and website.

Unit	Duration (lessons)	Learning Objectives/Outcomes
Baseline Assessments	2	Assessing students in reading (comprehension, understanding of vocabulary, inference skills), writing and general literacy skills to ascertain strengths and limitations at the beginning of the academic year.
The Short Story: pre-20 <sup>th</sup> century vs. modern	21	Objectives: <ul style="list-style-type: none"> <li>• read a wide range of short stories, including classic literature, fluently and with good understanding, and make connections across their reading</li> <li>• read in depth, critically and evaluative, so that they are able to discuss and explain their understanding and ideas</li> <li>• develop the habit of reading widely and often</li> <li>• appreciate the depth and power of the English literary heritage</li> <li>• write accurately, effectively and analytically about their reading, using Standard English</li> </ul>

		acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read
Reality Bites!	16	<p>Objectives:</p> <p>Write accurately, fluently, effectively and at length for pleasure and information through:</p> <p>writing for a wide range of purposes and audiences, including:</p> <ul style="list-style-type: none"> <li>• researching, processing and selecting appropriate information</li> <li>• applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</li> <li>• drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</li> </ul> <p>planning, drafting, editing and proof-reading through:</p> <ul style="list-style-type: none"> <li>• considering how their writing reflects the audiences and purposes for which it was intended</li> <li>• amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</li> </ul>
Exploring non-fiction texts	6	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• read a wide range of texts, fluently and with good understanding</li> <li>• read critically, and use knowledge gained from wide reading to inform and improve their own writing</li> <li>• write effectively and coherently using Standard English appropriately</li> <li>• use grammar correctly, punctuate and spell accurately</li> <li>• acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language</li> </ul>
Exploring the Canon	21	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• read a wide range of classic literature fluently and with good understanding, and make connections across their reading</li> <li>• read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas</li> </ul>

		<ul style="list-style-type: none"> <li>• develop the habit of reading widely and often</li> <li>• appreciate the depth and power of the English literary heritage</li> <li>• write accurately, effectively and analytically about their reading, using Standard English</li> <li>• acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read</li> </ul>
Cries from the Soul (Poetry)	16	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• read a wide range of classic literature fluently and with good understanding, and make connections across their reading</li> <li>• read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas</li> <li>• develop the habit of reading widely and often</li> <li>• appreciate the depth and power of the English literary heritage</li> <li>• write accurately, effectively and analytically about their reading, using Standard English</li> <li>• acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read</li> </ul>
Modern Drama – Through the Eyes of Willy Russell	22	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• read a wide of texts fluently and with good understanding</li> <li>• read critically, and use knowledge gained from wide reading to inform and improve their own writing</li> <li>• write effectively and coherently using Standard English appropriately</li> <li>• use grammar correctly, punctuate and spell accurately</li> <li>• acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language</li> </ul>
Outstanding Orators	6	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• speak clearly and convey ideas confidently using Standard English.</li> <li>• justify ideas with reasons</li> <li>• ask questions to check understanding</li> <li>• develop vocabulary and build knowledge</li> <li>• negotiate</li> <li>• evaluate and build on the ideas of others</li> <li>• select the appropriate register for effective</li> </ul>

		<p>communication.</p> <ul style="list-style-type: none"> <li>• give well-structured descriptions and explanations and develop understanding through speculating, hypothesising and exploring ideas</li> <li>• clarify their thinking as well as organise their ideas for writing</li> </ul> <p>analyse how writers craft perspectives and explore the methods used in the writing of rhetoric.</p>
Shakespeare's <i>Richard III</i>	18	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• read a wide range of classic literature fluently and with good understanding, and make connections across their reading</li> <li>• read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas</li> <li>• develop the habit of reading widely and often</li> <li>• explore plays as a form of writing</li> <li>• appreciate the depth and power of the English literary heritage</li> <li>• write accurately, effectively and analytically about their reading, using Standard English</li> <li>• acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.</li> </ul>
The Literacy Hour/Accelerated Reading	39	<p>Objectives:</p> <p>Consolidate and build on their knowledge of grammar and vocabulary through –</p> <ul style="list-style-type: none"> <li>• extending and applying grammatical knowledge</li> <li>• studying the effectiveness and impact of the grammatical features of the texts they read</li> <li>• drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects</li> <li>• using Standard English confidently in their own writing and speech</li> </ul> <p>Develop an appreciation and love of reading, and read increasingly challenging material independently through:</p> <ul style="list-style-type: none"> <li>• choosing and reading books independently for challenge, interest and enjoyment</li> <li>• re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons</li> </ul>



ALTHOUGH THERE ARE  
EXCUSES  
WE SHOULD  
RESPECT  
TO ALL

If you are asked  
a question, you  
have a duty to  
answer.



Time will  
pass...but will  
you?

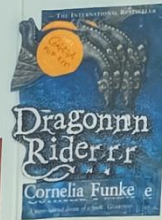
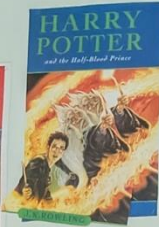
**Our Non-Negotiables**

- Integrity** - Honesty, Accountability, Fairness
- Ethics** - Respect, Responsibility, Compassion
- Quality** - Excellence, Attention to Detail
- Security** - Safety, Risk Management

Live to Learn! Learn to Live!

classwork

24<sup>th</sup> May, 2023



BE  
BE  
THA  
YOU  
BE

Classwork



A female teacher with long brown hair, wearing a white sleeveless top and light-colored trousers, stands on the right side of the whiteboard. She is pointing towards the projected image on the board. She has a lanyard with a badge around her neck and is wearing black sandals.

Several students in maroon school uniforms are seated at desks in the foreground, facing the whiteboard. They appear to be listening to the teacher. The desks are light-colored with blue metal frames and green plastic chairs.

What do you already know?      What do you need to do next?

BYRCHALL  
What do you already know?      What are you learning?