



Chellaston Academy

English	Year 9 Curriculum
<p>Intent</p> <p>We aim to deliver a year 9 English curriculum which is accessible to all students, irrespective of starting points, where students will thrive on their love of learning. Students will build further confidence and demonstrate an ability to critically evaluate the world around them through examining a range of literary and non-literary texts. We will provide opportunities for an enriched understanding and appreciation of our literary heritage and cultural diversity. This should lead to a respect for all through a deeper compassion and empathy with different identities. Through exposure to different texts, students will develop a critical mindset which will engender an appreciation of the wider world and learning outside of English.</p>	
<p>Implementation</p> <p>We want to develop independent learners; students will discover how to establish a personal line of enquiry and how to equip themselves with the skills which build resilience. We will give students the opportunity to work on their own, in pairs and in groups. We expect students to continue to facilitate the learning of others by contributing to class discussions, group tasks and work in a productive and ambitious manner. We will provide structure and frameworks to support students in their development as readers and writers, ensuring learning is differentiated to enable all students to make excellent progress. Clear and precise communication skills are important to us and will become more refined as students grow in confidence. We will use agreed pedagogy to help students craft their responses to texts and become fluent readers. All learners will have access to quality first teaching which adopts a consistent approach to lesson delivery and utilises common resources. Students will be given home learning activities to promote supported self-study. Long term memory will be further developed through retrieval practice and knowledge organisers.</p>	
<p>Impact</p> <p>A strong grasp of English will enable students to succeed in later life and we envisage them having a thorough understanding of how the curriculum links to potential future careers. We will enable our students to be the best versions of themselves through understanding and appreciating differences in others. Regular assessments will take place in Year 9 to check on students' progress. These will identify where students are experiencing success and where the curriculum may need to be adjusted. Students will move into Key Stage 4 as confident readers and writers who have made good progress towards the beginning of their GCSE journey.</p>	
<p>Links to prior learning</p> <p>The year 9 curriculum builds on the skills learned in Y8 English by further consolidating and reinforcing the understanding of words, sentences, and text level grammatical features. Linking ideas across paragraphs using a wider range of cohesive devices and grammatical connections. Students will continue to extend their use of punctuation to develop a more sophisticated writing structure. Students will also further develop their ability to accurately infer and to source quotations from a text to support the critical inferences that they have made.</p>	
<p>Links to future learning</p> <p>The Year 9 Curriculum directly addresses key concepts/ideas/historical viewpoints that are prevalent in the Key Stage Four texts. Students will cover initial ideas surrounding themes such as conflict, identify, love, the differences between cultures and social class differences. Understanding of themes will be secured by the end of the Key Stage 3 curriculum in readiness for Year 10, where learners will be encouraged to consider more abstract, critical and detailed viewpoints of the broad themes which are addressed in Key Stage 3.</p>	
<p>Links to other subjects and the wider curriculum</p> <p>The Year 9 curriculum links to other subjects through developing a broad awareness and understanding of the wider curriculum. Development of literacy will support the study of other text-based subjects. Study of historical novels and world texts will support an understanding of chronology and appreciation of different countries and cultures. We will build on written skills and oracy through all schemes of work and encourage students to critically question and interpret information available to them.</p>	



Topics

<p><u>Autumn 1 – Grammar for Writing</u></p> <p>Reading Inference - to craft and expand on independent ideas. Writer's intent - how writers craft language for intended impact. Context and background - identify language use and how this represents the writer's deliberate choices. Structure - To comprehend how and why ideas are put in certain orders to create meaning.</p> <p>Learning content: Students will build on writing skills which have been developed throughout years 7 and 8 in order to become more critical and thoughtful. Writing should be consciously crafted throughout and grammatically accurate as students make use of sentence variations and authorial methods. The scheme employs a 'slow write' approach to allow students to ensure that their writing is purposeful and exact, thus allowing progress to be seen from the beginning of KS3 to end.</p>		<p>Writing Accuracy in SPaG - Using clauses, conjunctions, participle phrases, prepositional phrases, colons, dashes, semi colons. Lexical choices - Using verbs, nouns, adjectives, and adverbs to create impact and opinion. Sentence and vocab variation - Using specified punctuation, relative clauses, prepositional phrases, and fragments to create effective discursive writing. Using punctuation and grammar to craft both discursive and narrative writing.</p>	<p>Home Learning</p> <p>Nando's grid</p> <p>SPaG tasks</p> <p>Independent reading</p>							
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<p><u>Autumn 2 - Women at War (Poetry)</u></p> <p>Reading Inference - to craft and elaborate on ideas. Academic verb use - to develop accurate use of academic verbs. Annotation - to focus on precise and well-chosen annotations. Structure - To analyse form, rhythm, style, voice, and context.</p>		<p>Writing Identify and use writer's technique. Identify verbs used for anaphora or to develop sense, character, or imagery. Analytical paragraph - using academic verbs accurately.</p>	<p>Home Learning</p> <p>Nando's homework grid</p> <p>Independent research on notable poets and their work</p> <p>Independent reading</p> <p>Technique activities</p>							



Learning Content:
 Students are exposed to a wide variety of poetry based around the theme of women. In Year 9, students will be investigating the theory of feminism and exploring the variety of lenses that women are seen through in literature. They will use the poetry scheme to enhance their reading skills, ensuring that accurate inferences are made and to critically analyse poetry. There is an expectation that students compare the poems within this scheme in readiness for GCSE Poetry.

Assessment

Warm	Poetry comparison question RE: Lit exam (planned and modelled as class)
Hot	Poetry comparison question RE: Lit exam (independent)

Wider curriculum

<p>Literacy Reading/writing skills Understanding form and structure Understanding implicit and explicit ideas</p>	<p>Numeracy Counting beats and syllables Word frequency Surveys Venn diagrams Tables</p>	<p>British Values Respect Integrity Appreciation for others' viewpoints</p>	<p>Employability Research skills Critical thinking and application Information retrieval Knowledge application</p>
<p>SMSC Explore different beliefs and experiences Reflecting Appreciate diverse viewpoints</p>	<p>Cultural Capital Exposure to different races and cultures from around the world Appreciating cultural influences</p>	<p>Character Education Understanding Confidence (oracy) Developing critical opinion Exploring emotional reaction to language Mutual respect</p>	<p>Personal Development Literary awareness Empathy Growth mindset Resilience Challenging the opinions of others</p>

Spring 1 - The Changing Female Perspective (19th Century Writing)

Reading

Understanding - have a critical perspective of feminism.
 Inferences - to question the deeper of a text.
 Context - to scrutinise changing gender roles in society.
 Intertextuality - recognise and analyse links between texts.

Writing

Descriptive writing - use participle phrases to create action sequences; use compound sentences to create contrast; use the passive voice to create suspense; use simple sentences to create narrative hooks and suspense; use nouns to create description.

Home Learning

Reading list.
 Nando's homework grid.
 Writing tasks.
 Opportunity for DIRT

Learning Content:

Students will be exposed to a variety of 19th century literature texts in order to embed contextual knowledge from previous learning in year 7 and 8. This is to prepare for GCSE texts which are from the 19th century. Students will be encouraged to think critically and consider the way in which women have been presented while applying their contextual knowledge in order to explain this.



Assessment:			
Warm	Descriptive writing with stimulus – Modelled and planned together as a class		
Hot	Descriptive Writing with stimulus - Independent		
Wider curriculum			
Literacy Crafting writing Reading for stimulus Using vocabulary effectively Grammar and spelling	Numeracy Planning tables Graphs and charts Word/theme frequency	British Values Respecting the individual liberty of others Tolerance Understanding developments in democracy	Employability Understanding equality Critical thinking and application Perseverance Questioning
SMSC Being creative and imaginative Respecting differences Developing own voice	Cultural Capital Deeper knowledge of gender Historical changes Key literature Notable characters and authors	Character Education Engagement Wider thinking Debating Applying issues to real life scenarios	Personal Development Confidence Respect for others Listening actively Time management Decision making



Spring 2 - Shakespeare's Women

Reading

Inferences - to question the deeper of authorial methods within a text.

Context - to challenge and evaluate stereotypical views within a text.

Writer's intentions and impact -Begin to critically evaluate how a writer crafts language for intended impact.

Writing

Transactional skills -

Planning analytical paragraphs

Home Learning

Language development - vocabulary.

Nando's homework grid.

Learning Content:

Students will be exposed to a variety of Shakespeare texts such as play extracts, poems, and sonnets in order to evaluate the female characters who are present.

Students will be encouraged to think critically about writer's intent and methods as well as to use their contextual knowledge to make inferences regarding audience or reader reactions to these representations of femininity.

Assessment:

Warm	Language question – Planned and modelled as a class
Hot	Language question - Independent

Wider curriculum

Literacy	Numeracy	British Values	Employability
Reading/writing skills Exposure to high level fiction Deeper understanding of Shakespearean English	Freytag's pyramid Tension graph Probability Venn diagram Statistics	Integrity Understanding different beliefs and cultures Tolerance	Critical thinking Effectively working with others Responding to feedback Research skills
SMSC	Cultural Capital	Character Education	Personal Development
Recognising right and wrong Investigating moral issues Appreciating differences	Understanding cultures from around the world Oppression and colonialism Contextual and historical gender expectations Challenging expectations	Morality Showing compassion and empathy for others Reflecting Moral judgement Real life application	Literary awareness Empathy Debate Autonomy Reasoning



Summer 1 & 2– An Inspector Calls and Exam Preparation

Reading

Understanding - to have a critical perspective of society.
 Context - to understand the differences between a modern and contemporary era and their importance.
 Inference - to craft and elaborate on critical ideas and deeper meaning.
 Structure - to acknowledge and comment on the impact of Acts and content.
 Academic Verbs - to accurately use
 Academic Verb- to develop analysis.

Writing

Identify and use writer's methods -
 Using punctuation and grammar to craft both discursive and creative writing. Using a range of sentences with multiple extended clauses and phrases.
 Analytical paragraph - using accurate and appropriate academic verbs.
 Using participle phrases to develop analysis.

Home Learning

Research projects
 DIRT opportunity
 Creative writing opportunity
 Reading list of wider reading.

Learning Content:

This unit is the beginning of students' GCSE literature study as they begin to engage with their assessment text. Students are given the opportunity to hone both Reading and Writing skills which have culminated over the whole of KS3 in readiness for their end of KS3 assessments as well as their GCSE learning in KS4.

Assessment - As it is the end of the Key Stage for these students, their final exams will be sat formally, and papers will emulate the GCSE style.

Warm	Descriptive writing - planned and modelled as a class. Literature Question - planned and modelled in class.
Hot	Descriptive writing - independently completed. Literature Question - independently completed.

Wider curriculum

Literacy	Numeracy	British Values	Employability
Reading strategies Critical thinking Reading different forms Higher level texts	Page, scene, act references Plot graph Surveys Percentages	Understanding laws Democracy Individual liberty Understanding societal systems Justice	Critical thinking Time management Understanding personal and social responsibility Adopting new skills Questioning
SMSC	Cultural Capital	Character Education	Personal Development
Questioning morality Challenging attitudes Investigating ethical issues Considering punishment and justice	British history Political viewpoints Understanding writer's message Exposure to notable literary texts in different formats	Ethical values Moral judgement Analysis Access to a challenging curriculum Desire to be a good person	Confidence (oracy) Respect for others in the community Rationality Questioning motives Concentration