

Half term	Theme/topic	What students will learn	Key summative assessments	How you can support them at home
1 and 2	Modern novel study: Woman in Black or Of Mice and Men	<p>Students will read the novel in entirety and discuss main themes and effects that come through. We look for symbolism and motifs.</p> <p>Language Focus: revising and practising creative writing methods Lit Focus: analyse writers' use of language and structure to create atmosphere and effect</p>	<p>Main assessed outcome:</p> <p>Reading: How is tension created in this extract?</p>	<ul style="list-style-type: none"> • Talk to them about their work in class. • Keep an eye on the home learning set on SatchelOne. • Ensure they have a reading book and are completing the reading record book regularly. • Do they have a quiet space to work that will allow them to focus? • Look out for the English Newsletter which has more detail on for each specific unit. <p>Reading for pleasure is a vital part of developing a student's vocabulary and confidence in reading texts. We will be reading a class reader and encouraging students to have their own reading book at home. You could discuss books and reading with them.</p>
2 and 3	Non-Fiction and literary non-fiction: Travel writing	<p>Students will explore a range of travel writing texts both written and televised. We will discuss point of view, sarcasm, perspective, purpose, bias and effect on reader.</p> <p>Non-Fiction: Travel writing Language focus on: creation of tone, range of techniques, accuracy of SpAG, writing for purpose. Spellings for the term – see separate sheet</p>	<p>Main assessed outcome:</p> <p>Writing: Travel writing based on own experience.</p>	<p>Watch out for travel writing texts/article or programme at home. Watch them or read them together. Consider if it has a specific purpose or viewpoint being presented.</p> <p>Literacy Each week the students will be re-capping and revising core SPAG elements from both the KS2 and KS3 curriculum. We will also set quizzes on SatchelOne based on the literacy covered in class. You could discuss what the focus of the week is with them and ask them to explain the grammar rule or punctuation use being revised that week.</p> <p>Spellings: Each week your child will be issued with new spellings to learn. The spellings may be from the year 9 spelling list or linked the novel being studied.</p>

3 and 4	<p>War poetry through the ages</p>	<p>Literature focus: poetry</p> <p>Students study a range of war poetry (does not have to be limited to WWI/WWII) in preparation for a comparative poetry essay.</p> <p>Skills include: – critical style which develops response with textual reference – analyse writers’ use of structure and form to create meaning/effect</p> <p>Spellings for the term – see separate sheet</p>	<p>Main assessed outcome:</p> <p>Reading: Essay ‘how is the effect of war presented in the two poems?’</p>	<p>Students will be issued a ‘War poetry’ knowledge organiser via SatchelOne and n class. Each week, students will be expected to complete a memory recall exercise from the Knowledge Organiser as directed by their class teacher.</p> <p>Literacy Each week the students will be re-capping and revising core SPAG elements from both the KS2 and KS3 curriculum. We will also set quizzes on SatchelOne based on the literacy covered in class. You could discuss what the focus of the week is with them and ask them to explain the grammar rule or punctuation use being revised that week.</p> <p>Spellings: Each week your child will be issued with new spellings to learn. The spellings may be from the year 9 spelling list or linked the novel being studied.</p>
5	<p>Year 9 exam preparation</p>	<p>Language focus: exam skills and literary reading</p> <p>Students revise skills from term 1 for literary reading and narrative writing approaches.</p> <p>Students will experience exam conditions and prepare them for the mocks in year 10.</p> <p>Spellings for the term – see separate sheet</p>	<p>Main assessed outcome:</p> <p>Reading: Comprehension questions based on extracts.</p> <p>Writing: Creative writing based on an image or title</p>	<p>We will provide your child with a revision booklet and tasks that they will use at home. Reassure them that this is just practise in an exam hall and will not determine the sets for next year.</p> <p>Literacy Each week the students will be re-capping and revising core SPAG elements from both the KS2 and KS3 curriculum. We will also set quizzes on SatchelOne based on the literacy covered in class. You could discuss what the focus of the week is with them and ask them to explain the grammar rule or punctuation use being revised that week.</p> <p>Spellings: Each week your child will be issued with new spellings to learn. The spellings may be from the year 9 spelling list or linked the novel being studied.</p>

	<p>Spoken language study</p>	<p>Current Affairs and Speaking and Listening</p> <p>Students analyse a range of persuasive and emotive speeches in order to understand how they are constructed effectively. Introduce 19th century texts in preparation for GCSE.</p> <p>This will also be formally presented to count towards their GCSE Spoken Language study.</p> <p>Spellings for the term – see separate sheet</p>	<p>Main assessed outcomes:</p> <p>Written: Speech</p> <p>Oral: speech presentation</p>	<p>We encourage all parents and carers to help their young person by listening to their speeches and offering feedback and advice about how to improve. Students may also need support with the research element of this project, finding details to evidence their argument.</p> <p>Literacy Each week the students will be re-capping and revising core SPAG elements from both the KS2 and KS3 curriculum. We will also set quizzes on SatchelOne based on the literacy covered in class. You could discuss what the focus of the week is with them and ask them to explain the grammar rule or punctuation use being revised that week.</p> <p>Spellings: Each week your child will be issued with new spellings to learn. The spellings may be from the year 9 spelling list or linked the novel being studied.</p>
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We encourage all parents and carers to help their young person build the necessary skills required for the more taxing curriculum in KS3. Here are a few ways you can assist your young person at home:

1. Help them with the memorisation of the key material on the knowledge organisers if there is one for that unit. Quiz them at home and encourage your young person to self-quiz.
2. Look at the spelling and grammar homework set for the week. Quiz them at home follow simple strategies such as ‘look, cover, say, write’ or writing sentences with the spelling words in. Help them spot the grammar learned for the week in writing around the home or in everyday items such a newspapers, magazines or adverts.

What is my child studying in English? Basic information for Year 9

3. Read through your young person's English exercise book. Ask them questions about the work so they re-cap and re-call work covered in class. If you identify gaps in knowledge or uncertainty then use the knowledge organiser to help. If any spelling or grammar errors are identified within their work, you could ask your young person to correct it and help them to learn it correctly.
4. All students in years 7, 8 and 9 are encouraged to have a personal reading book to read in tutor time and at home. They will also have a reading record book to complete if it in years 7 or 8. Sit and read with them. Ask questions about the plot, main character and setting. If they are studying a novel in English they will be given a copy of the novel to read at home too if they wish. Ask them to read this to you too. We shall be sending home bookmarks with questions you could ask them as they read.
5. Read lists will be sent out regularly to encourage reading and discussion about books.