

SUBJECT: English

YEAR: 9

HEAD OF DEPARTMENT: Mrs H Duncan

PROGRESS LEADER (KS3): Allison Philp

GROUPING POLICY: Students are set according to level in groups of similar ability based on their performance during Year 8.

COURSE CONTENT

In Year 9, students will study a range of topics including the gothic genre of fiction and an in depth study of an author of this type of text. Students will also study an entire Shakespeare play. Love poetry will form an additional area of learning during Year 9 as well as study of poetry and prose centring on war and conflict. During the latter part of Year 9, students will undertake study of a text in preparation for their forthcoming GCSE course.

What will homework look like?

Each unit will have a compulsory corresponding Extended Learning Project which will encourage wider reading and independent study. The time given to complete these projects accounts for one of the two homework activities students are expected to undertake each week for English. The other homework task will be set each week by their teacher and will consolidate skills they have worked on in class.

What enrichment opportunities are available?

- Wider reading is encouraged through homework and through a Reading Club based in the Learning Resource Centre.
- Competitions are organised both within the department and on a wider basis

ASSESSMENT

How will my child's work be assessed?

Teachers will colour code feedback for areas of strength and for errors and development points. When giving assessment feedback, teachers will use WWW (what went well) and EBI (even better if) so that students have a clear indication of how to improve their work.

English work is further assessed using a national strategy called Assessing Pupil Progress which breaks English down into core skills for the areas of reading, writing and speaking and listening. In order that we can see that skills are embedded and transferable, teachers make judgements based on a body of work rather than on single pieces in order that a level judgement is secure.

During Year 9, assessment will begin to relate progress in levels to performance at GCSE. Thus, students will develop greater familiarity with the requirements of this level of study.

ADDITIONAL INFORMATION

How can I support my child in this subject?

Speaking and Listening:

- Encourage them to talk clearly and at length about their ideas
- Listen to and talk about things that are not immediately familiar, such as items on the news
- Play memory games, taking turns to answer questions about a story or film they've listened to
- Encourage them to take on specific roles in their social life, for example, in a sports team or after school club

Reading:

- Help them think about the writer behind the text, for example:
 - Why did they choose the language they did?
 - Why did they organise the text in that way?
 - What effect did they hope to have on the reader?
- When looking for information in print or on screen, encourage them to scan ahead and think about how helpful the text is, whether it is a biased or reliable source
- When they talk about their reading encourage them to refer to evidence in the text to support their views
- Get them to share their opinions in different ways, for example, blogging, social networking site contributions

Writing:

- Ask them to tell you what are the best features of their writing
- Discuss possible improvements, for example, how to include more detail, vary the pace of a story or rephrase a sentence
- Help them to use their reading to support them as writers, for example, ask them to look at how a writer they like uses varied sentences or organises paragraphs