

<b>SUBJECT:</b>	<b>ENGLISH</b>	<b>YEAR GROUP:</b>	<b>9</b>
<b>PURPOSE OF STUDY</b>			
<p>English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.</p>			
<b>THE NATIONAL CURRICULUM FOR ENGLISH AIMS TO ENSURE THAT ALL PUPILS:</b>		<b>NATIONAL CURRICULUM LINKS</b>	
<p>The overarching aim for English in the national curriculum 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. The national curriculum for English aims to ensure that all pupils: <input type="checkbox"/> read easily, fluently and with good understanding <input type="checkbox"/> develop the habit of reading widely and often, for both pleasure and information <input type="checkbox"/> acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language <input type="checkbox"/> appreciate our rich and varied literary heritage <input type="checkbox"/> write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences <input type="checkbox"/> use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas <input type="checkbox"/> are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</p>		<p>Cross curricular links:</p> <p>History: Exploring the context in which texts were written; Exploring the historical differences; Comparing texts to modern day; Understanding the influence of key historical events; Exploring the influence of political beliefs</p> <p>R.E: Exploring the religious context in which texts were written; Comparing religious beliefs to current beliefs</p> <p>Drama: Using scripts; Performing plays; Exploring the use and purpose of stage directions</p> <p>Geography: Exploring the effects of different climates; Looking at other places around the world</p> <p>Science: Food chain</p> <p>RSHE: Relationships; Power; Hierarchy of needs; Sexual encounters</p> <p>Citizenship: Democracy; Socialism; Capitalism; Debate</p>	

<b>TOPICS COVERED:</b>	
<ul style="list-style-type: none"> <li>• Lord of the Flies</li> <li>• An inspector Calls</li> <li>• Macbeth</li> </ul>	
<b>INTENT OF SUBJECT:</b>	
<p>English in year 9 will build on the skills that pupils have learnt through their previous school years and aims to further encourage a love of reading through the exploration of a range of texts from a variety of time periods. It will aim to embed a greater understanding of the purpose of a piece of writing by broadening their knowledge of audience and context and help them to gain the skills required to read critically. Additionally, pupils will be taught to write accurately, fluently, effectively and at length for pleasure and information through deepening their understanding of the skills required to write for a wide range of purposes and audiences, and apply their growing knowledge of vocabulary, grammar and structure. It will also give them confidence to use spoken English effectively and for a range of formal and informal contexts. Ultimately this study will equip them with the skills required to access qualifications at KS4 and beyond, as well as providing them with the skills and knowledge they will need to be successful in later life.</p>	
<b>SKILLS OVERVIEW BY HALF TERM:</b>	
<b>AUTUMN ONE</b>	<b>AUTUMN TWO</b>
<ul style="list-style-type: none"> <li>– To develop skills in inferring meaning from a text</li> <li>– To be able to select and use appropriate textual references to support inference</li> <li>– To know and use subject specific terminology accurately</li> <li>– To know how the writer creates suspense/ tension (various effects) through use of language and structure</li> <li>– To evaluate a statement based on the text</li> <li>– To use writing skills to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>– To organise writing by using structural and grammatical features</li> <li>– To Use a range of vocabulary</li> <li>– To use a range of sentence structures</li> <li>– To use accurate spelling and punctuation</li> <li>– Demonstrate presentation skills</li> <li>– Listen and respond appropriately to spoken language</li> <li>– Use spoken standard English</li> </ul>	

<b>SPRING ONE</b>	<b>SPRING TWO</b>
<ul style="list-style-type: none"> <li>– To comment on the writer’s use of devices and the effect they have on readers (language, structure, themes and ideas)</li> <li>– To develop skills in inferring meaning from a text</li> <li>– To be able to select and use appropriate textual references to support inference</li> <li>– To apply subject specific terminology when discussing the text</li> <li>– To be able to make contextual links (historical/ religious/ social)</li> <li>– To read, understand and respond to texts</li> <li>– To develop an informed personal response</li> <li>– To use textual references to support response</li> <li>– To use a range of vocabulary</li> <li>– To use a range of sentence structures</li> <li>– To use accurate spelling and punctuation</li> <li>– Demonstrate presentation skills</li> <li>– Listen and respond appropriately to spoken language</li> <li>– Use spoken standard English</li> </ul>	
<b>SUMMER ONE</b>	<b>SUMMER TWO</b>
<ul style="list-style-type: none"> <li>– To comment on the writer’s use of devices and the effect they have on readers (language, structure, themes and ideas)</li> <li>– To apply subject specific terminology when discussing the text</li> <li>– To be able to make contextual links (historical/ religious/ social)</li> <li>– To read, understand and respond to texts</li> <li>– To develop an informed personal response</li> <li>– To use textual references to support response</li> <li>– To use a range of vocabulary</li> <li>– To use a range of sentence structures</li> <li>– To use accurate spelling and punctuation</li> <li>– Demonstrate presentation skills</li> <li>– Listen and respond appropriately to spoken language</li> <li>– Use spoken standard English</li> </ul>	