

What are the aims and intentions of this curriculum?

The aim of our Year 9 Curriculum is to prepare students for GCSE English Language and English Literature with a foundation year that covers core skills from the GCSE specifications and aids students working towards their Levels 1 and 2 Functional Skills Qualification in English. There is an inclusion of BAME texts to reflect cultural diversity of our learners and their common experiences; this also aims at promoting influential literary writers from BAME backgrounds.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	Level 1 Functional Skills Preparation – Reading Component	<ul style="list-style-type: none"> • Fact and Opinion • Making Inferences • Comparing and Contrasting • Textual Features (index, glossaries, menus, subheadings, paragraphs, • Structural Features • Purpose of Texts (inform, persuade, advise) • Styles of Writing • Punctuation to aid understanding 	<ul style="list-style-type: none"> • Making Inferences • Comparing and contrasting • Understanding Purpose, Audience and Format • Language/key word analysis • Formal, Informal Text • Punctuations for Effect <p>PSHE/RSE LINK:</p> <ul style="list-style-type: none"> • Discuss how we use the different forms of writing to interact with others. • Discuss the importance of selecting meals with good health benefits from menus. <p>Career/Enrichment</p> <ul style="list-style-type: none"> • Exploring texts including different languages with different cultural perspectives for European Day of Languages 	Functional Skills Level 1 Trial Paper – Reading Component

			<ul style="list-style-type: none"> • Multilingual related jobs will be explored. • European Day of Languages competition 	
Autumn 2	Level 1 Functional Skills Preparation – Writing Component	<ul style="list-style-type: none"> • Writing for word limits • Writing formats – emails, letters, webpages, notices • Bias in writing • Informal vs Formal Language • SPAG focus • Range of Punctuation • Tenses • Subject- Verb Agreement • Paragraphing skills • Using complex sentences 	<ul style="list-style-type: none"> • Technical accuracy • Using language for effect • Using a range of sentence types for effect <p>Paragraphing skills</p> <p>Career Link:</p> <ul style="list-style-type: none"> • Emails and letters will be used to explore the job application process. • Students will explore the National Careers Service website for jobs to apply for via email and letter, as a supplementary activity. 	Functional Skills Level 1 Trial Paper – Writing Component
Spring 1	Understanding Different Cultures: An Introduction to GCSE English Literature Poetry Anthology BAME	<ul style="list-style-type: none"> • Context • Themes • Plot/Narrative • Character • Structure • Structural Features • Poetry • Form 	<ul style="list-style-type: none"> • Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. • Analyse ways in which meanings are shaped in literary texts. 	Character/Theme Question (GCSE English Literature Question)

		<ul style="list-style-type: none"> • Language • Writer’s Intention • Interpretation • Reader’s Response 	<ul style="list-style-type: none"> • Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. • Explore connections across literary texts. • Explore literary texts informed by different interpretations. <p>Career/Enrichment:</p> <ul style="list-style-type: none"> • Reading competition for World Book Day • Poster Competition for World Book Day 	
<p>Spring 2</p>	<p>Speaking and Listening: Presentation and Discussion</p> <p>Exploring 21ST Century Prose – Boy in The Striped Pajamas</p>	<ul style="list-style-type: none"> • Purpose • Tone • Clarity • Clear diction • Listening • Understanding • Organization 	<ul style="list-style-type: none"> • Make requests • Respond to questions • Express opinions, support them with evidence • Use appropriate phrases to make contribution • Engage in Turn taking • Ask pertinent questions to obtain information <p>PSHE/RSE Link:</p> <ul style="list-style-type: none"> • Share views on the idea of family and friendship. 	<p>Speaking and Listening Recorded Exercises</p> <p>Analysis, Presentations and Book reports</p>

			<ul style="list-style-type: none"> • Share views on the theme of Nationalism. • Discuss the importance of having boundaries. 	
<p>Summer 1</p>	<p>Introduction to GCSE English Language: Explorations in Creative Reading</p>	<ul style="list-style-type: none"> • Literary Techniques • Writer’s Craft • Writer’s Ideas • Evaluate • Analyze • Understand • Language • Structure 	<ul style="list-style-type: none"> • Identify and Interpret Explicit Information and Ideas • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. • Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts. • Evaluate texts critically and support this with appropriate textual references. • Reading a literature fiction text in order to consider how writers use narrative 	<p>Question 1-3 GCSE English Language Paper 1</p>

			and descriptive techniques to capture the interest of readers	
Summer 2	An Introduction to Creative Writing	<ul style="list-style-type: none"> • Structure • Language • Analyse • Writer's Methods • Descriptive Techniques • Narrative Techniques 	<ul style="list-style-type: none"> • Producing clear and coherent texts • Writing effectively for different purposes and audiences: • Maintaining coherence and consistency across a text • Using language creatively, imaginatively and persuasively, including rhetorical devices <p>Career Link:</p> <ul style="list-style-type: none"> • Various jobs in creative writing will be explored. • Workshop where a creative writer presents on a piece of work. 	<p>Creative Writing anthologies and portfolios</p> <p>Question 5 English Language Paper 1</p> <p>writing their own creative text to demonstrate their narrative and descriptive skills</p>