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English Department

Key Stage 4

Scheme of Work

Year 9



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Long Term Plan

September 2016 – July 2017

Autumn Content Overview

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|  | **HALF TERM 1** | **HALF TERM 2** |
| **AUTUMN**  **Long Term Plan**  **September 2016 – July 2017** | **WRITING**   * Writing to Persuade   **READING**   * 19th Century Novel * Identify and interpret explicit and implicit information (from fiction extracts). * Explain, comment on and analyse how writers use language to achieve effects (from fiction extracts) | **WRITING**   * Writing to Argue   **READING**   * 19th century Novel * Explain, comment on and analyse how writer’s use structure to achieve effects (Fiction extracts) * Evaluate texts critically with appropriate textual references (fiction extracts) |
| **COHESIVE**  **ASSESSMENT**  **(To be moderated)** | **Writing to Persuade**  **(See Year 9 Assessment document in Shared Area)** | **Extract and whole novel question on 19th Century Novel**  (Teacher set) |

Spring Content Overview

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|  | **HALF TERM 1** | **HALF TERM 2** |
| **SPRING**  **Long Term Plan**  **September 2016– July 2017** | **WRITING**  Writing to Describe  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **READING**   * A Modern Text * **Fiction Extracts** * Identify and interpret explicit and implicit information (from fiction extracts). * Explain, comment on and analyse how writers use language to achieve effects (from fiction extracts) | **WRITING**  Narrative writing  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **READING**   * A modern Text * Fiction Extracts * Explain, comment on and analyse language and structure (non – fiction) * Evaluate texts critically with appropriate textual references (fiction extracts) |
| **COHESIVE**  **ASSESSMENT**  **(To be moderated)** | Writing to Describe  **(See Year 9 Assessment document in Shared Area)** | Extract and whole text question Modern Novel  (Teacher set) |

Summer Content Overview

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|  | **HALF TERM 1** | **HALF TERM 2** |
| **SUMMER**  **Long Term Plan**  **Sept 2016 - July 2017**  **September 2015 – July 2016** | **WRITING**  **Expressing Viewpoint (Writing to Comment / Explain. Revise Persuade / Argue)**  **READING**  Shakespeare play  Non-Fiction   * Compare writers’ ideas and perspectives (non – fiction) * Identify and interpret explicit and implicit information (non-fiction) * Select and synthesize evidence from different texts (non-fiction) | **WRITING**  **Revise Descriptive and Narrative Writing**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **READING**  **Poetry Anthology and Unseen**  **SPEAKING AND LISTENING**  Individual Presentation |
| **COHESIVE**  **ASSESSMENT**  **(To be moderated)** | Extract and whole text question for Shakespeare play (Teacher Set) | End of Year Exam |

Assessment Overview

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| Assessment | Tracker Entry Deadline |
| **AUTUMN TERM 2016**  **( September - December)** | |
| Writing to Persuade | October 2016 |
| **AUTUMN HALF TERM** | |
| 19th Century Novel | December 2016 |
| **SPRING TERM 2017**  **(January – April)** | |
| Writing to Describe | February 2017 |
| **SPRING HALF TERM** | |
| Modern Novel | April 2017 |
| **SUMMER TERM 2017**  **(April – July)** | |
| Shakespeare play | July 2017 |
| **SUMMER HALF TERM** | |
| End of Year Exam | July 2017 |

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Medium Term Plan

September 2014 – July 2015

Autumn Medium Term Plan

**HALF TERM 1**

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| **WRITING** |
| **Overview: Writing to Persuade** |
| **Suggested Content Coverage:**   * Purpose, audience & a range of formats e.g. article, letter, blog, speech etc. * Rhetorical Devices * Connectives and structure for Non – fiction writing * Emphasis on planning, drafting and editing * Sophisticated vocabulary * Varied punctuation and sentence structures * Technical accuracy |
| **Assessment: Writing to Persuade (See Year 9 Assessment document in shared area)** |
| **READING** |
| **Overview: C19th novel extract responses (Not to be a text on GCSE exam syllabus) and fiction extract responses.** |
| **Suggested Content Coverage:**   * **Context**   Context in which the text was written and set  Literary context – genre  Differing audiences’ reactions/interpretations   * **Language Analysis**   Vocabulary / Devices and their effect on the reader   * **Character and Themes** * **Use of quotation to support ideas** * **Developed interpretations / inferences** * **Locate relevant information (GCSE Language Paper 1 Question 1 from Year 9 Test packs on AQA secure website)** * **Explain, comment on and analyse how writers use language to achieve effects from 19th century novel extracts (GCSE Language Paper 1 Question 2 from Year 9 Test packs on AQA secure website )** |
| **Assessment: Question on extract from 19th Century novel (teacher set)** |

Autumn Medium Term Plan

**HALF TERM 2**

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| **WRITING** |
| **Overview: Writing to Argue** |
| **Suggested Content Coverage:**   * Purpose, Audience and a range of formats, e.g. article, letter, blog, speech etc. * Rhetorical Devices * Connectives and structure for argument * Emphasis on planning, drafting and editing * Sophisticated vocabulary * Varied punctuation * Variety of sentence structures * Technical accuracy |
| **Assessment: Writing to Argue (See Year 9 Assessment document in shared area)** |
| **READING** |
| **Overview: Whole C19th Novel responses (Not to be a text on GCSE exam syllabus) and responses to fiction extracts.** |
| **Suggested Content Coverage:**   * **Context**   Context in which the text was written and set  Literary context – genre  Differing audiences’ reactions/interpretations   * **Language Analysis**   Vocabulary / Devices and their effect on the reader   * **Character and Themes** * **Structure** * **Textual links (comparison within text)** * **Use of quotation** * **Developed interpretations / critical evaluations** * **Explain, comment on and analyse how writer’s use structure to achieve effects from 19th century novel extracts (GCSE Language Paper 1 Question 3 from Year 9 Test packs on AQA secure website)** * **Evaluate texts critically with appropriate textual references (GCSE Language Paper 1 Question 4 “To What Extent” responses from Year 9 Test packs on AQA secure website)** |
| **Assessment: Extract and whole text question on C19th novel (Teacher set)** |

Spring Medium Term Plan - **HALF TERM 1**

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| **WRITING** |
| **Overview: Writing to Describe** |
| **Suggested Content Coverage:**   * Sophisticated vocabulary * Complex Punctuation * Sentence Structures * Technical accuracy * Purpose, Audience & Format * Language features to Describe – metaphors, similes, personification, onomatopoeia, alliteration, listing and repetition. * Using the senses * Emphasis on Planning, drafting, editing and proofreading writing |
| **Assessment: Writing to Describe using photograph prompts. (See Year 9 assessment document in shared area)** |
| **READING** |
| **Overview: Modern Text response to extracts (not to be a text on GCSE exam syllabus) and response to fiction extracts.** |
| **Suggested Content Coverage:**   * Context in which the text was written and set   Literary context – genre  Differing audiences’ reactions or interpretations   * Language Analysis:   Vocabulary / Devices and their effect on the reader   * Character and Themes * Structure * Textual links (comparison within text) * Quotation use (embedding, paraphrasing & close referencing) * Developed interpretation * Locate relevant information (Continuation of GCSE Language Paper 1 Question 1 practise from **Year 9 Test packs on AQA secure website**) * Explain, comment on and analyse how writers use language to achieve effects from 19th century novel extracts (Continuation of GCSE Language Paper 1 Question 2 practise from **Year 9 Test packs on AQA secure website**) |
| **Assessment: Extract question on modern novel (Teacher set)** |

Spring Medium Term Plan - **HALF TERM 2**

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| **WRITING** |
| **Overview: Narrative Writing** |
| **Suggested Content Coverage**   * Sophisticated vocabulary * Complex punctuation * Sentence Structures for effect * Accuracy * Purpose, Audience, Format: Crafting specific to narrative writing * Writing a story opening * Using description in narrative writing (setting, characters) * Devices * Show, not tell * Using a consistent tone style and register * Writing a story with action and dialogue * Cohesion / withholding information * Effective endings * Emphasis on planning, drafting, editing and proofreading writing |
| **Assessment: Writing a narrative (See Year 9 Assessment document in Shared Area)** |
| **READING** |
| **Overview: Whole C19th Novel responses (Not to be a text on GCSE exam syllabus) and responses to fiction extracts.** |
| **Suggested Content Coverage:**   * Context in which the text was written and set * Genre * Differing audiences’ reactions or interpretations * Language analysis (Devices, Effect on the reader) * Character and Themes * Structure * Textual links * Use of quotation * Developed interpretation * Continuation of GCSE Language Paper 1 Questions 3 and 4 practise from **Year 9 Test packs on AQA secure website** |
| **Assessment: Extract and whole text question on Modern Text (Teacher set).** |

Summer Medium Term Plan - **HALF TERM 1**

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| **WRITING** |
| **Overview: Writing to Comment / Explain – Expressing Viewpoint. Revision of Writing to Persuade / Argue** |
| **Suggested Content Coverage:**   * Purpose, audience & a range of formats e.g. article, letter, blog, speech etc. * Rhetorical Devices * Connectives and structure for Non – fiction writing * Emphasis on planning, drafting and editing * Sophisticated vocabulary * Varied punctuation / sentence structures for effect * Technical accuracy |
| **Assessment: Writing to explain viewpoint (GCSE Language Paper 2 Writing task). (See Year 9 Assessment document in Shared Area)** |
| **READING** |
| **Overview: Shakespeare and Response to Non-Fiction Texts** |
| **Suggested Content Coverage - Shakespeare:**   * Social / historical context * Play other than Macbeth and Romeo and Juliet * Themes, characters and events * Language analysis * Response to extracts and whole text * Use of evidence to support ideas * Developed explanations   **Non-Fiction:**   * Comment on and analyse how the writers convey their ideas * Support ideas with relevant quotation * Grammar and punctuation language features * Selecting relevant words, phrases and language features * Identifying and commenting on effective sentence structures for effect * Select and synthesize evidence from different texts using Non-fiction extracts |
| **Assessment: Extract and whole text question on Shakespeare play (Teacher set)**  **AQA secure website Year 9 test pack 1 Paper 2 example.** |

Summer Medium Term Plan

**HALF TERM 2**

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| **WRITING** |
| **Overview: Revision of Descriptive and Narrative Writing** |
| **Suggested Content Coverage**   * **As Spring Term** |
| **Assessment**  **End of year exam** |
| **READING** |
| **Overview: Poetry Anthology (Not to be poems from GCSE exam Anthology) and unseen.** |
| **Suggested Content Coverage:**   * **Analysis of how writers convey meaning through language, devices** * **Theme related anthology** * **Social / historical context** * **Analysis of how structure contributes to meaning** * **Use of relevant quotation to support ideas** * **Comparisons between poems** |
| **Assessment**  **End of year exam** |
| **SPEAKING & LISTENING** |
| **Overview: Individual Speech Presentation** |
| **Suggested Content Coverage:**   * **Convey ideas confidently** * **Structured presentation** * **Varied vocabulary** * **Repertoire of delivery techniques to engage audience** * **Appropriate use of formal, Standard English** * **Developed responses to questions** |
| **Assessment: Individual Speech Presentation** |

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Year English Intervention

Underachievement Intervention

**Outline of Administration:**

\*Target pupils: Those who are 2 or more sub-levels behind target.

\*Intervention will take place during lunchtime, with pupils receiving an early lunch pass to go to lunch during House time.

\*Pupils to attend intervention by 1.15pm.

\*Register taken weekly.

\* Class teachers identify pupils’ weakness, which is then targeted in the intervention programme.

\*House tutors and Heads of College notified.

\*All staff implement intervention sessions.

\*Progress is reviewed by the end of each half term.

**Outline of Intervention:**

\*Pupils’ weakness (identified by class teacher) used as focus for intervention.

\*Pupils to work on reading and writing skills.

\*Pupils’ exercise books to be used as a focus for reviewing impact of intervention in class work.

Pupil Premium Intervention

Intervention for Pupil Premium pupils in Year 9 has two strands:

1. Teachers who teach Year 9 pupils are responsible for the progress of Pupil Premium pupils in their class. Pupils who are notably behind their target grade will attend intervention sessions during lunchtime. Progress will be recorded on pupil thumbnails on the staff shared area. This programme is flexible; once the child is back on target, they no longer have intervention and are then monitored in class by their class teacher.
2. Pupils who are making good progress, yet are Pupil Premium are monitored and receive intervention from their class teacher. This additional intervention is logged in the pupil thumbnails on the staff shared area.

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