

# **Year 9 English at Seaford Head School**

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A guide to the English  
curriculum in Year 9.

# The KS4 Curriculum



It has been designed to prepare students for their GCSE examinations:

- Increased focus on Literature-based learning – introduction of KS4 poets, unseen poetry, Victorian style literature and Shakespeare at KS3.
- Increased emphasis on planning, drafting, editing and proofreading writing – in preparation for language GCSE.
- Exams in Term 3 and 5 replicate the structure and skills needed for GCSE, as well as SPaG.

# Summer 2023 Exam Results

## GCSE:

- English Language: 9-5 = 59%; 9-4 = 77%
- English Literature: 9-5 = 65%; 9-4 = 80%
- English Language 7+ = 21%; Lit 7+ = 22%



## A-Level:

- A level English Language: A\*-C is 77%
- A level English Literature: A\*-C is 81.5%
- A level English Literature and Language: A\*-C is 100%





# Course Content



**ANIMAL  
FARM**

GEORGE ORWELL



- ▶ Term 1: Novel – Orwell’s *Animal Farm*
- ▶ Term 2: Poetry – Voices from around the World
- ▶ Term 3: Reading and Writing - Global Issues
- ▶ Term 4: Shakespeare’s *Romeo and Juliet*
- ▶ Term 5: Reading and Writing - Dystopian Fiction
- ▶ Term 6: Gothic Play – *The Woman in Black*



# Year 9 Curriculum

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- 4 lessons per week
- 1 lesson – Creative Reading/Oracy lesson - reading followed by a task
- 1 hour of independent study per week– the tasks will centre around the topic they are studying, and occasionally it may direct students to read for pleasure or to complete revision in preparation for the end of term assessment.

# Mixed Ability Teaching

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- ▶ We teach in mixed ability classes across all year groups through to Year 11.
- ▶ We find mixed ability classes highly successful in terms of both academic progress and balancing behaviour.
- ▶ Extra intervention for most and least able students is provided across all years from the start of each year.





# How do we assess your child's learning?

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- ▶ Use of **KS2 data and baseline assessments** at the start of the year from which to measure progress across units. Reading intervention offered, where appropriate.
- ▶ Use of **self-assessment and peer-assessment** to foster students' understanding of how to progress and reflect on their own work.
- ▶ We measure progress across lessons with quizzes, recall, question and answer sessions, and reading students' written response. We meaningfully mark a student's work once per term, as well as formally at the end, so **you may not see much written marking in their books.**
- ▶ Students will complete either a **reading or a writing assessment each term, or an exam.** These take place in **Term 3 and 5.**



# Key Reading Skills

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- **Inference** and **deduction**;
- Using **evidence** to support points;
- **Analysis** of language and structure devices to convey writers' meaning;
- Exploring **effect** on the reader;
- Understanding significance of **context**, **purpose** and **audience**.





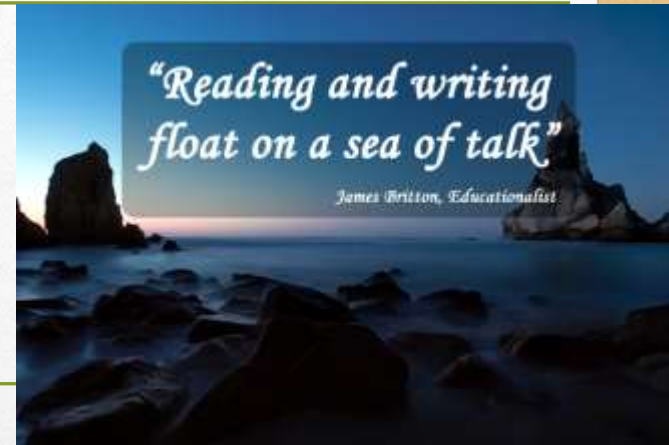
# Key Writing Skills

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- Writing for particular **purpose, audience** and **text-type**.
- **Organisation** of texts, including paragraphing, topic sentences for cohesion.
- Varying **sentences** and accuracy of **punctuation**.
- **Vocabulary** and **spelling** (SPaG.)



# Key Speaking & Listening Skills



Being able to talk, and in a public forum, confidently and eloquently is a key life skill, socially and in the workplace.

Spoken Language is formally assessed at GCSE requiring students to be able to speak about a topic and respond to questions.

In class, students will practise skills in:  
scaffolded talk with others – THINK, PAIR, SHARE; debating; orally rehearsing ideas; talk within reading parts, role-play and drama.

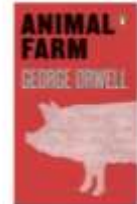
**Students will complete their Spoken Language GCSE in Year 10.**

# Independent Study

- Independent study is set weekly.
- Students should have a printed booklet to work through.
- It is also available on TEAMS.



**Term 1, Year 9**  
**Homework**  
**Booklet:**  
**Animal Farm**



- There will be a range of tasks; narrative writing, analysing extracts, research posters and learning quotations.





# What can you do?

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- Support with reminders and completion of independent study.
- Read your child's written homework: for accuracy, for clarity of meaning, for variety of vocabulary.
- Engage in conversations and discussions with your child about the texts they study. "Read this back to me" – Does it make sense?
- Reinforce key revision skills – look, cover, write, check; flash-cards; Quizlets; posters etc.

# How to Improve Literacy

- Encourage your child to read for pleasure! The most crucial and effective activity in developing life skills, is reading. It doesn't need to be *War and Peace*! 20-30 minutes 3x per week.
- Read to and with your child. Model reading.
- Start a home library. Visit the local libraries.
- Switch on the sub-titles.
- Shower readers with praise.
- Avoid making reading a chore/forcing it.
- Engage in discussion and debate at home. Encourage full sentences, eye contact, projection and posture to build confidence.





# GCSE Texts

Students will require copies for the start of Year 10.  
Support available.

