

Broadening Horizons

As part of expanding students' knowledge on key topics, English teachers will set project-based Broadening Horizons homework tasks.

A variety of tasks are set which include, but aren't limited to, research tasks, creative writing, competitions and making things. This term, Y9 will be researching local charities and designing their own fundraising campaign to support a charity of their choice.

Y9 students are also invited to a showing of 'A Christmas Carol' at the Rotherham Civic theatre in November.

Careers

Students have been encouraged to think about careers that are intrinsically linked to the skills taught in English lessons, such as lawyers, journalists, advertisers, climate campaigners and how different jobs use different styles of language.

English Careers lessons are in September. Each element of the careers lesson links to an aspect of the English Way and represents the importance of students becoming subject specialists in order to take their place in the wider world.

Our Y9 students considered the different jobs available in the legal sector, and how solicitors and barristers represent their clients. Students watched a mock trial and commented on the language used to effectively build a case.

Immerse Yourself

BBC Bitesize Gothic literature Guide



BBC Bitesize Understanding Poetry



BBC Bitesize Essay Writing



BBC Bitesize Approaching Non-Fiction Texts



BBC Bitesize Approaching Fiction Texts



Praise and Reward

Our rewards system can be broadly split into four categories: classroom level, subject level, school level and privilege rewards. We'll focus on classroom and subject rewards here - for more information about our rewards schemes, please see our website.

CLASSROOM LEVEL REWARDS

Awarded for: working hard, taking risks and rising to a challenge, making mistakes and learning from them, helping others, and taking pride in the school community.

Rewarded by: praise postcards, positive phone calls to parents/carers, positive text messages home, and lesson-based prizes.

SUBJECT LEVEL REWARDS

Reward scheme: Star of the Week, curriculum awards (Subject/School Way, participation, working with pride, embracing the whole curriculum), high flyer, extra mile, most improved.

Rewarded by: names displayed on reward boards, certificates, social media posts.

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A Christmas Carol by Charles Dickens

Did you know?

It was a Victorian tradition to tell ghost stories around the fire at Christmas. Dickens was particularly interested in the supernatural and included ghost stories in many of his novels.

Scan the QR code below to find out more about A Christmas Carol.



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YEAR 9 Curriculum Newsletter



EDGAR ALLAN POE

Curriculum Intent

At Wickersley Partnership Trust, we understand that getting the curriculum right for each and every individual student is the single most important factor in ensuring progress, encouraging positive engagement and raising aspirations.

At Wickersley Partnership Trust, we want all students to leave able and qualified to play their full part in an ever-changing world through an ambitious, creative and innovative curriculum, which empowers students with the skills, knowledge and attributes to allow them to succeed in their next phase of education and their working life.

Our curriculum is not driven by performance tables. It is our belief that a strong, broad, balanced curriculum, tailored to individual needs can remove barriers to learning and allow all students to access the curriculum appropriate to them and will therefore meet their individual needs.

At WPT, we believe that English should be more than just teaching to an exam. As a core subject, we realise the importance of the fundamental skills that English can offer our students as they learn to articulate their thoughts and ideas on important topics, through a breadth of reading, the written word and their spoken word.



Have your say!

At WPT we're always looking for feedback. If you have any thoughts/opinions on this Curriculum Newsletter, its content or the curriculum in general, please scan the QR code to fill out a short feedback form.



Year 9 Curriculum

Throughout the English curriculum, we use three key drivers to support our students through the learning of our texts. These encourage students to see the wider links across literature and are important concepts in understanding the main ideas of our texts. These key drivers are: identity, relationships and power.

Identity

Y9 students begin the year by reviewing their understanding of transactional writing and create letters around the topics that we will consider in the novella 'A Christmas Carol'. Students will consider the relationships between rich and poor in society and how wealth divides. Students will also continue to craft their writing to focus on persuasive features to interest the reader. As we read 'A Christmas Carol', students will track the development and change of the main character 'Scrooge' and explore the idea of philanthropy. Students are taught to explore the use of descriptive writing features such as pathetic fallacy and personification. Students will then

compare the views in the novella with those of non-fiction texts about aspects of Victorian life, such as workhouses.

Power

Y9 students study a collection of Gothic texts, from short stories, excerpts and poetry. Students revisit the concept of the misuse of power, whilst exploring typical gothic conventions. Students learn how to make developed inferences across the texts. Students will then use these conventions of the gothic to plan and write their own gothic narratives, building on features learned from previous schemes, such as pathetic fallacy in Y8.

Relationships

Y9 students finish the year by reading the play 'Othello' and consider a knowledge on the typical conventions of female characters. Students explore the idea of Desdemona's identity as the epitome of innocence. Alongside the play, students will read poetry about relationships and use these to compare to the play.

Assessment Points

In Year 9, students are assessed each half term in class against the English can-do statements for reading and writing skills. Reading skills include: inference, using evidence, explaining the impact of methods, explaining the impact of character and comparing two texts. Writing skills include: writing for purpose and audience, using creative language and methods, organisation of writing and technical accuracy. This then generates a grade which is either working towards entry level, entry level, working towards expected, expected, working towards greater depth and greater depth.

THE ENGLISH WAY



We are imaginative and ambitious writers

We communicate our ideas & listen to the ideas of others

We can scan text to quickly gain an overview

We plan, proofread and edit our writing carefully

We strive to be an expert in characters and themes

We express our ideas in a thoughtful and respectful way

We read for pleasure & explore new texts

We adapt our writing style to meet the purpose

We explore texts carefully & search for meanings and ideas

We consider the techniques writers have used & the effect they have on the reader

We use sophisticated vocabulary in our writing



SUBJECT WAYS

The English Way

The English Way enables us to develop well-rounded individuals ready for the next stage of life after school. It is about embedding employability skills such as resilience, collaboration, communication, aspiration, responsibility, tolerance and respect in order for them to be an active participant in the local community and beyond.