



Edition 2
September
2026

ENGLISH

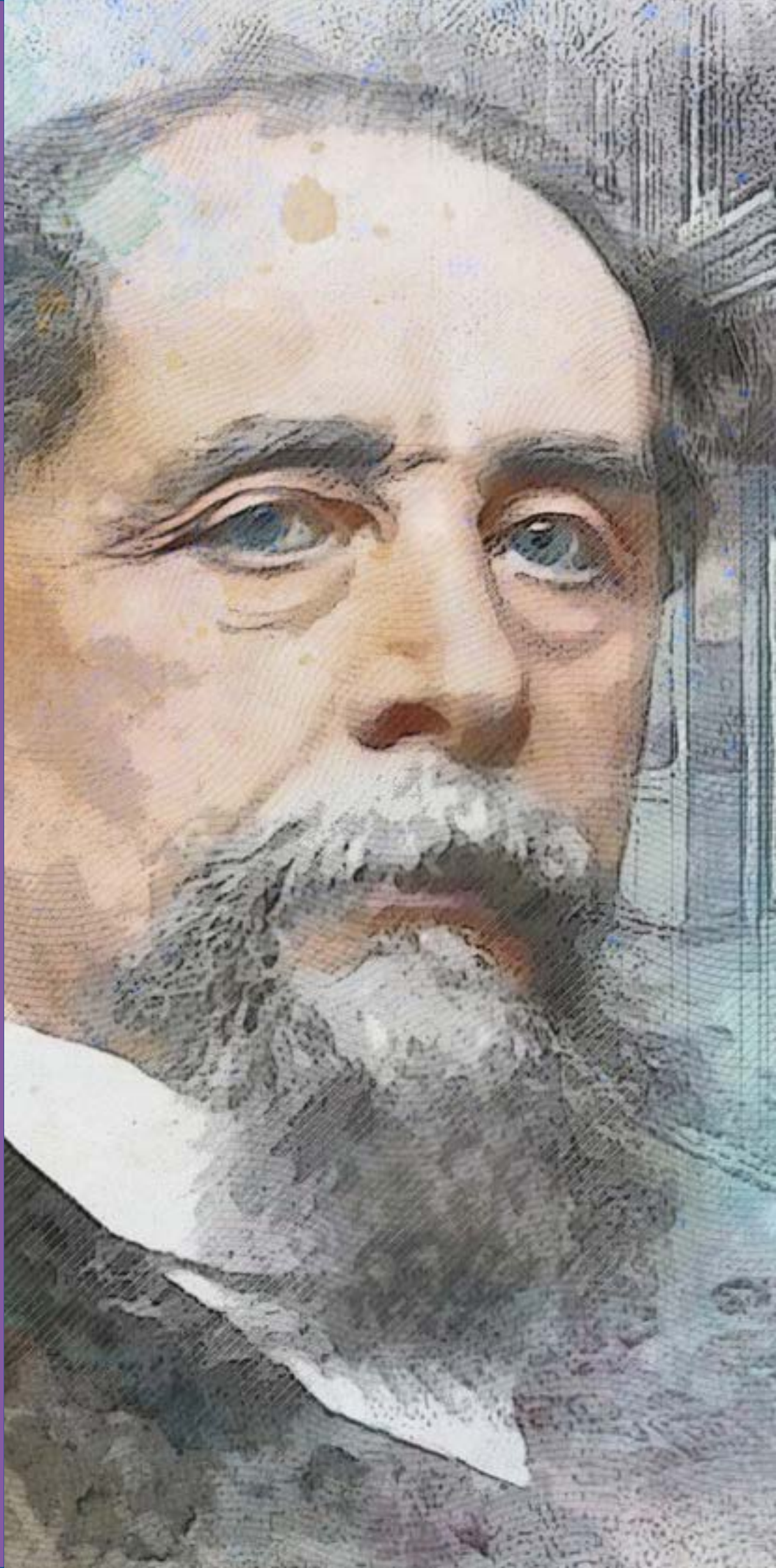
Curriculum Newsletter

YEAR 9

Contact



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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.

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. Click on the topics below for more information!

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. Y9 students will also study the reading skills required to approach unseen poetry.

Identity

Y9 students will read the play 'Othello' and consider how identity shapes characters such as Othello and Desdemona. Students will also consider the villainous identity of Iago as he pursues his evil plan to destroy Othello's life. Students engage with the Shakespearean concept of a tragic hero, learning how Othello falls from hero to villain. These conventions are then the basis for studying Macbeth for GCSE Literature.

Relationships

Y9 students will complete the year by studying a range of non-fiction viewpoint writing around the topic of crime and punishment, considering society's attitude and relationships with the law. Students will utilise their reading skills to interpret a range of viewpoints and perspectives, culminating in students creating their own viewpoint writing.

Finally, students will study a collection of poems on the theme of relationships as unseen poems.

Assessment Points

In Year 9, students are assessed each half term in class against the reading and writing skills. Reading skills include: inference, using evidence, explaining the impact of methods and explaining the impact of character. Writing skills include: writing for purpose and audience, using creative language and methods, organisation of writing and technical accuracy.

Immerse Yourself

What is Gothic Literature?

- ✓ Develop Knowledge
- ✓ Educational Video
- ✓ English Revision at home

BBC Bitesize English

- ✓ Get Revising Quicker!
- ✓ Videos, Links and Quizzes
- ✓ Study Support and Revision

BBC Bitesize helps to support the students revision outside of school.

If they are struggling with topics in lessons or want to enhance their learning in the classroom then these links are an ideal place to cover content at home.

Test Your Knowledge with Digital Theatre Plus...

Digital Theatre Plus is a fantastic way to study English topics to help you with your studies. Click on the icon below for more information!



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.

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.



A Guide to Gothic Literature

Dark, mysterious and characterised by looming terror, Gothic novels have captivated readers for more than 250 years. While the characteristics of Gothic literature are often associated with haunted castles, complex heroines and brooding villains, its influence stretches far beyond classic horror, inspiring everything from psychological thrillers to modern mysteries. Click on the image to find out more!

Writing Competition - Writing East Midlands

The Solstice Nature Prize is a national, annual writing competition for young writers, which invites young people to take a closer look at the natural world, explore their relationship with it, or examine the challenges it faces, and write short stories, poems, and thought-provoking blogs in response. Click on the logo for more information!



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. Click on the image below for an insight into the career of a barrister!



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.

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**

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 click on the title to fill out a short feedback form.