

Subject: <b>English</b>		Year Group: <b>9</b>
Term 1 Key Focus/Topic(s) <b>Of Mice and Men – novel study</b>	Term 2 Key Focus/Topic(s) <b>WW1 Poetry</b>	Term 3 Key Focus/Topic(s) <b>'Noughts and Crosses' play</b>
Term 1 Assessment Opportunities: <b>Letter writing- evaluating the impact of the novel</b>	Term 2 Assessment Opportunities: <b>Analytical Poetry essay in response to evaluative statements</b>	Term 3 Assessment Opportunities: <b>Character analysis based on an extract</b>
Term 4 Key Focus/Topic(s) <b>Non-fiction writing: Media representation</b>	Term 5 Key Focus/Topic(s) <b>'Let Him Have It' – Crime &amp; Punishment</b>	Term 6 Key Focus/Topic(s) <b>An introduction to Victorian writing</b>
Term 4 Assessment Opportunities: <b>Year 9 core exam: Article writing</b>	Term 5 Assessment Opportunities: <b>Spoken Language assessment</b>	Term 6 Assessment Opportunities: <b>Creative writing task</b>

Rationale:

- These Schemes of Work build on the skills acquired in Years 7 and 8: we continue to present the students with challenging material – both fiction and non-fiction - to engage and develop their thinking and to help them shape their own responses to what they have read. We want our students to enjoy reading and to make connections and links to wider contextual issues. In Term 5, we include the Spoken Language assessment as an introduction to the skills needed for the GCSE English Language recorded assessment which students enjoy. By covering this and introducing students to article writing and Nineteenth century context, students feel they are getting ready to leave KS3: it works well as a transition unit to prepare for the demands of GCSE.

Evaluation:

- Each term, students will have a Summative Assessment that is styled in the format of a GCSE Literature or Language question and these are marked against the GCSE standards. Students have the opportunity to self assess their performance on this, against clear objectives, alongside the teacher to evaluate their learning. Independent opportunities come through homework tasks, for example: deeper thinking questions, comprehension questions or revision techniques as assessments are based on the texts as a whole and therefore, from this year group, we expect wider coverage and recall of these texts. Teachers also provide whole class feedback post assessments, and after the marking of homework, to clarify 'common errors' and to model exemplar work.