

YEAR 9	
<p>Term 1 – <u>Unit 1</u> <i>Prose Novel</i> - Chapter- based activities with a focus on READING and WRITING skills Teacher choice: <i>WOMAN IN BLACK</i> <i>LORD OF THE FLIES</i> <i>RIVER BOY</i></p> <p><u>Unit 2</u> <i>Poetry</i> - Poetry Anthology: War and Conflict</p> <p>Term 2 – <u>Unit 3</u> <i>Literary Heritage</i> - A detailed study of a full play by William Shakespeare. Teacher choice: <i>Romeo & Juliet</i> <i>Twelfth Night</i></p> <p>Term 3 – <u>Unit 4</u> <i>Modern Drama</i> - Teacher choice: <i>The Crucible</i> <i>Blood Brothers</i> <i>The Importance of Being Earnest</i></p> <p><u>Unit 5</u></p>	<p style="text-align: center;">6Cs in English</p> <p><u>Courageous</u> Participation in oral work (pairs, groups, whole class) including group work, debates, speeches, presentations, explaining to other students, asking questions, drama performances, spelling bees and Media films. Participation in competitions: Taaleem Speaking Competition, Spelling Bee, Poetry Slam, Drama Productions, TEDtalk sessions, Shakespeare Showcase.</p> <p><u>Critical Thinker</u> Critically evaluating perspective and bias in texts. Close analysis of figurative language. Critical evaluation of socio-historical and political implications. The application of complex grammar and punctuation rules. Problem-solving during group activities.</p> <p><u>Communicator</u> Questioning and listening. The ability to explain, discuss and debate in an objective manner. Clear written and verbal communication appropriate for purpose.</p> <p><u>Creative</u> Creative application of learned knowledge. Inventive interpretation into creative projects, performances and designs. Imaginative writing opportunities.</p> <p><u>Caring</u></p>

Non-fiction texts and Transactional Writing- IGCSE preparation: Skills-based unit to prepare for IGCSE English Language writing/reading tasks and IGCSE English Literature.

Listening carefully to others; Engaging in pair / group work; Supporting peers; Peer Assessment and Feedback to others. Positive support of others in performance situations.

Cooperative

Engaging well in pair and group work; Think-Pair-Share activities, peer assessment, acting on feedback.

Assessments: Reading and/or writing topic-related assignments once a fortnight.

Assessment weeks: One reading comprehension assessment and one transactional or imaginative writing task.

English Learning skills:	Identification	Analysis	Evaluation	Interpretation	Exploration
	Description	Explanation	Communication	Planning	Creation
	Discussion	Argument	Persuasion	Advice	Understanding
	Reviewing	Comparison	Informing	Collaboration	Supporting

KS3

Assessment Objectives:

READING – Aim to...		WRITING – Aim to...	
AO1	<ul style="list-style-type: none"> Identify and understanding obvious and hidden information and ideas Select and synthesise evidence from different texts Maintain a critical style and develop an informed personal response Use textual references, including quotations, to support and illustrate interpretations. 	AO5	<ul style="list-style-type: none"> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
AO2	<ul style="list-style-type: none"> Explain, comment on, and analyse how writers use language/structure/form to achieve effects 	AO6	<ul style="list-style-type: none"> Use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling, punctuation and grammar (SPAG).

	<ul style="list-style-type: none"> Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. 	
A03	<ul style="list-style-type: none"> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. 	
A04	<ul style="list-style-type: none"> Evaluate texts critically and support this with appropriate textual references Show understanding of the relationships between texts and the contexts in which they were written. 	
<p>Cross-curricular Links:</p> <ul style="list-style-type: none"> Media Unit – introduces and develops Media skills including the analysis and production of advertising. History – historical, social and contextual awareness. Drama – Imaginative writing performance, Shakespeare 		<p>Competitions and ECAs:</p> <ul style="list-style-type: none"> Taaleem Speakathon Emirates Literature Festival KS3 Spelling Bee Dear DBS, Secondary Newspaper Readers' Cup Poetry Slam!