

Subject	Year 9 Content – Autumn Term	How to support students' learning
English Assessment focus: 1. Imaginative writing 2. End of term poetry recitals 3. Othello essay	Imaginative Writing 1. Students will develop their use of literary techniques to produce an effective narrative, including detailed setting and character descriptions. 2. Students will develop their understanding of the relationship between grammar and meaning in their own writing. 3. Students will be guided through deliberate practise of imaginative writing skills through engaging in a variety of composition exercises. Poetry Anthology 4. Students will read and understand a range of poetry (from 1600-present), clustered by the following themes: 'identity and conflict', 'power and nature, and 'gender and equality'. 5. Students will practice their oracy skills throughout lessons, exploring their existing and developing ideas around 'how do words set us free?' and how poems share thematic links.	• Encourage your child to read widely for pleasure, listening to them read and discussing their reading if possible. • Encourage your child to complete their Sparx Reader and spelling homework each week (using the homework booklet provided). Support your child to use a physical or online dictionary to identify the definitions of the spellings set and record these in their homework booklet. • Encourage your child to complete at least 2 of the 'own work' activities outlined in their termly homework booklet, to help consolidate the topics and issues encountered in their English lessons. Students should bring their completed activities into English lessons so that teaching staff can discuss with students what they have learnt and award TTS points. • Encourage your child to revise content taught in school from their class notes or resource/homework booklets, testing them on the key concepts and vocabulary for each topic, if possible. • Encourage your child to use Sparknotes or Litcharts to enrich their understanding of the poems and the play studied.

	6. Students will continue to explore the impacts of language, considering the difference between literal and figurative language, with a focus on how meaning is created across texts and in their own imaginative/creative writing. 7. Students will continue to explore a range of literary forms and structures with an increased focus on writer's intentions. 8. Students will explore genre and context, considering the effect on writers and readers. 9. Students will select a poem from the poetry anthology, or the Poetry by Heart website, to learn for the end of term poetry recital. They will practice their oracy skills through introducing the reasons for their poem choice. Students will practice their memory, performance and speaking skills in a formal setting, and receive written feedback. Othello 10. Students will read Shakespeare's play Othello in its entirety, building on their existing knowledge of stagecraft, including the use of asides, and comprehension of Shakespearean language, character, themes and ideas.	• Encourage your child to practise writing analytical paragraphs for the texts studied, considering a variety of ideas and themes. • Encourage your child to learn re-read the play they are studying at home, identifying and recording key quotations from Othello in advance of their end of term assessment. • Assist your child in choosing a suitable poem and preparing for the end of term poetry recital. Practice reciting the poem word-for-word and working on methods of performance, such as use of voice and gesture. • Encourage your child to revise their knowledge of grammar by visiting the KS3/4 grammar pages on the BBC Bitesize website. • Encourage your child to engage in English-related Session 3 opportunities that may align with their interest, such as the creative writing group, sports journalism, 'Her Voice', and others.
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	11. Students will develop their knowledge of genre and context, exploring how the play deals with societal issues such as prejudice/discrimination and deception, as well as comprehending Shakespeare's use of tragical elements.. 12. Students will develop and refine analysis skills, exploring the language, form and structure of the play. 13. Students will practice their oracy skills throughout lessons, exploring their existing and developing ideas around characterisation, genre and key themes from the play. 14. Students are encouraged to read the play aloud to assist with comprehension of language, key characters and key events. 15. Within their study of the play, students will develop their transactional writing skills focusing on developing their ability to write for different purposes, audiences and in a range of formats, including speeches, letters and articles. They will practice their ability to communicate effectively and cohesively, drawing on their knowledge of the play.	
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