

Subject	Year 9 Content – Spring Term	How to support students' learning
English Assessment focus: 1. 'Wuthering Heights' or Jane Eyre essay response at the end of the module. Extract into whole text. 2. World of Work spoken presentation	19th century novel (<i>Wuthering Heights</i>/<i>Jane Eyre</i>) 1. Students will read Emily Bronte's 'Wuthering Heights' or Charlotte Bronte's 'Jane Eyre' to develop their knowledge of 19th century language and writing styles. 2. Students will develop analysis skills, exploring the language, form and structure of the novel. 3. Students will build on their existing knowledge of genres and context, including Victorian England and the Gothic, exploring the author's intentions and reader responses to the novel. 4. Students will practice their oracy skills throughout lessons, exploring their existing and developing ideas around characterisation, key themes from the novel, and the writer's style/methods. 5. Alongside their reading of the novel, students will develop their imaginative writing skills, focusing on characterisation. 6. Students will partake in structured revision lessons, providing them with skills and techniques needed to revise, plan and	• 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 set texts studied.

	prepare for their end of module assessment, which will be an 'extract into whole text' style question. Modern Drama 1. Students will study a modern play to develop their knowledge of stagecraft. Students will study Arthur Miller's 'A View from a Bridge', 'The Crucible', 'Death of a Salesman' or R.C. Sherriff's 'Journey's End'. 2. Students will explore language, form and structure, alongside genre and relevant contextual/cultural issues. 3. Students will develop oracy skills by exploring key themes from texts that help to develop their informed, personal response to the play. 4. Students will analyse modern drama, exploring the presentation of themes and characters and how stagecraft creates meaning. 5. Students will develop transactional writing skills, using themes from the play to explore questions relating to struggles within society/human life.	• 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 novel they are studying at home, identifying and recording key quotations from Wuthering Heights/Jane Eyre in advance of their end of term assessment. • 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 complete their 'World of Work' interview with a trusted adult, supporting them to communicate in a polite and respectful manner. • 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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	<i>World of Work – Careers Project</i> 1. Students will conduct an informational interview with a parent/guardian, friend or relative to gain an understanding of jobs/careers. 2. Students will develop knowledge of the purposes of interviews and will be guided to conduct a professional interview. Students will receive carefully prepared resources to assist them in independently practising research/interview skills to understand: • Qualifications required • Career path • Daily activities and responsibilities • Achievements and reward within a job/career 3. Students will practise transactional writing skills, choosing to write an article or a speech, to communicate their knowledge of a job/career. 4. Students will prepare an informative spoken language presentation. Students will receive feedback on the quality of their speaking and listening skills and be encouraged to ask and answer questions to demonstrate their careers learning.	
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