

Subject	Year 9 Content – Summer Term	How to support students' learning
English Assessment focus: 1. Transactional writing assessment	<i>Non-fiction text</i> 1. Students will read extracts from the non-fiction novel '<i>Miracle in the Andes</i>' by Nando Parrado to develop their knowledge of non-fiction writing, exploring themes such as adversity, resilience and survival. 2. Students will develop their understanding of the relationship between grammar and meaning in their own writing. 3. Students will develop their transactional writing skills focusing on developing their ability to write for different purposes, audiences and in a range of formats. They will practice their ability to communicate effectively and cohesively in a transactional writing assessment. <i>Modern American Fiction</i> 4. Students will read Harper Lee's '<i>To Kill a Mockingbird</i>' or John Steinbeck's '<i>Of Mice and Men</i>' and develop their knowledge and awareness of writers' themes and ideas. 5. Students will develop analysis skills, exploring the language, form and structure of the novel/novella.	• 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.

	6. Students will develop their existing knowledge of context, focusing on how the text studied explores ideas around the American Dream, mistreatment and injustice, exploring the author's intentions alongside their study of the text. 7. Students will practice their oracy skills throughout lessons, exploring their existing and developing ideas around characterisation, genre and key themes from the text studied. 8. Students will be encouraged to read the novel aloud to assist with comprehension of key characters and key events. 9. Within their study of the novel, students will develop their imaginative writing skills and to practise using a range of narrative styles and perspectives. AQA Power & Conflict Poetry Anthology 10. Students will begin their study of the AQA Power & Conflict Poetry Anthology and explore subject, speaker, form and meter of the following poems: • London by William Blake	• Encourage your child to practise writing analytical paragraphs for the texts studied, considering a variety of ideas and themes. • 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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	• Extract from the Preludes by William Wordsworth • Ozymandias by Percy Bysshe Shelley • Checking Out Me History by John Agard • Storm on the Island by Seamus Heaney 11. Students will continue to develop their analysis skills, exploring the language, form and structure of poems, and how writers' methods create meaning. 12. Students will explore the context of poems, including literary movements such as Romanticism, considering reader responses and author's intentions. 13. Oracy skills will be demonstrated through discussion of how poems link thematically to 'power' and 'conflict', including making encouraging students to begin making comparisons between poems.	
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