

**English PoS: Year 9 HT1 - WRITING Focus – Spy Genre**

Students will colour code as they work through the scheme of work.

<p>Students will study spy genre fiction. They will focus on: using forms and selecting vocabulary appropriate to task and purpose; organising information and ideas into structured and sequenced sentences, paragraphs and whole texts; using a variety of linguistic and structural features to support cohesion and overall coherence (AO5). They will use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (AO6)</p>		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will:</p> <p>Show some ability to write clearly and to match writing styles to purpose and audience. Use some basic language techniques.</p> <p>Use paragraphs and some connectives in a limited range of styles.</p> <p>Link ideas but paragraphing can be erratic. Verb/tense agreement may be a problem.</p> <p>Mainly rely on familiar vocabulary but sometimes use more interesting words suited to the purpose of the task.</p> <p>Write sentences of different lengths which make sense. Sentences can be repetitive.</p> <p>Spell basic words but struggle with more complex words. Frequent errors in homophones and contractions.</p> <p>Use sentence demarcation but often have run on sentences which are not punctuated. Question marks often missing.</p>	<p>Students will:</p> <p>Sustain consistent, interesting writing, matching purpose to audience, sustaining register and tone. Employ characteristics of different types of writing.</p> <p>Writing coherently and in well-structured in different styles. Use a greater variety of discourse markers.</p> <p>Effectively use a varied vocabulary appropriate to the purposes of a task eg to persuade, inform, describe, argue, explain etc.</p> <p>Effectively use a varied range of sentences: simple, compound and complex. Can use sentence length and type for effect.</p> <p>Spell high frequency words accurately and can self-correct when drafting. Rare lapses in homophones, contradictions and in more complex words.</p> <p>Write accurately and use a full range of sentence punctuation with only occasional errors. Can self-correct many errors.</p>	<p>Students will</p> <p>Write with confidence in a variety of different styles with an accomplished crafting for purpose and audience and sustained control of register.</p> <p>Confidently use structural/ cohesive devices effectively to produce fluent, highly competent texts using a range of discourse markers and in a variety of styles.</p> <p>Use a sophisticated range of vocabulary with precision and imagination.</p> <p>Produce coherent, fluent texts confidently using a variety of sentence types for effect and varied purpose.</p> <p>Write with lawless spelling accuracy including ambitious vocabulary.</p> <p>Accurately and creatively use the widest range of punctuation for effect.</p>
<p>Assessment</p> <p>Students will write the opening to a story in the spy genre, using as many of the features of the genre as they can, as well as focusing on their overall writing skills.</p>		

**English PoS: Year 9 HT2 - READING Focus – Poetry**

Students will colour code as they work through the scheme of work.

Students will explore the writing and presentation of war. They will improve their skills of interpreting explicit and implicit information (AO1), analyse how writers use language and structure for effect (AO2) and start to compare writers' ideas (AO3).		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will:</p> <p>Show some interpretation from the text:</p> <p>Attempt some inference(s) from the text</p> <p>Select some appropriate references/textual detail from the texts</p> <p>Attempt to comment on the effect of language</p> <p>Make some use of subject terminology, more usually appropriate</p> <p>Make some evaluative comment on effect on the reader</p> <p>Show some understanding of obvious writer's methods</p> <p>Make some response to the focus of the statement</p>	<p>Students will:</p> <p>Select a range of references/ textual detail relevant to the focus of the question</p> <p>Explain clearly the effects of a range of the writer's choices of language</p> <p>Select a wide range of relevant textual detail</p> <p>Make clear and accurate use of a variety of appropriate subject terminology</p> <p>Evaluate clearly the effects on the reader</p> <p>Show clear and developed understanding of writer's methods</p> <p>Select a range of relevant textual references</p> <p>Make a clear and developed response to the focus of the statement</p>	<p>Students will</p> <p>Makes judicious references/ use of textual detail relevant to the focus of the question</p> <p>Make perceptive inferences</p> <p>Perceptive analysis of the effects of the writer's choices of language</p> <p>Make sophisticated and accurate use of subject terminology to support perceptive arguments</p> <p>Evaluate critically and in detail the effect(s) on the reader</p> <p>Show perceptive understanding of writer's methods</p> <p>Develop a convincing and critical response to the focus of the statement</p>
<p>Assessment</p> <p>Students will write an essay answering the question; 'Explore how war is presented in...'</p> <p>Some students will be asked to compare two poems.</p>		

**English PoS: Year 9 HT3 – WRITING Focus –Non Fiction**

Students will colour code as they work through the scheme of work.

<p>Students will study writing for specific view points and writing to persuade. They will focus on: using forms and selecting vocabulary appropriate to task and purpose; organising information and ideas into structured and sequenced sentences, paragraphs and whole texts; using a variety of linguistic and structural features to support cohesion and overall coherence (AO5). They will use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (AO6)</p>		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will:</p> <p>Show some ability to write clearly and to match writing styles to purpose and audience. Use some basic language techniques.</p> <p>Use paragraphs and some connectives in a limited range of styles.</p> <p>Link ideas but paragraphing can be erratic. Verb/tense agreement may be a problem.</p> <p>Mainly rely on familiar vocabulary but sometimes use more interesting words suited to the purpose of the task.</p> <p>Write sentences of different lengths which make sense. Sentences can be repetitive.</p> <p>Spell basic words but struggle with more complex words. Frequent errors in homophones and contractions.</p> <p>Use sentence demarcation but often have run on sentences which are not punctuated. Question marks often missing.</p>	<p>Students will:</p> <p>Sustain consistent, interesting writing, matching purpose to audience, sustaining register and tone. Employ characteristics of different types of writing.</p> <p>Writing coherently and in well-structured in different styles. Use a greater variety of discourse markers.</p> <p>Effectively use a varied vocabulary appropriate to the purposes of a task eg to persuade, inform, describe, argue, explain etc.</p> <p>Effectively use a varied range of sentences: simple, compound and complex. Can use sentence length and type for effect.</p> <p>Spell high frequency words accurately and can self-correct when drafting. Rare lapses in homophones, contradictions and in more complex words.</p> <p>Write accurately and use a full range of sentence punctuation with only occasional errors. Can self-correct many errors.</p>	<p>Students will</p> <p>Write with confidence in a variety of different styles with an accomplished crafting for purpose and audience and sustained control of register.</p> <p>Confidently use structural/ cohesive devices effectively to produce fluent, highly competent texts using a range of discourse markers and in a variety of styles.</p> <p>Use a sophisticated range of vocabulary with precision and imagination.</p> <p>Produce coherent, fluent texts confidently using a variety of sentence types for effect and varied purpose.</p> <p>Write with lawless spelling accuracy including ambitious vocabulary.</p> <p>Accurately and creatively use the widest range of punctuation for effect.</p>
<p>Assessment</p> <p>During this half term there will be a formal examination, testing students' Reading and Writing Skills. These skills are taught during all previous, and this, unit. Revision should involve focusing on the skills, as the texts and tasks will be new in the exam.</p> <p>Students will complete a written speech using persuasive devices. They may also deliver the speech to their class or the teacher.</p>		

**English PoS: Year 9 HT4 – READING Focus - Shakespeare**

Students will colour code as they work through the scheme of work.

Students will study a whole Shakespeare play. They will improve their skills of interpreting explicit and implicit information (AO1), analyse how writers use language and structure for effect (AO2) and start to compare writers' ideas (AO3).		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will:</p> <p>Show some interpretation from the text:</p> <p>Attempt some inference(s) from the text</p> <p>Select some appropriate references/textual detail from the texts</p> <p>Attempt to comment on the effect of language</p> <p>Make some use of subject terminology, more usually appropriate</p> <p>Make some evaluative comment on effect on the reader</p> <p>Show some understanding of obvious writer's methods</p> <p>Make some response to the focus of the statement</p>	<p>Students will:</p> <p>Select a range of references/ textual detail relevant to the focus of the question</p> <p>Explain clearly the effects of a range of the writer's choices of language</p> <p>Select a wide range of relevant textual detail</p> <p>Make clear and accurate use of a variety of appropriate subject terminology</p> <p>Evaluate clearly the effects on the reader</p> <p>Show clear and developed understanding of writer's methods</p> <p>Select a range of relevant textual references</p> <p>Make a clear and developed response to the focus of the statement</p>	<p>Students will</p> <p>Makes judicious references/ use of textual detail relevant to the focus of the question</p> <p>Make perceptive inferences</p> <p>Perceptive analysis of the effects of the writer's choices of language</p> <p>Make sophisticated and accurate use of subject terminology to support perceptive arguments</p> <p>Evaluate critically and in detail the effect(s) on the reader</p> <p>Show perceptive understanding of writer's methods</p> <p>Develop a convincing and critical response to the focus of the statement</p>
<p>Assessment</p> <p>Students will be given an extract to analyse in detail, as well as referring to the whole plot.</p>		

**English PoS: Year 9 HT5 – READING Focus –Non Fiction**

Students will colour code as they work through the scheme of work.

Students will explore a range of 19th Century non fiction and literary non fiction texts. They will improve their skills of interpreting explicit and implicit information (AO1), analyse how writers use language and structure for effect (AO2) and start to compare writers' ideas (AO3).		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will:</p> <p>Show some interpretation from the text:</p> <p>Attempt some inference(s) from the text</p> <p>Select some appropriate references/textual detail from the texts</p> <p>Attempt to comment on the effect of language</p> <p>Make some use of subject terminology, more usually appropriate</p> <p>Make some evaluative comment on effect on the reader</p> <p>Show some understanding of obvious writer's methods</p> <p>Make some response to the focus of the statement</p>	<p>Students will:</p> <p>Select a range of references/ textual detail relevant to the focus of the question</p> <p>Explain clearly the effects of a range of the writer's choices of language</p> <p>Select a wide range of relevant textual detail</p> <p>Make clear and accurate use of a variety of appropriate subject terminology</p> <p>Evaluate clearly the effects on the reader</p> <p>Show clear and developed understanding of writer's methods</p> <p>Select a range of relevant textual references</p> <p>Make a clear and developed response to the focus of the statement</p>	<p>Students will</p> <p>Makes judicious references/ use of textual detail relevant to the focus of the question</p> <p>Make perceptive inferences</p> <p>Perceptive analysis of the effects of the writer's choices of language</p> <p>Make sophisticated and accurate use of subject terminology to support perceptive arguments</p> <p>Evaluate critically and in detail the effect(s) on the reader</p> <p>Show perceptive understanding of writer's methods</p> <p>Develop a convincing and critical response to the focus of the statement</p>
Assessment		
Students will answer a range of questions which will cover true false statements, writing summaries and comparisons and language analysis.		

**English PoS: Year 9 HT6 – READING Focus –The Novel**

Students will colour code as they work through the scheme of work.

<p>Students will read the famous American classic, Of Mice and Men. They will improve their skills of interpreting explicit and implicit information (AO1), analyse how writers use language and structure for effect (AO2) and start to compare writers' ideas (AO3).</p>		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will:</p> <p>Show some interpretation from the text:</p> <p>Attempt some inference(s) from the text</p> <p>Select some appropriate references/textual detail from the texts</p> <p>Attempt to comment on the effect of language</p> <p>Make some use of subject terminology, more usually appropriate</p> <p>Make some evaluative comment on effect on the reader</p> <p>Show some understanding of obvious writer's methods</p> <p>Make some response to the focus of the statement</p>	<p>Students will:</p> <p>Select a range of references/ textual detail relevant to the focus of the question</p> <p>Explain clearly the effects of a range of the writer's choices of language</p> <p>Select a wide range of relevant textual detail</p> <p>Make clear and accurate use of a variety of appropriate subject terminology</p> <p>Evaluate clearly the effects on the reader</p> <p>Show clear and developed understanding of writer's methods</p> <p>Select a range of relevant textual references</p> <p>Make a clear and developed response to the focus of the statement</p>	<p>Students will</p> <p>Makes judicious references/ use of textual detail relevant to the focus of the question</p> <p>Make perceptive inferences</p> <p>Perceptive analysis of the effects of the writer's choices of language</p> <p>Make sophisticated and accurate use of subject terminology to support perceptive arguments</p> <p>Evaluate critically and in detail the effect(s) on the reader</p> <p>Show perceptive understanding of writer's methods</p> <p>Develop a convincing and critical response to the focus of the statement</p>
<p><b>Assessment</b>                  Students will be given an extract from the novel which they must analyse in close detail. They will also be asked to use the piece to lead to completing a creative writing task</p>		