

## Year 9 Curriculum Principles for English

### **By the end of Year 9 students at Dixons Cottingley studying English will be exposed to the following:**

In Cycle 1, Year 9 students continue to consolidate their analytical skills and their appreciation of how writers craft language for meaning through the study of a gothic text, 'Frankenstein' by Mary Shelley. Through the study of 'Frankenstein', students are introduced to the gothic genre and are able to grasp key concepts and conventions of the gothic genre.

In Cycle 2, Year 9 students will study a modern British novel 'Animal Farm' by George Orwell. Through the study of this dystopian text, students are exposed to key concepts like, socialism and capitalism which will support students in KS4 when they go on to study the modern play 'An Inspector Calls'. Students will focus on developing a thorough understanding of the writers' craft and how language is used to manipulate by exploring rhetoric in Squealer's speeches. We ensure our students develop a critical voice when exploring texts from different genres and time periods.

In Cycle 3, Year 9 will study the 'Power and Conflict' poetry which will prepare them to make that transition to GCSE. Through the study of 'Power and Conflict' poetry, students are building on skills taught in Year 7 WW1 poetry and making the transition to GCSE skills. Students will consolidate analysis and comparison skills, develop a thorough understanding of poetic terms and analysis of structure and form.

### **By the end of Year 9 students at Dixons Cottingley studying English will be taught the following skills:**

Students will read and be exposed to a wide range of literature; novels, plays, poems and high-quality non-fiction texts.

Think critically and conceptually and understand how texts shape our cultural, social and moral understanding of the society we live in.

Craft their writing, adapting to suit different audiences and purposes using language to convey meaning.

Be able to articulate themselves confidently and shape their talk to suit different audiences and purposes using the correct register.

### **In order to truly appreciate the subject and create deep schema, English has been sequenced with the following rationale:**

The English curriculum has been sequenced thematically.

English is driven by core knowledge and key skills.

The English curriculum at DCO is robust and rigorous.

All of our schemes are carefully planned around our 'core' anchor texts with a wider reading selection.

Throughout the year, both Literature and Language content is revisited in the form of 'Do Now' quizzes, subject specific homework booklets and Knowledge Navigators and quizzing during period 1.

All schemes of work allow for key schema to be added to whereby teachers carefully select new knowledge to teach based on the changing needs of the students each time they re-visit an area of a key concept or knowledge.

### **Our English curriculum ensures that social disadvantage is addressed through:**

English Language and Literature are crucially important in challenging social disadvantage for a number of reasons. The ability to communicate effectively both in writing and speech is essential to further academic study and career prospects. However, English is not just a gateway subject: it also leads students to develop critical thinking skills and the ability to construct well-reasoned arguments. High level English skills ensure that students are able to access the world of academia; world of work; contribute effectively with communities and be productive, engaged members of society.

As a faculty, we ensure lessons are differentiated to meet the needs of all our students, from those who are the most academically gifted to those who need the most support. Intervention plans are thorough and rigorous and are tailored to the needs of every student.

English provides unique opportunities for personal response and encourages students to develop their creativity and imagination, expressing their ideas and opinions in response to both literature and non-fiction texts.

Our belief is that homework is used for deliberate practise of what has been taught in lessons. We also use retrieval practice and spaced revision to support all students with committing knowledge to long term memory.

### **Opportunities to build an understanding of social, moral and ethical issues are developed alongside links to the wider world, including careers, through:**

Through a variety of non-fiction texts students build their understanding of a wide range of contemporary issues such as aspects of social injustice. Literature texts are selected for both their literary merit and for their ability to provide a lens through which to view contemporary issues.



Whenever possible, students are afforded opportunities to visit the theatre and author visits the school to speak to students about the writing experience and demonstrate their own creative writing skills.

Stretch lectures afford the English Faculty opportunities to go beyond the GCSE specification and broaden the scope of students' knowledge.