



**Guide to Year 9 English**

**Assessment Criteria**

Every half term students are assessed using GCSE grading system, to prepare them for progression into KS4.. Each assessment is marked using this criteria which outlines the differences between each level. This is given to students at the beginning of the school year. A copy is attached for your perusal.

**Expectations of Students**

Students are expected to come equipped with appropriate stationary. They also need to read their teachers comments in their books and act on the feedback given. Students are expected to complete their progress tracking in the front of their books after every assessment.

Year 9	Topic Title and unit	What students will be learning	How you can specifically help your child
HT1	Literary Fiction and Original Writing	To analyse and explain how language and structure can be used for effect in both their own writing and also in texts produced by professional writers To know how to structure their own writing and to use vocabulary for effect To evaluate texts critically using the appropriate subject terminology	Talk about writing with your child •Ask them about a piece of writing they are doing at school and/or for their homework •Tell them about some writing you are currently doing – a letter, a poem, a list for the holidays, a scrapbook, something you are doing for work or study. •Help them to use dictionaries and thesaurus (both paper and Internet versions).
HT2	Pre-20 <sup>th</sup> Century Literature ‘A Christmas Carol’	To Identify how an author sends a message in a text. To develop our language inference skills using unfamiliar vocabulary. To produce a charity leaflet linked to paper 2, section B. To describe/explain the impact and purpose of each ghost. To investigate the social and historical contextual impact. To evaluate the purpose of each of the ghosts in revealing Scrooge’s character/nature. To create a response using a picture stimulus linked to paper 1, section B.	Talk about reading with your child •Help your child gather newspaper, magazine and journal articles for a topic of interest at school. Help them find information on internet sites. •Talk to your child about what they have been reading. What have they learnt? What questions do they still have? Where else could they find information that would be useful? •Talk to your child’s teacher about available books and resources that relate to your child’s interests •Read through your child’s homework tasks and questions together and talk about what they are planning to do to finish the homework •Play card and board games as a family. Increase the challenge – it really helps children’s learning. Read together •Read your child a novel that they are interested in – try one or two chapters each day •Get your child to listen to younger siblings doing their reading homework (this is a good chance for them to practise some of their own reading skills) •You can remind them about pausing while the younger child thinks about a word they don’t know, giving them help to work out the word, and giving them praise for their reading, too •Have books, magazines, comics, newspapers and other information available for everyone in your family to read on topics that interest your child e.g. skateboarding, surfing, fashion
HT3	Non-Fiction and Writing to Present a Viewpoint – a themed unit (e.g. Censorship) built writing to argue/persuade (to include Non-Fiction texts and Speaking and Listening).	To Identify the tone, perspectives and ideas of a text To develop their analysis of perspective and their comparison skills To produce a critical speech with a clear viewpoint and tone To describe/explain the language used to reveal perspective To investigate two non-fiction texts and their viewpoints To evaluate the ways authors convey viewpoint and perspective through their ideas, tone and language choices To create a bank of words and language features associated with different common tones e.g. sarcastic, critical	•Listen together to CDs and mp3s of your child’s favourite stories, books and songs. Above all, be positive whenever your child is reading, no matter what they are reading. Respect your child’s opinion as it shows they are thinking about what they read. Try to be a role model: let your child see you enjoying reading – whether it’s the newspaper, a magazine, a comic, a cook book or a novel.
HT4	Themed Work Poetry Anthology ‘Conflict’ – 8 poems connected by the theme of war and its effects	To develop their language analysis. To produce a creative piece of writing from images. To describe/explain the ideas behind the poems. To investigate the affect that war has on people. To evaluate how the poets explore what life was like for a soldier and whether they would be persuaded to join. To create a diary entry to show their understanding of what life was like for a soldier.	
HT5	20 <sup>th</sup> -Century Literature ‘Inspector Calls’	To identify how Priestley uses language to present theme and character. To develop a secure understanding of plot, theme and characters. To produce written responses to key questions which use judicious textual references. To describe/explain how themes are explored in the play. To investigate how characters develop throughout the course of the play. To evaluate the structural devices used in the play.	



HT6	Shakespeare 'Macbeth'	To identify how Shakespeare uses language to present theme and character. To develop a secure understanding of plot, theme and characters. To produce written responses to key questions which use judicious textual references. To describe/explain how themes are explored in the play. To investigate how characters develop throughout the course of the play. To evaluate the structural devices used in the play.	
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## **Contact details**

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