



NOTTINGHAM BRITISH SCHOOL – CURRICULUM DEVELOPMENT 2019



Year 9 ENGLISH

STRAND	October Assessment Alternative Reality	December Assessment Dramatic Discoveries	March Assessment Leisure and Travel IGCSE Taster course	June Assessment IGCSE Taster course	Age Related Expectation By the end of the year every student will be able to
	Make inferences and refer to evidence in the text to support opinion. Explore different narrative viewpoints. Read pre-1914 English literature. Understand the purpose and punctuation of complex sentences. As part of the drafting process,	Recognise the purpose and audience of a text and draw on this knowledge to support comprehension. Write well-structured formal essays and reports. Write drama script showing awareness of dramatic techniques. Apply spelling patterns and rules. Dramatic Discoveries TEXTS: Extracts from: The Guardian newspaper The Canterville Ghost by Oscar Wilde	Make inferences and refer to evidence in a text. Understand how a writer uses organisational features to present meaning. Consider how their own writing reflects an awareness of audience and purpose. Know and understand the features of written and spoken English. Summarize and organise material to support arguments and ideas	Skills for IGCSE Developing reading skills and strategies. Scanning and skimming. Finding and selecting information. Inferring and implying. Using information. Sentence variety. Paragraphs for text organisation. Vocabulary development.	READING Choose and read books independently for interest and enjoyment. Understand new vocabulary by using context, dictionaries and by relating it to known vocabulary. Make inferences and always refer to and quote evidence from the text to support opinions. Deduce the purpose and audience of any text.



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<p>check the sense of a text.</p> <p>Make critical comparisons across texts.</p> <p>Study the effectiveness and impact of grammatical features.</p> <p>Alternative Reality</p> <p>TEXTS: Extracts from:</p> <p>Metamorphosis by Franz Kafka</p> <p>Gulliver’s Travels by Jonathan Swift</p> <p>ACTIVITIES</p> <p>Pair, group and class discussion.</p> <p>Reading comprehension.</p>	<p>www.plantagenethistory.blogspot.com</p> <p>www.teenagehealth.blogspot.com</p> <p>www.barbarasblog.wordpress.co.uk</p> <p>www.ctvnews.ca</p> <p>ACTIVITIES</p> <p>Create a drama script and a blog article.</p> <p>Engage in a discussion about science and history.</p> <p>Engage in a discussion about scary stories.</p> <p>Reflect on how modern science helps us to learn about the past.</p> <p>Reflect on how Shakespeare created a villain.</p> <p>Collaborate on inventing new words.</p> <p>Collaborate on understanding the personality of a character in a play.</p>	<p>Leisure and Travel</p> <p>TEXTS: Extracts from:</p> <p>www.telegraph.co.uk</p> <p>Notes from a Big Country by Bill Bryson</p> <p>Whymorocco.wordpress.com</p> <p>How Space Tourism Works by Kevin Bonsor</p> <p>ACTIVITIES</p> <p>Create a travel blog.</p> <p>Create a humorous image of an animal.</p> <p>Engage with the concept and use of juxtaposition and oxymoron.</p> <p>Engage with the ways to create humour in writing.</p> <p>Reflect on the effectiveness of carefully chosen adjectives to create a desired effect.</p>	<p>Avoiding ambiguity.</p> <p>Clear punctuation to enhance meaning.</p> <p>Clear links between form, reader and purpose.</p> <p>Using a variety of structures in different texts.</p> <p>Writing an effective summary.</p> <p>Writing effectively to inform and explain.</p> <p>Writing effectively to argue a point of view.</p> <p>Identify the key words in the question.</p> <p>Predicting answers by using inference.</p> <p>Writing brief accurate answers.</p>	<p>Know the full range of literary terms and use them consistently when writing and talking about texts.</p> <p>Understand how staging can affect the meaning of a play and be able to put this into practice.</p> <p>Use the reading skills of skimming and scanning.</p> <p>WRITING</p> <p>Write the full range of appropriate Key Stage 3 texts to a consistently high standard.</p> <p>Use a wide range of literary devices in their own writing.</p> <p>Always have a clear sense of audience and purpose in their writing.</p>
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<p>Create a fantasy fiction story</p> <p>Create a compelling opening paragraph</p> <p>Engage in discussion of books and films.</p> <p>Reflect on how authors create main characters.</p> <p>Collaborate on grammar and vocabulary activities.</p> <p>ASSESSMENT</p> <p>Writing a Fantasy Story</p>	<p>ASSESSMENT</p> <p>Reading Comprehension and Writing a summary.</p>	<p>Collaborate to decide on a dream destination.</p> <p>Collaborate to discuss ideas for a travel blog.</p> <p>ASSESSMENT</p> <p>Produce publicity materials for a new resort hotel.</p> <p>February to March: IGCSE Taster Course. (See next term’s assessment.)</p>	<p>Listening carefully for details.</p> <p>Listening to a range of scenarios.</p> <p>Identifying multiple choice answers.</p> <p>Clearly and accurately communicate ideas verbally.</p> <p>When speaking, link ideas using a range of connectives.</p> <p>When speaking, use a range of grammatical structures and vocabulary.</p> <p>Show control of pronunciation.</p> <p>Engage in conversation and help to move the conversation forward.</p>	<p>Use the full range of appropriate punctuation.</p> <p>Organise continuous prose into sentences of varying length and complexity.</p> <p>Organise continuous prose into clear paragraphs with topic sentences.</p> <p>Use the full range of appropriate verb tenses.</p> <p>Consistently apply the writing process of plan, draft, redraft, publish and understand how this can be applied to writing in examination conditions.</p> <p>GRAMMAR AND VOCABULARY</p> <p>Apply all the grammatical knowledge gained in the Key Stage 3 programme.</p>	
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				<p>TEXTS:</p> <p>A range of non-fiction materials:</p> <p>Newspaper reports, magazine articles, web pages, blogs advertisements, biographies and autobiographies, interviews.</p> <p>ACTIVITIES: (Exam-based)</p> <p>Reading comprehension across a variety of texts: short form answers, matching and note-taking.</p> <p>Writing activities: writing for a range of purposes: to summarize, to give information, to argue, to persuade, to give an opinion.</p>	<p>Comment confidently on the grammatical features of any text.</p> <p>Continue to use new vocabulary in writing and in speech.</p> <p>Use Standard English confidently and consistently in writing and speech.</p> <p>Discuss reading, writing and spoken language in pair, groups and whole class activities.</p> <p>Spell accurately the two hundred most used words in English.</p> <p>SPOKEN ENGLISH</p> <p>Use Standard English confidently and make extended, thoughtful contributions to class discussions.</p>
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				<p>Listening Activities:</p> <p>Listening and responding to: short dialogues, phone messages, a formal talk, informal monologues and informal discussion, a formal talk.</p> <p>Speaking Activities:</p> <p>Use topic cards to hold conversations on a variety of subjects.</p> <p>ASSESSMENT</p> <p>End of year examination based on Reading and Writing sections of a past IGCSE English past paper.</p>	<p>Give presentations to a consistently high standard, building on and responding to others' ideas.</p> <p>Select appropriate language for performance of poetry or drama, showing an explicit awareness of tone, volume, intonation, mood, silence, stillness and action.</p>
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