



Year 9

# Department of English

# OVERVIEW

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## Skills Developed

Analysis of how writers use language and structure to engage readers; methods specific to plays, novels and poetry; the structure of a short story; how contextual ideas can be considered in relation to a variety of texts; how critical interpretations can be applied to texts.

## Topics covered

In Year 9, pupils read a range of literature from this and previous centuries, including two novels, one Shakespeare play and poetry on the theme of relationships. All Year 9 students are issued with a recommended reading list and are expected to read widely in their own time. They are taught to analyse the texts that they study, making comparisons between them, and to draw upon an appropriate critical vocabulary. Pupils write a number of formal essays and undertake, among other projects, a short study of non-fiction texts to prepare them for English Language GCSE. They are encouraged to make appropriate use of ICT and to make independent use of research facilities in the library. The end of year examination will focus on the reading skills the pupils have developed during the course of the year and students also complete a spoken language presentation.

## How we assess your daughter's progress

Pupils' work is assessed using the Nonsuch High School for Girls Assessment Criteria. Assessments will be marked out of 20. Three key assessments will be graded with a colour – Purple, Blue, Green, Yellow or Orange – with most of the students expected to be working at a Green.

## How we support and develop your daughter

Material will be made available to pupils on the SharePoint pages.

## How you can help your daughter

Encourage your daughter to select a range of reading material – including newspapers and other non-fiction pieces – as well as recommendations from the Year 9 Reading List. Watching the news, listening to radio discussion programmes or dramatisations of texts will also be helpful. Make sure she has access to a good dictionary and thesaurus to use when completing homework tasks. Remind her to act upon the specific developmental advice she is given when her work is marked.