

| Rushden Academy - Year 9 English context sheet |   |  |   |
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| Timeline                                       | Topic   | We will learn...   | Suggested further reading   |
| <p><b>Block 1</b><br/>Terms 1 and 2</p>        | <p><b>Gothic Literature:</b><br/> <b>“The Woman In Black” by Susan Hill and gothic writing</b><br/>           For this unit you will be introduced to the gothic horror genre, starting with <i>The Woman In Black</i>. You will analyse how Hill uses language and structure to create a tense atmosphere for her reader, offering a personal response throughout the unit. Once you are armed with your knowledge of gothic conventions, you will give it a try yourself! The end of this unit will be exploring how to write ghost stories and how to create intended effects for your reader.</p> | <p><b>Reading skills:</b><br/>           -Inference and deduction<br/>           -Analysing language, form and structure<br/>           -Developing a critical style<br/>           -Demonstrating an understanding of plot, characters and themes</p>                           | <p>-<a href="#">The Graveyard Book, Neil Gaiman</a><br/>           -<a href="#">Alice, Christina Henry</a><br/>           -<a href="#">The Haunting of Aveline Jones, Phil Hickee</a><br/>           -<a href="#">The Haunting of Hill House, Shirley Jackson</a><br/>           -<a href="#">Wuthering Heights, Emily Bronte</a></p> |
|  |   | <p><b>Writing skills:</b><br/>           -Effective use of academic writing.<br/>           -Appropriate and varied use of grammar in creative writing.<br/>           -Use of description and literary devices.<br/>           -Building tension and atmosphere in writing.</p> |   |
| <p><b>Block 2</b><br/>Term 3 and 4</p>         | <p><b>Contemporary drama:</b><br/> <b>“Noughts and Crosses” by Malorie Blackman and non-fiction relating to race and protest</b><br/>           Here you will be introduced to contemporary drama and the relevant social and historical context that influenced them. You will explore the play <i>Noughts and Crosses</i> where you will learn the main plot line, characters and themes. During the unit, you</p>  | <p><b>Reading skills:</b><br/>           -Inference and deduction<br/>           -Analysis of dramatic features<br/>           -Developing a critical style<br/>           -Demonstrating an understanding of plot, characters and themes</p>                                    | <p>-<a href="#">The History Boys, Alan Bennett</a><br/>           -<a href="#">The Curious Incident of the Dog in the Night Time (play), Simon Stephens</a><br/>           -<a href="#">A Monster Calls (play), Adam Peck</a><br/>           -<a href="#">National Theatre Connections 2022: 10 Plays for Young Performers</a></p>    |

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|   | <p>will also develop your analysis of non-fiction, linking it to the themes we are exploring in our text.</p>  | <p><b>Writing skills:</b><br/>-Effective use of academic writing.<br/>-Appropriate and varied use of grammar in creative writing.<br/>-Appropriate use of rhetoric in writing</p>  |   |
| <p><b>Block 3</b><br/>Terms 5 and 6</p> | <p><b><u>Shakespearean romance: Romeo &amp; Juliet and relationship poetry</u></b><br/>Finally, in this term, you will be introduced to the Shakespeare play Romeo and Juliet where you will learn the main plot line, characters and themes. You will explore poetic devices; how to analyse Shakespeare’s use of language and structure and evaluating pivotal events in the play. During the unit, you will also develop your understanding and analysis of 6 of the 15 relationship poems from the Edexcel anthology</p> | <p><b>Reading skills:</b><br/>-Inference and deduction<br/>-Analysis of language, form and structure<br/>-Developing a critical style<br/>-Comparing texts</p> <hr/> <p><b>Writing skills:</b><br/>-Effective use of academic writing.</p> | <p>-<a href="#">Bright Smoke, Cold Fire duology, Rosamund Hodge</a><br/>-<a href="#">Fair Rosaline, Natasha Solomons</a><br/>-<a href="#">Romiette and Julio, Sharon Draper</a><br/>-<a href="#">Edexcel Conflict anthology</a></p> |

## Homework

Your homework for this year will link to Accelerated Reader where you are expected to read your chosen AR book for 20 minutes a day, 5 days a week. Your reading will be tracked by your AR teacher. In addition, your teacher may wish to set some additional homework, especially in the lead up to a PR test. This could take the form of:

- Seneca
- Spelling test
- Additional reading related to the unit of work being studied
- Completing work that wasn’t finished in lessons.

## **RTP**

We have high expectations for presentation in English. At the beginning of the lesson, you are expected to write the long date and title and underline with a ruler. Any pages that are incomplete should be ruled off so as to not waste paper. Doodling will not be tolerated. Teachers will monitor presentation during lessons and when marking work in books.