

Felpham Community College – Key Stage 3 S of W

Subject: English	Year: 9	Leader: Denise Chick
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Autumn Term 1	Sample Activities	Homework
<p>Topic: Classic American Fiction Students develop their analytical skills in studying a seminal text from American Literature; 'Of Mice and Men' by John Steinbeck that they read in class.</p> <p>Students will have explained to them the terms derogatory and contentious to support the teaching of this novella.</p>	<p>Create a short film (for YouTube) or poster in which you identify the ideas/ morals/ social comments the writer might have been making and comment on the ways in which this was achieved.</p> <p>Take key passages from Chapter 3: the shooting of Candy's dog or the fight and analyse the ways in which the writer presents the events. Look closely at the language choices and the structures.</p>	<p>Homework Spelling & vocabulary tests</p> <p>Assessment Plans Analyse presentation of character</p>

Autumn Term 2	Sample Activities	Homework
<p>Topic: Gothic Unit Students read a range of texts compiled in an anthology, as well as extracts from classic Victorian Gothic texts.</p>	<p>Read prompt sheet for 'week 1' and discuss the ways in which modern science is conducting many things which were so abhorrent to the Victorians. Consider religious and ethical implications. Watch and discuss how the trailer to 'The Woman in Black' (youtube) creates tension and uses features of the Gothic.</p> <p>Writing haikus.</p>	<p>Homework Spelling & vocabulary tests.</p> <p>Assessment Plans Creative Writing: based on an extract, use features of the gothic and create a ghost story. Reading skills: Explore how a writer uses language to create effects in a given text.</p>

Spring Term 1 & 2	Sample Activities	Homework
<p>Key text: Shakespeare's 'Romeo and Juliet'</p> <p>Students study plot, theme and characters in a whole Shakespeare play in preparation for the requirements of the GCSE Literature exam.</p>	<p>Watch a clip of 4 different versions of the 'bite my thumb' sequence - www.youtube.com/watch?v=D9D_4A7yYzc Students discuss which aspects of the text each director has chosen to highlight and decide which is the most effective and why.</p> <p>Discussion and planning for a response to how Juliet and her father interact in Act 3 scene 5.</p> <p>Explore scenes and how Shakespeare develops plot and characters to engage audiences.</p>	<p>Homework Spelling & vocabulary tests.</p> <p>Assessment Plans Reading and Writing: A key scene analysis with reference to wider text.</p>

Spring Term 2	Sample Activities	Homework
<p>Topic:</p>	<p>Students read individual poems and explore their responses.</p>	<p>Spelling & vocabulary tests.</p>

<p>Poetry: Innocence and Experience Students study the War poetry of WW1. (Some may also study some of the poetry of William Blake) and hone skills of close analysis, comparison and references to cultural context.</p>	<p>Comparison of poems and how different authors / speakers convey their ideas regarding war. Examine the poems 'France', 'In the Pink' and 'The Rear-Guard' (see resource). How do the language, imagery and structure change in the three poems over time?</p>	<p>Assessment Plans Writing: students create own poem based on range of poems studied in class. Students recite poems.</p>
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<p>Summer Term 1</p> <p>Topic: Becoming Real Writers</p> <p>Students hone their creative writing skills for 3 weeks before their EOY exam.</p> <p>The novel:</p> <p>Text available: <i>Beserk- Ally Kennen</i> <i>How I Live Now - Meg Rossoff</i> Ex GCSE TEXTS: <i>Brighton Rock - Graham Greene</i> <i>Martyn Pig - Kevin Brooks</i> <i>Great Expectations - Charles Dickens</i> <i>A View From a Bridge - Arthur Miller</i> <i>The Crucible - Arthur Miller</i> <i>The Woman in Black - Susan Hill</i></p>	<p>Sample Activities</p> <p>Students read examples of descriptions and stories; explore structure and devices used by writers and practise writing their own.</p> <p>See below.</p>	<p>Homework Spelling & vocabulary tests.</p> <p>Assessment Plans End of year exams assessed for Creative Writing.</p>
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<p>Summer Term 2</p> <p>Topic: A Transition unit to GCSE Students are introduced to the GCSE course with the practising of key skills and a mock exam as well as studying a further contemporary novel or play.</p> <p>Text available: <i>Beserk- Ally Kennen</i> <i>How I Live Now - Meg Rossoff</i> Ex GCSE TEXTS (appropriate for set)</p>	<p>Sample Activities</p> <p>Re-read opening and analyse techniques paying particular attention to language choices and structures e.g., establishment of setting/character/mood/ narrative voice. Revise/introduce terms protagonist and antagonist. Write up in minimum of a page.</p> <p>Allocate a passage and set practice questions in the style of the assessment paper – discuss in pairs then write up independently – aim for a minimum of a side of A4.</p>	<p>Homework Spelling & vocabulary tests.</p> <p>Assessment Plans: Descriptive / narrative writing</p>
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<p><i>Brighton Rock - Graham Greene</i> <i>Martyn Pig - Kevin Brooks</i> <i>Great Expectations - Charles Dickens</i> <i>A View From a Bridge - Arthur Miller</i> <i>The Crucible - Arthur Miller</i> <i>The Woman in Black - Susan Hill</i></p>	<p>Write a letter to the author explaining your response to the text and asking questions you would like answered – these might be able to be sent in some cases.</p>	
<p>Literacy - Students peer-assess each other's work for basic errors including capital letters and punctuation.</p>		

<p>Website / Resources http://www.shmoop.com/literature/ http://www.poemhunter.com/wilfred-owen/ http://www.oucs.ox.ac.uk/ww1lit/gwa/ http://shakespeare.palomar.edu/ http://www.bbc.co.uk/schools/gcsebitesize/english/</p>

<p>Extension</p> <ol style="list-style-type: none"> 1. Read 'To Kill a Mockingbird' independently. 2. Read another novel either from the same genre or by the same author and write a comparative piece evaluating the two texts. 3. Write a sequence of poems on a given theme, for example Civilians in War, The Natural World, and submit for a poetry competition or for the Scribbler. In a commentary, explain what you were trying to achieve in your poems. Read Blake's poems on Innocence and Experience and compare these in visual representation with the war poems studied in class. 4. Produce a guide (film or PPT) to the context of the Elizabethan / Jacobean period. 5. Make a film adaptation of your short story or a drama version to perform in assembly or to another class. 6. Write a piece in the style of the Guardian Experience columns using both humour and personal experience to reflect on life's ups and downs. http://www.guardian.co.uk/lifeandstyle/series/experience
