

## English | Year 9 | Writing

### Curriculum core purpose. Intent

**How does this curriculum fit into the OBHS Curriculum Specification?** The GCSE assessment Objectives underpin the design of all KS3 units, skills progression and assessments, thereby ensuring that students are equipped with the skills and knowledge necessary to tackle their GCSEs successfully, while also preparing them for the world beyond school. A maximum of two skills have been prioritised per unit to promote precision teaching, and thereby promote stronger outcomes for all students. Students at KS3 study 2 discrete writing units over a year; these are underpinned by our reading curriculum (4 units across the year) as reading is the cornerstone of improving literacy for all. Of the discrete writing units there is a balance of fiction and non-fiction in order to reflect the balance of this in Section B of the GCSE Language Exams.

**How is this linked to prior learning? How do units/ topics/ chunks fit together to form the curriculum narrative and prepare students for the next phase of their learning?** Year 8 ends with students developing their use of writing to share perspectives on wider world issues. Year 9 moves these skills on to explore more challenging genres such as Gothic writing, using 19<sup>th</sup> Century texts as models, which prepares students for the demands of GCSE Language Paper 1, Section B.

Through the Rhetoric units, students then return to writing from different perspectives in non-fiction forms to prepare them for GCSE Language Paper 2, Section B and the spoken language NEA component. By the end of year 9, students will have a rich and varied experience of writing for different purposes, audiences, genres and forms.

**How does this curriculum respond to local and national agendas?** Through the Gothic writing unit, students explore aspects of the Literary Heritage Britain is proudest of. Through the Rhetoric unit students explore how language has been used throughout history to influence and impact audiences.

Content-Knowledge and Skills.	Subject specific pedagogy	Resources and support
<p><b>Gothic Writing:</b> Writer’s Voice and Spelling, Punctuation and Grammar</p> <p><b>Rhetoric:</b> Writer’s Voice and Oracy skills</p>	<ul style="list-style-type: none"> <li>• Examples used to model a concept followed student practice and assessment (peer, teacher, self).</li> <li>• ‘Build a sentence’ to develop use of openings, structures and descriptive devices.</li> <li>• Modelling metacognitive approaches to writing</li> <li>• Thinking out loud / talk before writing</li> </ul>	<ul style="list-style-type: none"> <li>• Images and video clips are used to introduce new and unfamiliar concepts, and prompt ideas for own writing.</li> <li>• A variety of appropriate sentence stems for support and challenge.</li> <li>• Planning pro-formas adapted for support and challenge to guide writing and inclusion of specific skills.</li> <li>• Rich vocabulary explicitly highlighted to develop students’ literacy.</li> </ul>
Feedback, assessment and progress.	Habits	
<p><b>How are students assessed? How does this demonstrate progress?</b> <i>All students sit the same summative assessment every term. The mark scheme reflects the OBHS use of percentages to identify low, middle and high prior attainment. Marks are recorded as percentages. Summative Assessments build in challenge and mimic the language and concepts students will face at GCSE. Our assessments follow the OBHS Feedback and Assessment Policy to ensure consistency of approach across the whole school.</i></p> <p><b>How do children receive feedback on their learning?</b> <i>Formative feedback is given in line with the OBHS Feedback and Assessment Policy. Success criteria is used for self and peer assessment.</i></p> <p><b>How is feedback used to inform planning/ SoL?</b> <i>While our medium term plan is well-resourced, in-class AfL and no-pen marking is used to inform the direction of teaching and the time allowed for specific concepts during a unit. The skills taught within writing units reoccur with increasing challenge throughout the year to allow for continued development of skills.</i></p>	<p><b>Resilience</b> – <i>proof reading, responding to teacher feedback, applying Next Steps to new contexts;</i></p> <p><b>Collaboration</b> – <i>participate actively in-group discussions, develop active listening skills, and begin to experiment with roles within groups.</i></p> <p><b>Independence</b> – <i>tackle tasks following instructions, judging when help is needed and asking for it.</i></p> <p><b>Ambition</b> – <i>tackling challenge tasks frequently.</i></p> <p><b>Creativity</b> – <i>using information to develop own ideas and opinions.</i></p>	