

## Secondary Stage 9 English for Year 9

### Phonics, spelling and vocabulary

- Spell correctly throughout a substantial text including ambitious or complex polysyllabic words.
- Continue to be aware of spelling errors and correct them.
- Continue to extend range of language and use it appropriately.
- Show some appreciation of how the writer's language choices contribute to the overall effect on the reader, e.g. demonstrating the effectiveness of imagery in contrasting texts or arguing that the use of highly emotive language in an advertisement is/is not counterproductive in its effect on an audience.
- Shape and affect the reader's response through conscious choices and in planned ways by selecting ambitiously from a wide and varied vocabulary for a range of tasks, purposes and readers.

### Grammar and punctuation

#### Reading

- Develop precise, perceptive analysis of how language is used, e.g. explaining how euphemisms conceal bias in a political statement or showing how language use reflects a character's changing emotional state.

#### Writing

- Use a range of features to shape and craft sentences that have individual merit and contribute to overall development of the text, e.g. embedded phrases and clauses that support succinct explanation; secure control of complex verb forms; use antithesis, repetition or balance in sentence structure.
- Demonstrate control of wide variety of sentence types used for intended purpose and desired effect.

### Reading

*The following genres and text types are recommended at Stage 9:*

*Fiction and poetry: short stories with similar themes for comparison, contemporary stories including dialogue with dialect, novels written through letters or diary accounts, texts from different cultures and traditions, older drama from other cultures, different poetic forms from around the world.*

*Non-fiction: travel writing, advertising copy, reference books and encyclopaedias – both concise and longer texts, reports and leaflets.*

#### Fiction and poetry

- Analyse and respond to the range of ideas and differing viewpoints, purposes and themes in a variety of related texts.
- Analyse in depth and detail writers' use of literary, rhetorical and grammatical features and their effects on different readers.
- Discuss their own and others' reading, take account of others' views of what they have read, express informed opinions and make recommendations.
- Develop interpretations of texts, supporting points with detailed textual evidence.
- Analyse the structures of different poetical forms. Demonstrate understanding of impact of vocabulary and meaning through the selection of appropriate quotations.
- Analyse how texts are shaped by audiences' preferences and opinions.
- Develop an understanding of how ideas, experiences and values are portrayed in texts from different cultures and traditions.

- Understand how words are used for different purposes, e.g. to create atmosphere, to persuade the reader.

### **Non-fiction**

- Select from a range of strategies and use the most appropriate ways to locate, retrieve and compare information and ideas from a variety of texts.
- Make notes using a range of different note-making formats and approaches (including mind-mapping and tabulating) when researching a variety of media.
- Analyse how meaning, including attitude, can be conveyed in different ways according to structural and organisational choices.
- Demonstrate understanding of the features of a wider range of non-fiction and media texts, e.g. travel writing, advertising material.
- Recognise ways in which writers use different registers and other methods to communicate with their audience.
- Understand the differences between formal and informal style.
- Use a repertoire of reading strategies to analyse and explore different layers of meaning within texts, including bias.
- Analyse how meaning is conveyed differently according to the form, layout and presentation selected by the writer for specific purposes.

## **Writing**

### **Fiction**

- Link a selection of ideas and planning choices explicitly to a clear sense of task, purpose and audience.
- Use the editing, proofreading and reviewing process, and revise as necessary, to evaluate the effectiveness and likely impact on the reader.
- Select the most appropriate text format, layout and presentation to create impact and engage the reader.
- Shape and craft language within paragraphs, and structure ideas between them, to achieve particular effects with purpose and audience in mind.
- Establish and sustain character, point of view and voice in their fiction writing.
- Begin to develop a range of registers and a personal voice.
- Add detail, tension and climax to their narratives by shaping the reader's response through conscious choices from a wide and ambitious vocabulary.
- Understand ways to deploy range of formal and informal styles to enhance and emphasise meaning and create a wide range of effects.
- Understand ways in which writers modify and adapt phrase and sentence structures and conventions to create effects, and how to make such adaptations when appropriate in their own writing.
- Deploy a range of punctuation and grammatical choices to enhance and emphasise meaning, aid cohesion and create a wide range of effects.

### **Non-fiction**

- Establish and sustain a clear and logical viewpoint through the analysis and selection of convincing evidence, opinions and appropriate information.
- Write to analyse, review and comment.
- Write persuasively, e.g. in letters or in the script of a commercial.
- Write arguments with a sense of linked progression.

## **Speaking and listening**

- Use speaking and listening as a method of preparing for written assignments, exploring a wide range of subject matter with precision and effect.

- Make increasingly significant contributions both as solo speakers and as members of groups.
- Use speaking and listening to build up increasing personal confidence, managing and manipulating the content of their presentation.
- Question and respond to others, shaping the direction and content of their talk with well-judged contributions.
- Work in groups for a variety of purposes, such as taking decisions and planning and organisation.
- Explore complex ideas and issues in drama, establishing roles and applying dramatic approaches with confidence.
- Evaluate meaning and impact of a range of features in own and others' discourse, including broadcast media.