



# Y9 AND Y10 INFORMATION EVENING

## ENGLISH WORKSHOP

# WELCOME!



## ENGLISH IN YEAR 9: PREPARATION AND TRANSITION TO GCSE

During Y9, we continue to prepare students for the skills required to pass GCSE English Language and English Literature.

Students will read a full novel and we use this opportunity to teach close reading, inference, analysis of language, structure of texts and evaluation of author's methods.

We also introduce other text types (poetry, short stories and non-fiction texts) as part of the GCSE Language and Literature preparation.

Finally, in the Summer Term, we begin the study of 'Macbeth', which forms part of their GCSE English Literature qualification.

**Spoken Language Endorsement** (Pass, Merit or Distinction) - students will have the opportunity to practise their spoken language skills by presenting a speech, giving their viewpoint on a topic we have discussed and prepared in class.

# ENGLISH IN YEAR 9 – LONG TERM PLAN



<p><b>Y9 Autumn Term 1</b></p> <p><b>Novel</b></p> <p>Introduction to English Language GCSE Paper 1 skills – reading and writing practice (1 hour a week)</p>	<p><b><u>GCSE English Lit Assessment</u></b></p> <p>Paper 1 extract style question: response to character or theme</p>	<p><b>Y9 Autumn Term 2</b></p> <p><b><u>English Language</u></b></p> <p>Finish novel (2 hours per week)</p> <p>Introduction to English Language GCSE Paper 1 skills – reading and writing practice (1 hour a week)</p>	
<p><b>Y9 Spring Term 1</b></p> <p><b><u>World Literature Unit: Poetry from Other Cultures - 2 hours a week on poetry</u></b></p> <p><b><u>English Language</u></b></p> <p>1 hour a week on Writing to present a viewpoint</p>	<p><b><u>GCSE English Language Assessment</u></b></p> <p>GCSE English Language paper 1</p> <p>Section B Writing Task – Description based on an image (w/c 5/1/26)</p>	<p><b>Y9 Spring Term 2</b></p> <p><b><u>Short Story Collection</u></b></p> <p>2 hours a week on stories</p> <p><b><u>English Language</u></b></p> <p>English Language Paper 2 skills</p>	<p><b><u>GCSE English Language Assessment</u></b></p> <p>Lang Paper 2 Question 5 Writing to present a viewpoint</p> <p><b>Spoken Language Task</b></p>
<p><b>Y9 Summer Term 1</b></p> <p><b><u>Drama</u></b></p> <p><b><u>Shakespeare's 'Macbeth'</u></b></p> <p><b><u>Jacobean context lessons (teach alongside text)</u></b></p>		<p><b>Y9 Summer Term 2</b></p> <p><b><u>Drama</u></b></p> <p><b><u>Shakespeare's 'Macbeth'</u></b></p>	<p><b><u>GCSE English Lit Assessment:</u></b></p> <p>Paper 1 Section A</p>



# ENGLISH IN YEAR 10: PREPARATION FOR AQA GCSE EXAMS

## English Language – 2 exam papers:

### Paper 1 - 1 hour 45 minutes

- Section A (25%) 4 questions based on a 20<sup>th</sup> century fiction text
- Section B (25%) produce one piece of descriptive OR narrative writing

### Paper 2 - 1 hour 45 minutes

- Section A (25%) 4 questions based on 2 texts: 19<sup>th</sup> and 21<sup>st</sup> century non-fiction texts
- Section B (25%) produce one piece of writing to express a viewpoint

## Spoken Language Endorsement – Pass, Merit or Distinction



# ENGLISH IN YEAR 10: PREPARATION FOR GCSE EXAMS

## English Literature – 2 closed book exam papers:

### Paper 1 40% 1 hour 45 minutes

- Section A – Shakespeare – ‘Macbeth’
- Section B - 19<sup>th</sup> century novel – ‘A Christmas Carol’

### Paper 2 60% 2 hours 15 minutes

- Section A – Modern Text
- Section B - Poetry selection (cluster of 15 poems in anthology provided by AQA)
- Section C - Unseen poetry

# ENGLISH IN YEAR 10 – LONG TERM PLAN



Autumn	Spring	Summer
<p>A Christmas Carol (2 hours per week) Power and Conflict poetry (1 hour per week)</p> <ul style="list-style-type: none"> <li>Remains</li> <li>War Photographer</li> <li>Poppies</li> <li>Bayonet Charge</li> <li>Exposure</li> </ul>	<p>Poetry Anthology - Prep for Assessment Week – (1 hour per week)</p> <p>English Language Paper 1 Section A (2 hours per week)</p>	<p>Complete Modern Text (2 hours per week)</p> <p>English Language Paper 2 Section A (1 hour per week)</p>
<p>A Christmas Carol (2 hours per week) Poetry Anthology – Power and Conflict (1 hour per week)</p> <ul style="list-style-type: none"> <li>Charge of the Light</li> <li>Kamikaze</li> <li>The Emigree</li> <li>Storm on the Island</li> <li>Tissue</li> </ul> <p>English Language Paper 1 – walk through full paper (w/c 15 Dec.)</p>	<p>Modern Text (2 hours per week)</p> <p>English Language Paper 2 Section A (1 hour per week)</p>	<p>English Language Paper 2 – Section B</p> <p>Begin Spoken Language NEA and complete presentations – Write a speech for your class in which you argue your point of view on a statement.</p> <p><u>List of Topics:</u></p> <ul style="list-style-type: none"> <li>Climate change/environment</li> <li>Social media/mental health</li> <li>Human rights/ethics</li> </ul>
Interim Assessments:	Interim Assessments:	Interim Assessments:
<p>Y10 Lit Paper 1 Assessment (ACC) – Specimen Paper – w/c 8 Dec. 2025</p>	<p>Y10 Assessment Week – w/c 9 Feb. 2026</p> <p>English Literature Paper 2 Section B ; English Language Paper 1 Section A</p>	<p>Y10 Modern Text – w/c 18 May 2026</p> <p>Spoken Language NEA (P, M, D) (Write up speech as Paper 2 Section B practice)</p>

# ENGLISH IN YEAR 10: ASSESSMENTS



- All English Language and English Literature students sit the same exams (NO higher or foundation papers)
- Students will undertake practice exam assessments throughout the year (first one is based on 'A Christmas Carol' – extract based)
- Students will complete a formal assessment week part way through Year 10 (February 2025)
- Students will complete a Spoken Language Endorsement for which they will receive a pass, merit or distinction

## ***A Christmas Carol***

Read the following extract from Stave 1 of *A Christmas Carol* and then answer the question that follows.

Oh! But he was a tight-fisted hand at the grindstone, Scrooge. a squeezing, wrenching, grasping, scraping, clutching, covetous old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster. The cold within him froze his old features, nipped his pointed nose, shrivelled his cheek, stiffened his gait; made his eyes red, his thin lips blue; and spoke out shrewdly in his grating voice. A frosty rime was on his head, and on his eyebrows, and his wiry chin. He carried his own low temperature always about with him; he iced his office in the dog-days; and didn't thaw it one degree at Christmas.

External heat and cold had little influence on Scrooge. No warmth could warm, no wintry weather chill him. No wind that blew was bitterer than he, no falling snow was more intent upon its purpose, no pelting rain less open to entreaty. Foul weather didn't know where to have him. The heaviest rain, and snow, and hail, and sleet, could boast of the advantage over him in only one respect. They often came down handsomely, and Scrooge never did.

Starting with this extract, how does Dickens present Scrooge in this extract and in the novel as a whole?

Write about:

- how Dickens presents Scrooge in this extract
- how Dickens presents Scrooge in the novel as a whole.

**[30 marks] AO4 [4 marks]**





# ONLINE RESOURCES TO HELP YOUR CHILD IN ENGLISH AT KS3

- [KS3 English - BBC Bitesize](#)

Help with all aspects of the English curriculum

- **Oak Learning**
- <http://www.educationquizzes.com/ks3/english-spelling/>

Help with spelling and aspects of grammar

- <http://www.bbc.co.uk/schools/gcsebitesize/english>

Help with preparation for GCSE

- <http://www.aqa.org.uk/subjects/english/gcse>

Link to the specifications for both English Language and English Literature GCSE

# ONLINE RESOURCES TO HELP YOUR CHILD IN ENGLISH AT KS4



**For help with preparation and revision for GCSE, use BBC Bitesize:**

- <http://www.bbc.co.uk/education/subjects/zr9d7ty>
- <http://www.bbc.co.uk/education/subjects/zckw2hv>
- <http://www.bbc.co.uk/skillswise/english> - further specific help with English skills

**For the specifications for the GCSE Language and Literature courses your child will follow:**

- <http://www.aqa.org.uk/subjects/english/gcse/english-language-8700>-  
<http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

**Other AQA Approved Resources:**

[AQA | Subjects | English | GCSE English textbooks \(print and digital\)](#)

Help with English Language and English Literature courses and texts

# HOW YOU CAN SUPPORT YOUR CHILD AT HOME



- The best way you can support your child is by reading with them every week and discussing what they read.
- Purchase copies of the set texts for them to make notes/annotate.
- <https://schoolreadinglist.co.uk/category/secondary-ks3-ks4-reading-lists/>
- Your child should now be reading a wider range of texts including 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century literature. Try starting with a text by Arthur Conan Doyle, Dickens or Austen.
- Your child should also be reading non-fiction texts, including biographies, travel writing and high quality journalism.
- Ask them about the Word of the Week and book recommendations which are shared during form times!

**Word of the Week: Hyperbole**  
noun. An extravagant explanation.

Complete as many tasks as you like but you must score 5 points or more.

1 point: copy the definition.

2 points: explain the meaning of the adjective in the definition.

2 points: Use the word 'hyperbole' in a sentence.

3 points: How would you use hyperbole to describe your breakfast or lunch?

4 points: Write 2 examples of hyperbole linked to the story you are reading.

# HOW YOU CAN SUPPORT YOUR CHILD IN ENGLISH



- Ask your child to talk to you about what they are reading/studying in English to check their understanding.
- Visits to the theatre are a fantastic way of bringing literature to life – perhaps try to treat the family to a visit this year.
- Encourage your child to read over their written work carefully to check for any errors and to use a thesaurus in order to widen their vocabulary.
- Challenge their vocabulary in your conversations; ask for more interesting synonyms and adjectives.
- If your child is researching information online, make sure they read over and understand the information carefully rather than simply printing out webpages.
- Discuss how to use AI as a learning tool rather than a copying tool! They will not pass exams if they rely on AI for answers!

# KS4 RECOMMENDED READING



We would recommend high quality fiction by the same authors as they are reading in their English lessons, as well as other texts which will challenge them and introduce them to higher level vocabulary.

e.g.

William Shakespeare

William Wordsworth

William Blake

Mary Shelley

Emily Bronte

Charlotte Bronte

Bram Stoker

RL Stevenson

Charles Dickens

JRR Tolkien

Susan Hill

Patricia Highsmith

William Golding

Agatha Christie

Benjamin Zephaniah

JK Rowling

Malorie Blackman

Suzanne Collins

Marcus Zusak

Kazuo Ishiguro

Maggie O'Farrell

Nick Hornby

Mark Haddon

Tom Palmer

# HOMEWORK IN ENGLISH



Homework in English is set weekly and follows a structured timetable.

All students are set the same work each week.

Language and Literature skills are interleaved throughout the year.

**Y9 example:**

<b>Week 1</b>	<b>Language Paper One: The Handmaid's Tale extract with Question 1+2 practice.</b>
<b>Week 2</b>	<b>Create a fact file of your novel's author. Include interesting facts, what inspired them to write the novel and other novels that they have written.</b>

# HOMEWORK IN ENGLISH



Y10 example: All students should do task one and we expect most students to complete task two.

Week 1: 4 Sept	Task Description: Macbeth Act One Key Quotes
1	<p>Write out these three quotes and learn them off by heart:</p> <ul style="list-style-type: none"><li>• 'Fair is foul and foul is fair'</li><li>• 'Brave Macbeth...unseamed him from the nave to th'chaps'</li><li>• 'So foul and fair a day I have not seen'</li></ul>
2	<p>Write flashcards with each of these quotes on the front and an explanation of its significance on the back.</p> <p>Consider who says the line and what it means. Include some language analysis.</p>



## AI PROMPT ENGINEER

Generate outcomes from AI systems that are actually useful to yourself and others

### WHY ENGLISH MATTERS...

Being able to use language with clarity and precision is extremely valuable

## GAME DEVELOPER

Create narrative arcs and write in-game dialogue to drive immersive storytelling

### WHY ENGLISH MATTERS...

Having an understanding of structure, characterisation and tone is essential

## SPEECH WRITER

Write speeches and public messages for political figures or organisations

### WHY ENGLISH MATTERS...

Knowing your audience and being able to use language to connect with them is key

# WHERE CAN GCSE ENGLISH TAKE ME?

## MEDIA TECHNICIAN

Support the creation of different events, broadcasts and productions

### WHY ENGLISH MATTERS...

Interpreting detailed written instructions and collaborating with others is crucial

## LAWYER

Provide legal advice, prepare documents and represent clients in court

### WHY ENGLISH MATTERS...

Building arguments, interpreting language and communicating fluently are all central

## COMMON THREADS

- Precision in language
- Creativity and adaptability
- Understanding audience and purpose
- Strong writing, editing and presentation skills
- Cultural and emotional intelligence
- The ability to collaborate with others



# WHO TO CONTACT/HOW TO FIND INFORMATION IN ENGLISH



Head of Department:

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In charge of Literacy:

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Your child's English teacher