The purpose of Grade 9 Course of Study in English Language is to build a strong foundation in literacy skills, knowledge and understanding through Reading, Writing and Spoken Language. The Course of Study prepares students for the demands of the new GCSE.

Aims and objectives of the Course of Study in English Language enable students to:

- Read a wide range of texts fluently and with good understanding
- Read critically and use knowledge gained from wide reading to inform and improve their own writing
- Write effectively and coherently using Standard English appropriately
- Use grammar correctly, punctuate and spell accurately
- Acquire and apply a wide range of vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- Listen to and understand spoken language, and use spoken Standard English effectively.

The Course of Study will focus on:

1: Fiction and Imaginative Writing
2: Non-fiction and Transactional Writing

<table>
<thead>
<tr>
<th>Overview of Fiction and Imaginative Writing</th>
<th>Overview of Non-Fiction and Transactional Writing</th>
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<tbody>
<tr>
<td>Study and analyse selections from a range of prose fiction. Read a variety of prose fiction from a range of genres and cultures.</td>
<td>Study a range of 20th- and 21st-century non-fiction texts (including literary non-fiction)</td>
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<tr>
<td>Develop skills of inference, analysis and evaluation of 19th-century prose fiction extracts.</td>
<td>Develop skills to interpret, analyse, evaluate and compare non-fiction extracts.</td>
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<td>Explore and develop imaginative writing skills to engage the reader.</td>
<td>Develop transactional writing skills (for example, letters, articles, report, review) for a variety of forms, purposes and</td>
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</table>
• Develop a range of creative writing techniques, and planning and proofreading skills.
• Use spelling, punctuation and grammar accurately.

Reading and Writing Skills Assessed:

<table>
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<tr>
<th>Reading</th>
<th>Writing</th>
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<tr>
<td>*interpretation and synthesis</td>
<td>• adaptation of tone/style/register for different forms/purposes/audiences</td>
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<tr>
<td>* explanation, analysis of language, structure and effect supported with evidence</td>
<td>• organisation of information/ideas</td>
</tr>
<tr>
<td>*comparison</td>
<td>• use of vocabulary and sentence structures, accurate spelling and punctuation</td>
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<td>*evaluation</td>
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Overview of assessment

1. Fiction and Imaginative Writing
Exam time: 1 hour 45 minutes
Total Marks 64

Reading:
*Students will answer short and extended response questions on an unseen 19th-century fiction extract of about 500 words.
*Q3 explanation and analysis of language and structure and the effect
*Q4 command word 'evaluate';
*Question scaffolded with suggested points
*glossary of challenging words
*AO1,AO2 and AO4 are assessed

Imaginative Writing:
*There will be a choice of two writing tasks linked by a theme to the reading extract. Different aspects of the theme will be reflected in each task

*Students write accurately and clearly for different purposes and audiences;
*Write an imaginative, narrative, descriptive piece that may be based on one of the two images provided as stimulus.
*Students can write a response that draws on one or neither of the images.
| **2. Non-Fiction and Transactional Writing** | **Reading:**  
*Students answer a range of questions on two thematically linked, unseen non-fiction extracts of about 900 words from 20th- and 21st century texts. One of these texts will be literary non-fiction.*  
*Questions will be on Text 1 followed by Text 2.*  
*Students ability to synthesise across two texts will be assessed in a separate question.*  
*The final question of the Reading section requires students to compare the writers’ ideas and how they are presented in the two texts.*  
*Question scaffolded with suggested points.*  
*AO1, AO2, AO3 and AO4 are assessed.*  
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**Transactional Writing:**  
*Writing tasks are linked by a theme to the reading extracts.*  
*The same form (for example a letter, an article) may be present in both tasks in the same paper but with a different focus / and or audience.*  
*Students are required to write accurately and clearly for different purposes and audiences;*  
*Writing tasks may focus on writing to inform, explain, describe, instruct, argue, persuade, advise;*  
*Writing must maintain a consistent point of view.*  
*Question scaffolded with suggested points.*  
*Spelling, punctuation and grammar scaffolded with suggested points.*  
*AO5 and AO6 are assessed.*  

| **The Spoken Language Assessment Objectives focus on presentation skills and will assess both speaking and listening.**  
**Spoken Language : continuous assessment**  
**Formative comments will reflect**  
*Students will select and organise information and ideas for a prepared spoken presentations on a specific topic in a formal setting for different purposes and
**Assessment Objectives**

There are 4 AOs for reading; 2 for writing and 3 for spoken language.

The reading Assessment Objectives focus on:
* interpreting and synthesizing information;
* explaining, commenting and analyzing the writers’ use of language structure and effect
* comparing texts;
* evaluating texts.

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<tr>
<th><strong>READING</strong></th>
<th>Read and understand a range of texts to:</th>
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</table>
| **AO1** | Identify and interpret explicit and implicit information and ideas  
Select and synthesise evidence from different texts |
| **AO2** | Explain, comment on and analyse how writers use **language and structure** to achieve effects and influence readers, using relevant subject terminology to support their views |
| **AO3** | Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts |
| **AO4** | Evaluate texts critically and support this with appropriate textual references |

The writing Assessment Objectives focus on:
* clarity and accuracy of communication;
* adapting writing styles to different forms, audiences and purposes;
* range and variety of vocabulary and sentence structures;
* accuracy of spelling and punctuation.
WRITING

AO5
- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6
- Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

The Spoken Language Assessment Objectives focus on:
* presentation skills and will assess both speaking and listening.

SPOKEN LANGUAGE

AO7
Demonstrate presentation skills in a formal setting

AO8
Listen and respond appropriately to spoken language, including to questions and feedback to presentations

AO9
Use spoken Standard English effectively in speeches and presentations

Learning outcomes according to Pearson Edexcel requirements for English Language

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Students will:</th>
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<tr>
<td><strong>Reading</strong></td>
<td>read and understand a range of prose fiction, including unseen texts</td>
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<tr>
<td>Critical reading and comprehension</td>
<td>*identify and interpret themes, ideas and information in a range of literature and other high-quality writing;</td>
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<td>*read in different ways for different purposes, and evaluate the usefulness, relevance and presentation of content for these purposes;</td>
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<td>*draw inferences and justify these with evidence; support a point of view by referring to evidence within the text;</td>
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<td>*identify bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not;</td>
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<td>*reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider</td>
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<tr>
<td><strong>reading:</strong></td>
<td>*recognise the possibility of different responses to a text</td>
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</table>
| **summary** | *identify the main theme or themes;*  
| | *summarise ideas and information from a single text* |
| evaluation of a writer’s choice of vocabulary, form, grammatical and structural features: | *explain and illustrate how vocabulary and grammar contribute to effectiveness and impact*  
| | *use linguistic and literary terminology accurately to do so and pay attention to detail*  
| | *analyse and evaluate how form and structure contribute to the effectiveness and impact of a text* |
| Compare texts | Compare two or more texts critically with respect to the above |

**Writing:**

**Imaginative writing**

**Transactional writing**

*produce clear and coherent text:*  
*write accurately and effectively for different purposes and audiences:*  
*to describe, narrate, explain, instruct, give and respond to information, and argue:*  
*select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context:*  
*use language imaginatively and creatively:*  
*using information provided by others to write in different forms; maintaining a consistent point of view:*  
*maintaining coherence and consistency across a text:*  
*write for impact:*  
*select, organise and emphasise facts, ideas and key points:*  
*cite evidence and quotation effectively and pertinently to support views:*  
*create emotional impact:*  
*use language creatively, imaginatively and persuasively, including rhetorical devices.*