



Overview

At Gems Wesgreen International School, our Y9 English curriculum is academically rigorous and designed to engage students with a wide range of challenging texts. We aim to cultivate an international mindset, broadening students' understanding of diverse perspectives through literature. Our curriculum emphasises curiosity, critical thinking, analytical abilities, and communication skills, using conceptual frameworks to drive inquiry in reading. Through class discussions, presentations, writing tasks, and structured speaking activities, they learn to articulate ideas confidently and collaborate effectively. Our flexible classroom environment and inquiry-based projects enhance research and digital literacy, preparing students to thrive in a globalised world

Learning Outcomes

Our curriculum is tailored to develop both linguistic proficiency and literary appreciation. Through a structured approach to language development, students enhance their vocabulary, grammar, and comprehension skills, allowing them to access complex texts with greater confidence.

Reading Learning Outcomes

In the reading component of our English curriculum, students will develop key skills to navigate and interpret a variety of texts, including both literary and non-fiction works. The focus is on building both literal comprehension and inferential understanding, as well as employing analytical language to discuss and evaluate texts. This involves using the language of High-Performance Learning (HPL) to cultivate *Values, Attitudes, and Attributes (VAAs)* such as open-mindedness, empathy, and critical thinking. By engaging with texts through this lens, students will employ *Advanced Cognitive Performance (ACP)* characteristics like meta-cognition, analysis, and critical evaluation to deepen their understanding. By the end of the course, students will be able to engage with complex literary concepts, critically assess non-fiction arguments and perspectives, and communicate their interpretations confidently.

Writing Learning Outcomes

Our writing curriculum is designed to develop students' ability to express ideas clearly and creatively across a variety of forms, including both fiction and non-fiction. Through structured lessons, students will enhance their grammatical accuracy, sentence variety, and overall coherence in writing. They will learn to adapt their style to suit different purposes, from narrative memoirs and imaginative storytelling to informative guides and persuasive articles. By employing language techniques effectively, students will engage, inform, and persuade their audience across a range of contexts. In line with HPL principles, students will employ *ACP skills* like flexible thinking and intellectual playfulness, using creativity and imagination to craft compelling texts. They will also demonstrate VAAs such as perseverance and resilience in the drafting and revision process,

developing confidence in their voice and style.

Oracy Learning Outcomes

In addition to reading and writing, our curriculum places a strong emphasis on oracy—developing students' speaking and listening skills. Students will engage in activities that encourage clear and articulate verbal communication, such as discussions, debates, presentations, and performances. They will learn to express their ideas confidently and listen actively to others, adapting their language and style to different audiences and purposes. Through structured speaking activities, including think-pair-share, group presentations, and guided oral responses, students will become adept at constructing and conveying arguments, exploring complex topics, and engaging in meaningful dialogue. The focus on oracy incorporates the language of HPL by fostering VAAs like collaboration and concern for society, encouraging students to communicate with empathy and respect for differing viewpoints. In developing these skills, students will also utilise ACP characteristics, such as reasoning and precision, to articulate their thoughts clearly and persuasively. This comprehensive approach not only strengthens their communication skills but also enhances their ability to collaborate, think critically, and contribute thoughtfully to discussions.

Unit Overviews

Term 1

Term 1.1 (26 Aug - 22 Oct) Gothic Horror

In the first part of Term 1, students will delve into Gothic Horror, exploring its themes, settings, and narrative techniques. This will involve critical thinking, focusing on understanding fear and threat through key texts, including Edgar Allan Poe's *The Tell-Tale Heart* and *Raven*.

Students will use metacognition (ACP) to make a range of inferences and deductions from the texts, offering multiple interpretations of a writer's intention and viewpoint. They will apply intellectual confidence (VAA) as they select relevant evidence to support their ideas and explore how language and structure features, such as vocabulary and sentence structures, contribute to creating effects in Gothic Horror.

Through perseverance (VAA), students will make specific comparisons between texts, including across different genres, identifying intertextual references and developing a deep understanding of context. This will encourage them to show agility (VAA) as they make analytical comments on how the relationship between the text and its broader cultural or historical background influences its meaning.

Creative thinking (ACP) will be encouraged as students focus on manipulating the form, tone, and register of their writing to suit different purposes and audiences. They will be encouraged to develop fluency (ACP) by using a varied range of stylistic devices and a wide, nuanced vocabulary. The emphasis will be on spelling with confidence and accuracy, organising writing with appropriate structural and grammatical features, and using paragraphing and sentence structures effectively, demonstrating precision (ACP) and perseverance (VAA) throughout.

Term 1.2 (28 Oct - 19 Dec) Transactional Writing

The second part of Term 1 will shift to transactional writing, with a focus on fear and threat, and non-fiction texts. Students will engage with a variety of non-fiction sources, including 18th-century beliefs and assorted speeches, to understand context and setting. This will require students to utilise metacognition (ACP) as they reflect on how historical perspectives shape meaning in these texts.

Students will continue to develop their ability to infer meaning, interpret a writer's intention, and select focused evidence with intellectual confidence (VAA). They will explore how language and structure features achieve specific effects, using critical thinking (ACP) to make insightful comparisons between different texts, including across genres.

By identifying intertextual references and demonstrating a developed understanding of context, students will cultivate agility (VAA), adapting their analytical approaches to various texts. They will also practice manipulating the form, tone, and register of their writing for different purposes and audiences, encouraging creative thinking (ACP) as they adjust their stylistic choices.

Students will use a varied range of stylistic devices and develop fluency (ACP) in writing, demonstrating confidence in spelling and organising their writing effectively with appropriate structural and grammatical features. Precision (ACP) will be a key focus, especially in mastering varied sentence structures, punctuation, and paragraphing for specific effects.

This syllabus integrates **High Performance Learning (HPL) principles** to enhance students' analytical, interpretative, and writing skills, fostering perseverance (VAA) and deep engagement with both fiction and non-fiction texts.

Term 2

Term 2.1 (6 Jan - 10 Feb) Oracy

In the first part of Term 2, students will focus on oracy, developing their skills in spoken communication through various formats. They will engage in solo talks, group presentations, and multimedia projects such as vlogs, podcasts, or news trailers. The emphasis will be on meeting oracy expectations and mastering elements of debate, including clear argumentation, effective delivery, and audience engagement. Students will utilise intellectual confidence (VAA) as they present their ideas, applying critical thinking (ACP) to construct clear arguments and engage their audiences.

Students will work on making a range of inferences and deductions, offering multiple interpretations of a speaker's intention, and supporting their ideas with relevant evidence, fostering a sense of empathy (VAA) as they consider diverse perspectives. They will explore how language and structure in spoken formats achieve specific effects, using metacognition (ACP) to reflect on the effectiveness of their communication. They will also develop agility (VAA) by comparing different oracy presentations and assessing their impact.

Additionally, students will be encouraged to identify intertextual references within their own and others' presentations, recognising how context influences spoken communication. This will help them manipulate the form, tone, and register of their spoken work to suit various purposes and audiences, utilising creative thinking (ACP) to adapt their style. They will practice using stylistic devices, a nuanced vocabulary, and effective organisational strategies for their speeches and presentations, demonstrating precision (ACP) in delivery.

Term 2.2 (12 Feb - 20 Mar) Short Stories

In the second part of Term 2, the focus will shift to short stories, with a particular emphasis on themes of threat and the impact of endings. Students will engage with a selection of short stories, including Roald Dahl's *Lamb to the Slaughter*, analysing how authors use structure and endings to create tension and resolve narratives. They will apply critical thinking (ACP) to analyse the effectiveness of these narrative techniques.

Students will refine their skills in making inferences, offering interpretations of a writer's intention, and selecting focused evidence to support their analysis. They will demonstrate intellectual confidence (VAA) as they explore how language and structural features, such as vocabulary and sentence structure, are used to achieve effects in short stories. The unit will involve comparing different texts and identifying intertextual references, promoting agility (VAA) and flexibility in their analytical approach.

Understanding the context of each story and its impact on narrative development will be crucial. Students will continue to develop their ability to manipulate writing form, tone, and register for various purposes, using creative thinking (ACP) to adapt their writing style. They will practice spelling, grammar, and punctuation with accuracy, organising their writing with appropriate structural and grammatical features, and using paragraphing and sentence structures effectively, demonstrating perseverance (VAA) and precision (ACP).

This syllabus integrates **High Performance Learning (HPL) principles**, focusing on developing students' analytical and interpretative skills through oracy and narrative study, while also enhancing their writing and communication abilities.

Term 3

Term 3.1 (7 Apr - 5 Jun)

In the first part of Term 3, students will focus on descriptive writing, honing their ability to vividly convey scenes, characters, and experiences through detailed descriptions. This unit will also incorporate an exploration of non-fiction texts, emphasising the structural and contextual elements that shape informational writing. Students will apply metacognition (ACP) as they reflect on their descriptive techniques, critically evaluating how effectively they convey vivid imagery and meaning.

Students will work on making inferences and deductions from both descriptive and non-fiction texts, offering multiple interpretations of the writer's intention and viewpoint. They will demonstrate intellectual confidence (VAA) by selecting well-chosen evidence to support their ideas and explore how language and structure, including vocabulary and sentence construction, are used to achieve specific effects.

The term will also involve making comparisons between different texts, encouraging agility (VAA) as students adapt their analytical approaches. Identifying intertextual references will help them develop a nuanced understanding of how texts influence one another. A developed understanding of context will be emphasised, with students analysing how context influences both descriptive and non-fiction writing. Through creative thinking (ACP), they will practice manipulating the form, tone, and register of their writing to suit different purposes and audiences, using a varied range of stylistic devices and a wide, nuanced vocabulary.

Key areas of focus will include accurate spelling, confident organisation of writing, and effective use of paragraphing and sentence structures, ensuring precision (ACP) in their written work.

Term 3.2 (9 Jun - 3 Jul)

In the second part of Term 3, the curriculum will shift to poetry, with an emphasis on IGCSE poetry and various poets and styles. Students will engage with a range of poetic forms, exploring how poets use structure and context to create meaning and evoke responses. Critical thinking (ACP) will be central as students analyse the layers of meaning within the poems.

Students will refine their skills in inferring meaning, explaining a writer's intention, and selecting relevant evidence from poetry to support their analysis. They will use intellectual confidence (VAA) and agility (VAA) as they explore how language and structural features in poetry, such as vocabulary and stylistic devices, contribute to the overall effect of the poems. The unit will involve comparing different poems and understanding how one text may influence another.

A developed understanding of context will be crucial, with students analysing how the context of a poem impacts its interpretation and meaning. They will continue to manipulate the form, tone, and register of their writing, using creative thinking (ACP) and a varied range of stylistic devices and a nuanced vocabulary. Key skills will include accurate spelling, confident organisation of writing, and effective use of punctuation, sentence structures, and paragraphing.

Assessment

Formative: Throughout the units, students will complete end-of-chapter assessments, quizzes, and problem-solving activities, allowing the teacher to assess students' progress and inform their planning. These formative assessments foster the *High Performance Learning (HPL) Values, Attitudes, and Attributes (VAAs)* of *agility and resilience*, as students engage in regular feedback cycles that encourage growth and adaptability in their learning. Additionally, these activities promote *Advanced Cognitive Performance (ACP)* skills such as *meta-cognition* and *critical thinking*, as students reflect on their understanding, identify areas for improvement, and apply problem-solving strategies to enhance their skills.

Folio: Each term, students independently work on a folio project that encourages creativity and deeper engagement with the texts studied. These projects nurture the *VAA* of *creativity and open-mindedness*, as students explore diverse ways to interpret and present their ideas. By engaging with these folio projects, students also develop *ACP* skills like *intellectual playfulness* and *big-picture thinking*, enabling them to experiment with different perspectives and make connections between various concepts within the curriculum.

Summative: At the end of each term, students complete internal assessments based on specific skills. They also participate in standardised tests such as the *GL*, allowing us to measure their attainment throughout the term and year. This summative evaluation process encourages the *VAA* of *hard work* and *practice*, motivating students to consolidate their learning and demonstrate their progress. Furthermore, these assessments cultivate *ACP* skills like *precision* and *strategy planning*, as students practice applying their knowledge in structured settings and strategically approach different types of assessment tasks to showcase their achievements