

Key Stage 3

English





English

KS3 Year 9

**KS3
English
(Year 9)**

Introduction

Welcome to your Oxford Home Schooling Key Stage Three English course! In this introduction you can read about what you can expect from the course and how to plan your English studies effectively.

This course will take you through all the material of Key Stage Three (Year 9) of the National Curriculum for English (England and Wales). It will prepare students for the SATs normally tackled by schoolchildren at or near the end of Year 9, whether or not you wish to take the exams (they are not compulsory for home learners).

Past England and Wales SATs papers can be purchased from:

www.sats-past-papers.co.uk/index.php?manufacturers_id=19

This course has been set out in six modules which bring together the various skills that need to be developed in Year 9.

By studying this course, you will develop an understanding of what English language and literature are all about and how they work. One of our main aims is that you will enjoy the material and want to carry on learning about language and books when the course is over!



Oxford Open Learning

Arrangement of Lessons

Autumn Term

Module 1 *Stone Cold*

- Lesson 1 Introducing *Stone Cold*
- Lesson 2 *Stone Cold* 2: pages 16–51
- Lesson 3 *Stone Cold* 3: pages 52–83
- Lesson 4 *Stone Cold* 4: pages 84–132
- Lesson 5 *Stone Cold*: the novel as a whole
TMA A

Module 2 **Media and non-fiction**

- Lesson 6 Introducing media and non-fiction
- Lesson 7 Handling information
- Lesson 8 Writing to persuade
TMA B
- Lesson 9 Literary non-fiction; descriptive writing
- Lesson 10 Media and non-fiction revision
TMA C

Spring Term

Module 3 **Shakespeare**

- Lesson 11 Introduction to Shakespeare
- Lesson 12 *The Tempest* plot, themes and character
TMA D
- Lesson 13 *The Tempest*, scene 1
- Lesson 14 *The Tempest*, scene 2
- Lesson 15 Shakespeare revision
TMA E

Module 4 *Across the Barricades*

- Lesson 16 Introduction to modern drama
- Lesson 17 *Across the Barricades*: scenes 1–6
TMA F
- Lesson 18 *Across the Barricades*: scenes 7–10
- Lesson 19 *Across the Barricades*: scenes 11–20
- Lesson 20 Modern drama: revision
TMA G

Summer Term**Module 5 Poetry**

- Lesson 21 Poetry: rhythm, metre, rhyme
Lesson 22 Making poems come to life
TMA H
Lesson 23 Poetic forms
Lesson 24 Comparing poems
Lesson 25 Poetry: revision
TMA I

Module 6 *Heaven Eyes*

- Lesson 26 *Heaven Eyes*, Part 1
Lesson 27 *Heaven Eyes*: Part 2, Chapters 1–14
Lesson 28 *Heaven Eyes*: Part 2, Chapters 15–29
Lesson 29 *Heaven Eyes*: Part 3
Lesson 30 *Heaven Eyes*: the novel as a whole
TMA J

Required supporting texts

An important part of studying English at this level is learning how to respond to (and write about) a variety of texts – poetry, prose and drama, in particular – and it will be necessary to acquire the following texts:

Robert Swindells: *Stone Cold*
Puffin, new ed., ISBN 0140362517

Shakespeare: *The Tempest*
Longman: ISBN: 0582848660

Michael Harrison and Christopher Stuart-Clark (eds.): *One Hundred Years of Poetry for Children*
OUP, ISBN: 0192763504

Joan Lingard: *Across the Barricades* (adapted by David Ian Neville)
Oxford Modern Playscripts (OUP): ISBN: 0198320795

David Almond: *Heaven Eyes*
Hodder Children's Books, ISBN: 0340944978

These texts are essential. There are other optional “extras” which are mentioned in the lessons and Parents' Guides.

The Structure within Lessons: How to Study

Front Page

The front page of every lesson shows:

- the **title**
- **aim(s)** for the lesson. These tell you what you should have learned after having worked through the lesson.
- the **context**. This gives a brief summary of how this particular lesson relates to the rest of the course.

Lessons

You should read all sections of the lesson carefully until you have a thorough understanding of the topics. Your parent or guardian will have their own guide, and they or your tutor will be able to help you with any areas of lessons that you find particularly difficult.

Activities

Every lesson also has a range of questions, practical activities and internet activities to make the topics more exciting and easy to understand. They usually look like this:

Activity	Activities often involve writing a short answer or drawing a diagram. Suggested answers to these activities are generally given within the Parental Guide for each module.
	<p><i>When you see the pencil symbol (left), it is expected that you will write your answer in the space provided. Depending on the size of your handwriting and what you want to say, you may well find that there is not always enough space. If so, continue your answer on a separate sheet of paper and file it in the relevant place in your copy of the course.</i></p>

Some optional activities are marked as 'Extension Activities'. You can do these if you would like to try something a bit more challenging, or if you are particularly keen on the topic.

Self-Assessment Activities

At the end of many lessons, you will find a self-assessment test designed to test your factual recall of the content of the lesson or the accompanying text.

Tutor-Marked Assignments

Every module is tested with one or two TMAs, which will give you and your parent or guardian a very good idea of how well you are progressing. **You should answer all TMAs on lined paper.** This gives you the opportunity to develop neat, well structured answers, as well as show what you have learned.

Alternatively, it may be possible for you to word-process your assignments and print them out or send them as e-mail attachments.

You should not write the answers to questions on the pages from the folder and then send them in to your tutor. There are two reasons for this: firstly, you should keep the original pages for revision, and secondly, it does not encourage good study skills and organisation of materials.

The Glossary

Technical terms used in the lessons are shown in **bold** the first time they are used, and are explained in the Glossary at the end of the course materials. It will be helpful if you get to know these words and phrases so that you are able to use them appropriately in your own writing.

Module Guides for Parents

There is a separate Parents' Guide for each module of the course. It is recommended that parents take these documents out of the course and keep them in a safe place.

Each Parents' Guide contains everything that a parent should need to offer practical support to the student. There is guidance on the content and aims of each lesson in the course, together with guidelines to help with marking most of the activities. Although it is possible for students to mark their own work, it is generally far more effective if a parent does the marking and provides feedback on the lesson as a whole.

The answers should also provide a starting point for discussion, so that you can let your parent or guardian know how easy or difficult you found the course material.

The Guides also contain:

- discussion of practical issues
- guidance on internet resources
- a section on topics that you may find difficult

Your Tutor

Your tutor is available not only to mark the appropriate TMAs, but also to offer help and advice when needed.

And finally... very good luck with your studies!

STEVE EDDY

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