**Year 9: Independent Learning Timetable**

This timetable is planned for x3 hours a week of English. Do feel free to email teachers highlighted work to mark:

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| **Week 1 – w.b. 23/3/20** | **Lesson 1:** Open the document on Class Charts titled ‘Year 9 Reading Remote Learning Booklet’. If you have any problems opening it, let me know.Read the instructions on page 2.Read the extract on ‘Little Women’ on page 3 and answer the questions on page 4. **Lesson 2:**Edgar Allan Poe was an American writer, editor, and literary critic. Poe is best known for his poetry and short stories, particularly his tales of mystery and the macabre. "The Black Cat" is a study of the psychology of guilt, in which a murderer carefully conceals his crime and believes himself unassailable, but eventually breaks down and reveals himself, impelled by a nagging reminder of his guilt. Read the extract: *FOR the most wild, yet most homely narrative which I am about to pen, I neither expect nor solicit belief. Mad indeed would I be to expect it, in a case where my very senses reject their own evidence. Yet, mad am I not -- and very surely do I not dream. But to-morrow I die, and to-day I would unburthen my soul. My immediate purpose is to place before the world, plainly, succinctly, and without comment, a series of mere household events. In their consequences, these events have terrified -- have tortured -- have destroyed me. Yet I will not attempt to expound them. To me, they have presented little but Horror -- to many they will seem less terrible than barroques. Hereafter, perhaps, some intellect may be found which will reduce my phantasm to the common-place -- some intellect more calm, more logical, and far less excitable than my own, which will perceive, in the circumstances I detail with awe, nothing more than an ordinary succession of very natural causes and effects.* *From my infancy I was noted for the docility and humanity of my disposition. My tenderness of heart was even so conspicuous as to make me the jest of my companions. I was especially fond of animals, and was indulged by my parents with a great variety of pets. With these I spent most of my time, and never was so happy as when feeding and caressing them. This peculiarity of character grew with my growth, and, in my manhood, I derived from it one of my principal sources of pleasure. To those who have cherished an affection for a faithful and sagacious dog, I need hardly be at the trouble of explaining the nature or the intensity of the gratification thus derivable. There is something in the unselfish and self-sacrificing love of a brute, which goes directly to the heart of him who has had frequent occasion to test the paltry friendship and gossamer fidelity of mere Man.* *I married early, and was happy to find in my wife a disposition not uncongenial with my own. Observing my partiality for domestic pets, she lost no opportunity of procuring those of the most agreeable kind. We had birds, gold-fish, a fine dog, rabbits, a small monkey, and a cat.* *This latter was a remarkably large and beautiful animal, entirely black, and sagacious to an astonishing degree. In speaking of his intelligence, my wife, who at heart was not a little tinctured with superstition, made frequent allusion to the ancient popular notion, which regarded all black cats as witches in disguise. Not that she was ever serious upon this point -- and I mention the matter at all for no better reason than that it happens, just now, to be remembered.*How does Poe try to make the reader want to read on in this opening? Try to refer to specific aspects of the extract in your answer. Try to write about not just ideas but the way the text is written, such as description or punctuation. In this extract the writer has given us many hints about what will occur later in the story – what predictions can you make?If you want to read the story in full, the full text is available to read online for free at <https://poestories.com/read/blackcat>**Lesson 3:** Below is a list of some words that are common in Poe’s writing:

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| brazen | unrestrained by convention or propriety |
| countenance | the appearance conveyed by a person's face |
| disapprobation | pronouncing as wrong or morally culpable |
| egress | the act or means of going out |
| gaunt | very thin especially from disease or hunger or cold |
| illimitable | without restrictions in extent or size or quantity |
| phantasm | something existing in perception only |
| sagacious | acutely insightful and wise |
| spectral | resembling or characteristic of a phantom |
| vista | the visual percept of a region |
| voluptuous | displaying luxury and furnishing gratification to the senses |
| waning | a gradual decrease in magnitude or extent |

Plan your own short story about a character who is plagued by a beast. You can then either focus on carefully crafting an engaging opening (aim for 200 words), or write your short story out in full (aim for 1500 words). Aim to use at least 5 of the words above in your writing. |
| **Week 2 – w.b. 30/3/20** | **Lesson 1:** Open the document on Class Charts titled ‘Year 9 Reading Remote Learning Booklet’Read the extract on ‘Peter Pan’ on pages 4-5 and answer the questions on page 5. **Lesson 2:** Access the booklet titled ‘Year 9 English Booklet’ and complete the activities on pages 2-4.**Lesson 3:** Writing Challenge! ‘That morning seemed like any other Friday morning, until…’ Continue this narrative opening and aim to use a metaphor, oxymoron, pathetic fallacy and the word ‘lamentable’ (expressing sorrow).  |
| **Week 3 – w.b. 20/4/20** | **Lesson 1:** Open the document on Class Charts titled ‘Year 9 Reading Remote Learning Booklet’Read the extract on ‘The Coral Island’ on pages 5-6 and answer the questions on page 6.**Lesson 2:** Access the booklet titled ‘Year 9 English Booklet’ and complete the activities on page 5. Compare language, viewpoint, word choice.**Lesson 3:** Writing Challenge! Write a one-star review for a new restaurant and then the owner’s reply. Aim to use the word ‘oblige’ (indulge), rhetorical question, brackets for humour, repetition and a metaphor.  |
| **Week 4 – w.b. 27/4/20** | **Lesson 1:** Open the document on Class Charts titled ‘Year 9 Reading Remote Learning Booklet’Read the extract on ‘The Woman in Black’ on pages 6-7 and answer the questions on page 7.**Lesson 2:** Access the booklet titled ‘Year 9 English Booklet’ and complete the activities on pages 6-7.**Lesson 3:** Writing Challenge! You are the manager of a sports team. You are losing at half time. You have to deliver a speech to motivate your team to win the match. Aim to use collective and personal pronouns, hyperbole, emotive language and the word ‘ignominy’ (public shame). |
| **Week 5 – w.b. 4/5/20** | **Lesson 1:** Open the document on Class Charts titled ‘Year 9 Reading Remote Learning Booklet’Read the extract on ‘The Wonderful Wizard of Oz’ on page 8 and answer the questions on page 9.**Lesson 2:** Access the booklet titled ‘Year 9 English Booklet’ and complete the activities on page 8.**Lesson 3:** Writing Challenge! Write from the perspective of an aquatic creature held in captivity. Aim to use metaphor, first person narration and anthropomorphism (giving an animal human qualities). Send this work to your teacher. |
| **Week 6 – w.b. 11/5/20** | **Lesson 1:** Open the document on Class Charts titled ‘Year 9 Reading Remote Learning Booklet’Read the extract on ‘Hearts and Hands’ on pages 9-10 and answer the questions on page 11.**Lesson 2:** Access the booklet titled ‘Year 9 English Booklet’ and complete the activities on pages 9-10.**Lesson 3:** Writing Challenge! It is the year 2050 and you are running from Prime Minister. Write a summary of your manifesto. Aim to use rhetoric, list of three, pathos (sympathy), metaphor and the word ‘sanguine’ (optimistic, particularly in a bad situation). Send this work to your teacher. |
| **Week 7 – w.b. 18/5/20** | **Lesson 1:** Open the document on Class Charts titled ‘Year 9 Reading Remote Learning Booklet’Read the extract on ‘The Bear and the Two Travellers’ on page 11 and answer the questions on page 11-12.**Lesson 2:** Access the booklet titled ‘Year 9 English Booklet’ and complete the activities on pages 11-14.**Lesson 3:** Writing Challenge! Write a story that begins with the sentence “Looking back, I didn’t mean to do it; well at least I don’t think I meant to…” Aim to use oxymoron, pathetic fallacy, personification and metaphor. Send this work to your teacher. |
| **Week 8 – w.b. 1/6/20** | **Lesson 1:** Open the document on Class Charts titled ‘Year 9 Reading Remote Learning Booklet’Read the extract on ‘Theseus and the Minotaur on pages 12-14 and answer the questions on page 15.**Lesson 2 –** Access Yr9 GCSE Transition - English Language Paper 1 – Remote Learning Booklet and complete Tasks 1-3.**Lesson 3:** Writing Challenge! Narrate an unusual day, starting from the end of the day and working back to the beginning. Aim to use first person narrator, simile, metaphor and the word ‘turbulent’ (conflict, not stable or calm). Send this work to your teacher. |
| **Week 9 – w.b. 8/6/20** | **Lesson 1:** Open the document on Class Charts titled ‘Year 9 Reading Remote Learning Booklet’Read the extract on ‘Down the Rabbit Hole…’ on pages 15-18 and answer the questions on page 18.**Lesson 2 –** Access Yr9 GCSE Transition - English Language Paper 1 – Remote Learning Booklet and complete Task 4.**Lesson 3:** Writing Challenge! Describe the street you live on at 6am, 3pm and 9pm. Aim to use oxymoron, sibilance, metaphor and the word ‘obsolete’ (not of use). Send this work to your teacher. |
| **Week 10 – w.b. 15/6/20** | **Lesson 1:** Open the document on Class Charts titled ‘Year 9 Reading Remote Learning Booklet’Read the extract on ‘The House Dog and the Wolf’ on pages 18-19 and answer the questions on page 19.**Lesson 2 –** Access Yr9 GCSE Transition - English Language Paper 1 – Remote Learning Booklet and complete Task 5.**Lesson 3:** Writing Challenge! Write a letter to your future self, detailing what you hope to have achieved. Use metaphor, exclamatory sentences, list of three and the word ‘steadfast’ (loyal). |
| **Week 11 – w.b. 22/6/20** | **Lesson 1:** Open the document on Class Charts titled ‘Year 9 Reading Remote Learning Booklet’Read the extract on ‘Oliver Twist’ on page 20 and answer the questions on pages 20-21.**Lesson 2 –** Access Yr9 GCSE Transition - English Language Paper 1 – Remote Learning Booklet and complete Task 6.**Lesson 3:** Writing Challenge! Begin narrating an event and then include a flashback. Use pathetic fallacy, dialogue and first-person narration.  |
| **Week 12 – w.b. 29/6/20** | **Lesson 1:** Open the document on Class Charts titled ‘Year 9 Reading Remote Learning Booklet’Read the extract on ‘The Book Thief’ on page 20 and answer the questions on page 21-22.**Lesson 2 –** Access Yr9 GCSE Transition - English Language Paper 1 – Remote Learning Booklet and complete Task 7.**Lesson 3:** Writing Challenge! Imagine you come across a door in the middle of nowhere. Open it and go through. Aim to use the words ‘dilapidated’ (run down), ‘rotunda’ (a round building or room), ‘verdant’ (green with grass or vegetation).  |
| **Week 13 – w.b 6/7/20** | **Lesson 1:** Open the document on Class Charts titled ‘Year 9 Reading Remote Learning Booklet’Read the extract on ‘Fahrenheit 451’ on pages 22-23 and answer the questions on page 23.**Lesson 2 –** Access Yr9 GCSE Transition - English Language Paper 1 – Remote Learning Booklet and complete Task 8.**Lesson 3:** Writing Challenge! Write the opening of a story in which a person is being followed. Use the words ‘baleful’ (threatening harm), ‘quivering’ (shaking) and ‘trepidation’ (anxiety). |
| **Week 14 – w.b. 13/7/20** | **Lesson 1:** Open the document on Class Charts titled ‘Year 9 Reading Remote Learning Booklet’Read the extract on ‘Lord of the Flies on page 23 and answer the questions on page 23.**Lesson 2:** Writing Challenge! A friend has painted a portrait of you. One day you notice it has changed. Your actions are reflected in it. The better you are, the more beautiful the painting, and the worse… Aim to use juxtaposition, simile and the words ‘unprecedented’ (unexpected) and ‘ubiquitous’ (everywhere).**Lesson 3:** If you can, watch a copy of ‘Macbeth’ – this is the text you will first study for your GCSEs.  |
| **Summer Holiday** | On return to school in Year 10, you will begin with Shakespeare’s Macbeth. Research the story and list ten key things that happen in the plot. Create character profiles for Macbeth, Lady Macbeth, Witches, Banquo and Macduff. |