مدرسة الإبداع العلمي الدولية
INTERNATIONAL SCHOOL OF CREATIVE SCIENCE
BAHRAIN | البحرين

SCHOOL READINESS PACK

Year 9



WELCOME TO YEAR 9

Moving into Year 9 marks the final year of Key Stage 3 and an important bridge towards GCSE study. Students are expected to use the knowledge and routines developed in Years 7 and 8 with greater independence. They will read more demanding texts, write at greater length, explain ideas in more depth and take increasing responsibility for organising their learning.

What will my child do in Year 9?

In English, students will explore a broad range of fiction, non-fiction, poetry and drama. They will strengthen their ability to analyse language and structure, compare viewpoints, support ideas with precise evidence and produce clear analytical, creative and transactional writing.

Across mathematics and science, students will apply prior knowledge to increasingly complex problems and investigations. Humanities, Arabic, Qur'an, Islamic Studies, Computing, Art Tech, Design & Technology, PSHE and PE will continue to develop subject knowledge, communication, creativity, collaboration and critical thinking.

Year 9 also helps students prepare for the expectations of Key Stage 4. They will be encouraged to build resilience, respond thoughtfully to feedback, revise independently and reflect on the subjects and skills they may wish to develop further.

How can I help my child during this transition?

- **Talk about what is ahead:** Discuss the higher expectations of Year 9 and reassure your child that progress comes through consistent practice.
- **Protect a reading routine:** Encourage at least 20 minutes of reading on most days, using both fiction and informative texts.
- **Support growing independence:** Help your child plan homework and revision, but allow them to make decisions and solve manageable problems.
- **Build academic vocabulary:** Discuss unfamiliar words, word families and how the same word can be used in different contexts.
- **Encourage balance:** Maintain healthy routines that include sleep, movement, family time, relaxation and sensible screen use.
- **Stay involved:** Check school communications and contact teachers early if your child needs additional support or challenge.

With steady encouragement and clear routines, students can begin Year 9 confidently and develop the independence needed for future success.

ENGLISH

What students will learn in Year 9

The English National Curriculum sets expectations for the whole of Key Stage 3 rather than separate statutory content for each year. In Year 9, students build towards the upper end of these expectations through increasingly challenging and independent work.

- **Reading:** Read increasingly challenging fiction, poetry, drama and non-fiction from different periods, cultures and viewpoints. Make inferences, select evidence, analyse language and structure, consider context and compare how writers present ideas.
- **Writing:** Write accurately and effectively for different purposes and audiences. Plan, draft, edit and proofread analytical essays, arguments, articles, speeches, descriptions and narratives. Organise ideas coherently and use evidence precisely.
- **Grammar and vocabulary:** Control sentence structure, paragraphs, punctuation, tense and Standard English. Develop precise academic vocabulary, understand word roots and select language appropriate to tone, purpose and audience.
- **Spoken English:** Contribute confidently to discussion, debate and presentation. Listen actively, respond to alternative viewpoints and explain ideas using clear Standard English when appropriate.

Expected Year 8 standards before entering Year 9

- **Reading:** Retrieve key information, summarise ideas, make supported inferences and explain the effect of important words, images or structural choices.
- **Writing:** Use clear paragraphs, varied sentences and mostly accurate spelling and punctuation. Write for different purposes and improve work after feedback.
- **Speaking and listening:** Express an opinion clearly, listen respectfully, build on another speaker's idea and use subject vocabulary appropriately.

Ways to support your child

- Encourage regular reading and ask your child to summarise, predict and explain a writer's choices.
- Keep a vocabulary notebook containing each new word, its meaning, a synonym and an example sentence.
- Discuss news reports, documentaries and everyday issues so your child practises forming and justifying opinions.
- Encourage short weekly writing practice, such as a description, review, article, speech or analytical paragraph.
- Ask your child to proofread aloud for missing words, punctuation, repeated vocabulary and unclear sentences.
- Support organised study habits: a quiet space, short focused sessions and a simple weekly plan.

Activity 1: Fiction text

The Locked Room

An original fiction extract for this readiness pack

The last bell had faded ten minutes ago, yet Zayd was still inside the old school library. He had returned for the notebook he had left beneath a desk, expecting the room to be bright and ordinary. Instead, only one lamp was burning. Its weak circle of light rested on the floor like a small island, while the shelves beyond it disappeared into shadow.

Zayd found the notebook quickly, but as he turned to leave, a cold draught moved past him. The tall curtains lifted although every window was closed. Somewhere behind the history shelves, metal scraped against stone. He stopped. The corridor outside was silent, and the library seemed to be holding its breath.

'Probably the cleaner,' he whispered, but his voice sounded too loud. The corridor swallowed the sound of his footsteps as he crossed towards the back wall. There, between two bookcases, he noticed a narrow wooden door. Zayd had studied in the library for two years, yet he had never seen it open. A brass key waited in the lock.

He should have called an adult. He knew that. Still, curiosity pulled at him more strongly than caution. He turned the key. The door opened with a reluctant groan, revealing a room no larger than a cupboard. Dust floated through the lamplight. On a stone shelf stood a wooden box, dark with age, and beside it lay a folded piece of paper.

Zayd reached for the note. The writing was uneven, as if the writer's hand had been shaking: RETURN WHAT WAS BORROWED BEFORE SUNSET. He read the words twice. Outside the narrow window, the sky had already turned orange.

A soft click came from behind him. The library door had closed. Zayd spun around, but the cupboard was empty. Then the wooden box began to tremble. Once. Twice. A third time.

He stepped backwards and struck the shelf. The note slipped from his fingers. From the other side of the wall came three slow knocks.

Zayd held his breath. Someone - or something - knocked again.

Vocabulary support: draught = a current of cold air | caution = carefulness | reluctant = unwilling | uneven = not smooth or regular

Use the fiction text to answer the following questions:

1. Select two details that show the library feels empty or unusual.

Sentence starter: One detail is "..." which shows ...

_____
_____
_____

2. The writer says, "The corridor swallowed the sound of his footsteps." What does this metaphor suggest about the setting?

Sentence starter: The metaphor suggests ... because ...

_____
_____
_____
_____

3. What impression do you get of Zayd? Support your answer with a quotation.

Sentence starter: Zayd appears ... This is shown when ...

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_____
_____
_____
_____

4. How does the writer build tension from the opening to the ending? Comment on at least one language choice and one structural choice.

Sentence starter: Tension increases when ... The writer then ...

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_____
_____
_____
_____
_____

5. "Zayd was right to open the door." How far do you agree? Use evidence from the extract.

Sentence starter: I agree / disagree to a ... extent because ...

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_____
_____
_____
_____

Challenge: Write one sentence explaining why the final line is an effective cliff-hanger.

Activity 2: Descriptive and narrative writing

ISCS Bahrain is collecting creative writing for the school magazine. Choose ONE of the following tasks:

Either: Write a description suggested by the picture below. Create a clear atmosphere and use precise sensory details.



OR: Write a story that begins with the sentence: "The message was hidden beneath the stone."

Setting	Five senses	Atmosphere	A change or discovery	Effective ending

Image credit: Qal'at al-Bahrain, photograph by Prof. Mortel, CC BY 2.0, via Wikimedia Commons.

Activity 3: Poetry

Percy Bysshe Shelley: "Ozymandias"

I met a traveller from an antique land,
Who said - 'Two vast and trunkless legs of stone
Stand in the desert. . . . Near them, on the sand,
Half sunk a shattered visage lies, whose frown,
And wrinkled lip, and sneer of cold command,
Tell that its sculptor well those passions read
Which yet survive, stamped on these lifeless things,
The hand that mocked them, and the heart that fed;
And on the pedestal, these words appear:
My name is Ozymandias, King of Kings;
Look on my Works, ye Mighty, and despair!
Nothing beside remains. Round the decay
Of that colossal Wreck, boundless and bare
The lone and level sands stretch far away.'

Vocabulary support: antique = ancient | visage = face | sculptor = artist who shapes stone | pedestal = base of a statue | colossal = extremely large

1. What is unusual about the statue described in the poem? Give two details.

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_____

2. What does the phrase "sneer of cold command" suggest about Ozymandias?

_____

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3. Identify one example of irony and explain its effect.

_____

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_____

4. How does Shelley present the temporary nature of human power? Use a quotation.

_____

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5. How does the contrast between "King of Kings" and "Nothing beside remains" develop the poem's message?

_____

_____

_____

6. Challenge: Write a short analytical paragraph about the importance of the desert setting.

_____

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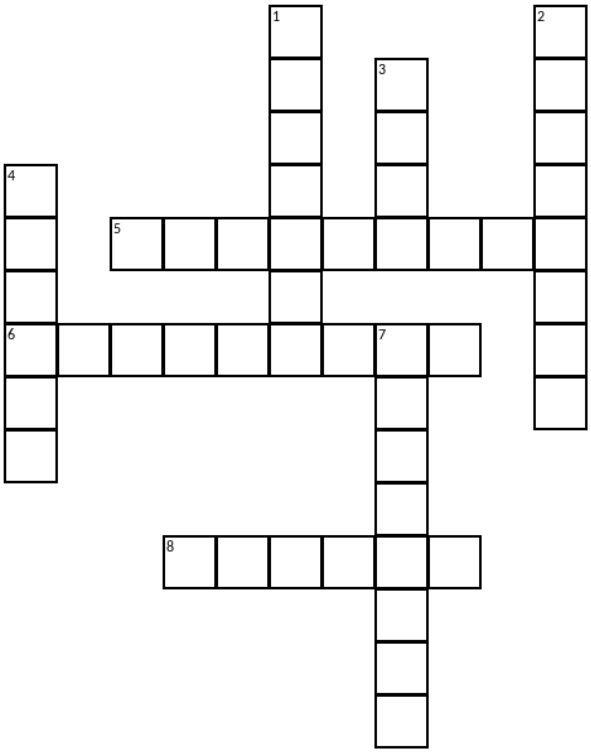
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Activity 4: Wordsearch

S	C	C	Z	B	X	P	U	B	Q	I	E	I	R	V	S	N	U
U	A	G	E	C	N	E	R	E	F	N	I	X	O	E	V	X	R
V	M	C	V	E	E	F	G	P	O	B	X	C	V	C	E	I	O
A	T	S	Z	M	Y	T	B	T	S	Y	A	S	N	N	Z	B	H
U	A	E	I	E	Z	A	A	L	U	B	S	Q	R	E	N	A	P
P	C	C	O	L	K	J	V	U	U	W	T	B	F	D	S	G	A
J	Z	Z	O	D	O	E	F	L	L	E	S	V	D	I	T	T	T
N	Y	Q	G	N	Z	B	A	F	Q	A	V	R	U	V	R	S	E
T	Z	G	C	I	T	R	M	V	T	D	V	S	W	E	U	Z	M
Y	T	E	D	R	Y	R	Q	Y	N	L	C	E	G	P	C	V	Q
M	K	N	Y	Z	H	P	A	D	S	W	H	E	A	L	T	U	N
T	O	G	I	F	R	E	R	S	R	Z	H	R	K	B	U	S	E
X	S	D	Y	O	E	X	T	E	T	E	A	C	R	L	R	U	S
E	B	Y	B	O	P	B	F	O	C	G	I	L	X	G	E	O	Y
T	W	Y	V	K	J	W	C	Z	R	I	N	P	Z	Z	D	M	L
N	R	V	M	M	U	X	E	A	A	I	S	F	S	U	C	A	A
O	B	Y	K	W	E	D	P	I	X	V	C	E	Y	U	U	K	N
C	M	U	W	E	N	H	J	E	V	Q	I	Q	R	T	U	Z	A

INFERENCE
EVIDENCE
METAPHOR
SYMBOLISM
STRUCTURE
CONTRAST
VIEWPOINT
RHETORIC
PARAGRAPH
PRECISE
VOCABULARY
TONE
CONTEXT
ANALYSE
EVALUATE

Activity 5: Crossword



Across

5. A conclusion reached from clues in a text.
6. The way a text is organised.
8. An object that represents a bigger idea.

Down

1. Background information surrounding a text.
2. A quotation or detail used to support an idea.
3. The writer's attitude or feeling.
4. The central argument of an essay.
7. Language used to persuade an audience.

Curriculum reference: Department for Education, National Curriculum in England - English programmes of study, Key Stage 3.