

Welcome to the English Department

Subject Leader: Miss N Dale

Teachers: Mr M Amess, Miss G Benson, Mrs N Birkbeck, Mrs N Dixon,
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Subject Overview

Key Stage 3: Years 7 and 8

Our Key Stage Three Curriculum is far more than merely a preparation for GCSE exams. It is a stand-alone, bespoke curriculum designed to engage, stimulate and inspire our students as well as develop the crucial skills needed in the modern world. In Years 7 and 8, students are introduced to a range of fiction, drama, non-fiction and media texts which they explore in ways which are both engaging and challenging.

Students are taught reading, writing and spoken language skills throughout Key Stage 3. These skills link closely with the skills required for GCSE and the curriculum is designed to prepare students effectively for the next level. In reading assessments, students are assessed on skills of comprehension, inference, interpretation, analysis and evaluation. They will also learn to write effectively for a range of purposes, including description, narration, review, persuasion and constructing an argument.

Our students complete an end of term assessment for each of the units and a midpoint assessment. We build up a detailed picture of their strengths and also their areas of weakness across the entire suite of skills. This helps us to intervene and support students where and when they need it, and it also enables us to tell you, the parents/carers, exactly how they are doing.

Key Stage 4: Years 9, 10 and 11

Throughout Years 9, 10 and 11, students are taught both English Language and English Literature in preparation for two GCSE qualifications of equal status.

Our students are encouraged to read critically and use the knowledge they gain from wider reading to inform and improve their own writing. Students develop their awareness of how writing is crafted for different purposes, audiences and forms. This supports them as critical readers and helps them to make conscious choices when planning their own writing. There are two exams: one focusing on non-fiction texts and writing tasks, the second focusing on literary texts and creative writing tasks. Both exams put equal emphasis on reading and writing skills. There's a focus on authentic and engaging unseen texts from the 19th to 21st centuries, to provide students with an enriched curriculum. We recognise that the development of speaking and listening skills is fundamental and it remains an integrated and integral part of the Key Stage 4 curriculum.

Students are taught a range of texts for GCSE English Literature, including Shakespeare, a 19th-century novel and a range of poetry, all in preparation for two exams at the end of Year 11. They will learn how to closely analyse passages of text and make links with the whole text. They will also develop skills of comparison when studying poetry, including how to compare unseen texts. Students will study the set texts within their social and historical context and learn how this context affects audience interpretations.

Post 16

Our challenging A Level courses build on the skills and knowledge that students have acquired in their previous studies. Each of these subjects not only provides students with an advanced understanding of English but they also prepare students for degree level study as students are encouraged to become independent learners.

A Level English Language and Literature, AQA, 7707

The study of English Language and Literature encourages students to develop their interest in both language and literature as interconnecting and mutually supportive disciplines. This course allows students to develop as independent, confident and reflective readers and writers. It provides a variety of opportunities to explore the relationship of language and literature through a wide range of reading opportunities, critical reading of and response to both literary and non-literary texts, as well as writing for a variety of audiences and purposes.

A Level English Literature, AQA, 7711

English is a fundamental part of all our lives and the ability to analyse and respond to a wide variety of material is both challenging and exhilarating as well as useful no matter what future pathway you choose. English Literature is highly regarded as an academic subject providing a rigorous preparation for study at degree level.

Teaching Aims and Objectives

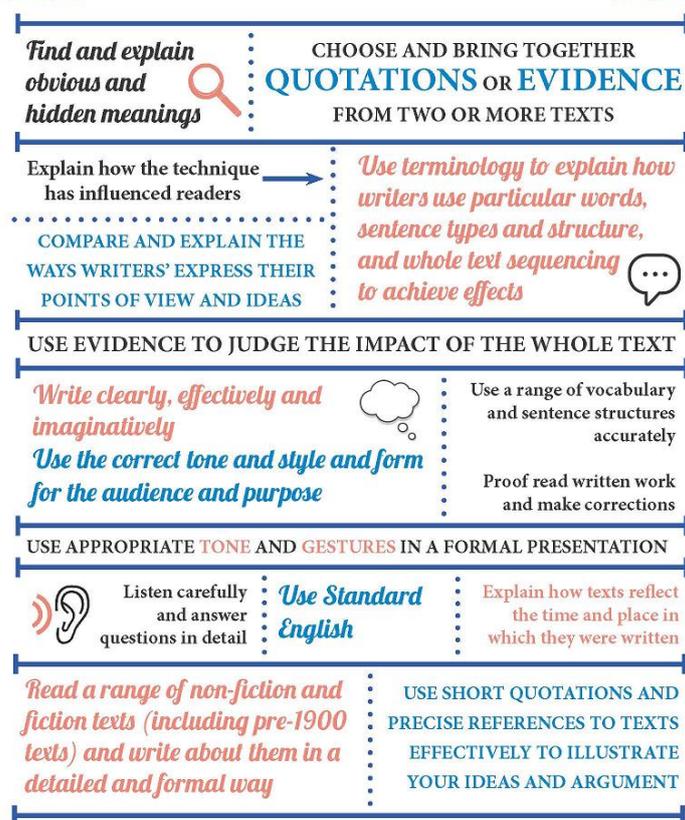
The English department aims to ensure all students make excellent learning progress, are exposed to a range of memorable experiences and are given opportunity to develop into independent, creative and analytical thinkers.

- An original curriculum: delivery of a curriculum that meets the needs of our students and engages them thoroughly in their learning
- Accessible learning: effective differentiation to allow all students to undertake the same curriculum with a variety of approaches used to ensure they achieve their full potential
- Real life contexts: enabling students to see the relevance of English in their own lives and providing exciting and memorable enrichment experiences
- Reading for pleasure: our curriculum and extra-curricular initiatives give reading a high profile and encourage students and staff alike to read widely
- Talk as a tool for learning: planned opportunities for developing speaking and listening skills are delivered through every Key Stage

	Our assessment objectives for English are:
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 the appropriate textual references.
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.
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.

A GOOD ENGLISH STUDENT SHOULD BE ABLE TO:



Course Information

Key Stage 3

Year 7 and Year 8: Imaginative writing, Dickens' *A Christmas Carol*, Poetry, Literature Shorts, Theme Park Project (non-fiction reading and writing), Shakespeare's *The Tempest*. Culture and Identity (non-fiction reading and writing and poetry), Dickens' *Oliver Twist*, Literary Prose, Journalism, Shakespeare's *Twelfth Night* and Speeches.

Key Stage 4

Year 9: Russell's *Blood Brothers*, Shakespeare's *Macbeth*, modern novel study, 19th Century Prose, Creative Writing and *An Inspector Calls*.

Year 10: Literary and Non-Literary texts, poetry – conflict, love and relationships, spoken language, drama text – *An Inspector Calls*, Shakespeare – *Romeo and Juliet*.

Year 11: Poetry clusters- conflict and love and relationships, spoken language, *An Inspector Calls*, *Great Expectations*, *Romeo and Juliet* and preparation for English Language external examinations.

Post 16

Year 12: Language and Literature: *Remembered places – Paris*, An Anthology of non-fiction texts, Imagined Worlds, Margaret Atwood's '*The Handmaid's Tale*', Poetic voices, Carol Ann Duffy, An Anthology of poetry, Khaled Hossenini's '*The Kite Runner*'.
Literature: Shakespeare's *Othello*, a wide range of poetry, *The Great Gatsby*, *Tess of the d'Urbervilles* and a range of prose.

Year 13: *Remembered places – Paris*, An Anthology of non-fiction texts, Imagined Worlds, Margaret Atwood's '*The Handmaid's Tale*', Poetic voices, Carol Ann Duffy, An Anthology of poetry, Khaled Hossenini's '*The Kite Runner*'.
Literature: Shakespeare's *Othello*, a wide range of poetry, *The Great Gatsby*, *Tess of the d'Urbervilles* and a range of prose.

Homework Expectations (Including ICT resources and websites)

Students are expected to be reading for pleasure on a regular basis to ensure they give themselves the best opportunities in all subjects. Teachers set homework weekly to help students progress. Homework can be project based or smaller tasks depending on what is being studied in the term.

Useful websites to visit for past papers, mark schemes and examiner reports are as follows:
www.aqa.org.ukwww.ocr.org.uk

All students have a log in and access to www.spellzone.com which allows them to learn, revise and play games with spellings.

Another website that helps students is www.bbc.co.uk/education where they are able to choose the right key stage for the skills/topics they wish to revise.

Extra-Curricular Opportunities

The English team regularly encourages students to enter Young Writers competitions and have had several students' work published, with one student winning the 2014 War of Words competition for Southern England.

Trips are run to the theatre. We have a regular book club and a creative writing club. Year 11 revision/catch up sessions are every Wednesday after school.

Marking and Assessment

Key Stage 3

The English team follows the whole school policy and therefore marks books every three weeks. Students can expect to see purposeful feedback with targets for improvement and

in return they are expected to respond to this marking and start working on their targets straight away.

Students are formally assessed twice a term: mid-point through the term and at the end of term. This assessment informs teachers about what needs to be focused on in order for the individual to progress further.

An end of year exam takes place which is a chance for students to showcase what they have learned throughout the year.

Key Stage 4

The English team follows the whole school policy and therefore marks books every three weeks. Students can expect to see purposeful feedback with targets for improvement and in return they are expected to respond to this marking and start working on their targets straight away.

Students are formally assessed twice a term: mid-point through the term and at the end of term. This assessment informs teachers about what needs to be focused on in order for the individual to progress further.

An end of year exam takes place which is a chance for students to showcase what they have learned throughout the year. Mocks will be sat by year 10 and 11 students.

Sixth Form

The English team follows the whole school policy and therefore marks books every three weeks. Students can expect to see purposeful feedback with targets for improvement and in return they are expected to respond to this marking and start working on their targets straight away.

Students are formally assessed twice a term: mid-point through the term and at the end of term. This assessment informs teachers about what needs to be focused on in order for the individual to progress further.

Mocks will take place through the year and students will complete a large number of past papers in the run up to examinations.

Examinations

GCSE

OCR English Language J351- <http://www.ocr.org.uk/Images/168996-specification-accredited-gcse-english-language-j351.pdf>

OCR English Literature J352- <http://www.ocr.org.uk/qualifications/gcse-english-literature-j352-from-2015/>

CIE iGCSE (Year 12 resit only) 0522- <http://www.cie.org.uk/images/164336-2016-syllabus.pdf>

A level

A Level English Language and Literature, AQA, 7707

<http://filestore.aqa.org.uk/resources/english/specifications/AQA-7706-7707-SP-2015-V1-0.PDF>

A Level English Literature, AQA, 7711

<http://filestore.aqa.org.uk/resources/english/specifications/AQA-7711-7712-SP-2015-V1-0.PDF>