

## ENGLISH DEPARTMENT

The English Department at Lacon Childe School is made up of the following staff:

Emma Hennessy	Faculty Leader: English, Art and Creative Arts
Louise Britton	Subject Leader
Sam Martin	Teacher of English / Year Leader
Polly Shepherd	Teacher of English / Year Leader
Arthur Short	Teacher of English / Subject Leader: Drama
Laura Brennan	Teacher of English

### Intent

We believe our mission in English is to encourage students to be thoughtful and reflective learners. We want students to enjoy and engage with the subject whilst achieving their best in this core curriculum area. We want to see confident individuals prepared for the outside world. Students experience a breadth of skills and knowledge during their study of English. Our intent is to develop students to be perceptive and curious readers, confident with engaging others through their speaking and writing. We have a strong ethos of working as a team, both with our departmental colleagues and our students, in order to strive for excellence. This is illustrated by our exam track record and the success of extra-curricular activities such as the Mock Trials competition.

The department is made up of specialist staff with a variety of individual strengths. Emma Hennessy is Faculty lead whilst Louise Britton has responsibility as Head of Department. Polly Shepherd and Sam Martin, both full time English specialists, are also pastoral Year Leaders. This year we will welcome Laura Brennan to our department as a newly qualified member of staff. Arthur Short, Head of Drama, also teaches some English at Key Stage 4.

### Key Stage 3

Students are grouped into mixed ability sets during Year 7, then broad banded for the subsequent years. We have a principle of balance over rigid setting which works well for our students.

Our Key Stage 3 curriculum offers a balanced and stimulating experience of English through drama, prose, poetry and non-fiction texts. Students develop their speaking and listening, reading and writing skills linked to the key assessment focus objectives in line with GCSE, which marry with the learning ladder pathways. Progress is regularly checked through assessment pieces linked to reading and writing, and assessments are kept in a separate work booklet. Over the course of the key stage skills focus on preparing students for the demands of the new GCSE, which we start part way through Year 9. Wider reading is actively encouraged in English through the routine of reading at the start of lessons and close links with the Learning Resource Centre. Work linked to key literacy skills is also continued, building on the foundation established during the primary years.

We see feedback as crucial to making good progress and encourage students to be active in critically evaluating their work and identifying areas to improve.

Intervention and support at both Key Stages is given through extraction, supported reading programmes and extensive revision sessions in the lead up to exams. We differentiate in lessons, where appropriate, to ensure all students can access the curriculum and are suitably challenged.

### **An Overview of the Curriculum**

Our Key Stage 3 curriculum aims to combine enjoyment of the subject with a secure grounding in skills necessary for success at GCSE. Our assessment models at Key Stage 3 also increasingly mirror the tasks for the new GCSE. Our current Key Stage 3 curriculum is outlined below:

#### **Year 7**

- Letter to my teacher - informative, autobiographical writing
- Philip Pullman's play adaption of 'Frankenstein'
- Descriptive/ narrative writing
- A range of poetry on the theme of animals
- An Introduction to Shakespeare
- Prose study

#### **Year 8**

- Ballad poetry
- Detective fiction short stories
- Descriptive/ narrative writing
- Exploring media and non-fiction texts
- 'Romeo and Juliet' by William Shakespeare
- Studying, writing and performing persuasive non-fiction e.g. a speech

#### **Year 9**

- 'Of Mice and Men' by John Steinbeck
- Speaking, reading and writing skills linked to GCSE Paper 2, 'Viewpoints and Perspectives'
- 'Macbeth' – focusing on plot, extracts and context
- Skills relating to GCSE English Language Paper 1, 'Fictional prose and descriptive writing'
- Introduction to some poems from the GCSE Anthology 'Power and Conflict'

Our Key Stage 4 curriculum starts in earnest part way through Year 9 to give students a 'head start' before the beginning of Year 10.

#### **Key Stage 4**

##### **GCSE English Language and Literature**

The majority of students will study for both Language and Literature GCSE in Years 10 and 11. If appropriate, the 'Step Up' qualification will be considered as an alternative for certain individuals. We generally continue to follow a policy of 'broad banding' in setting arrangements for Key Stage 4, as there is only one tier of entry. We mix the study of Language and Literature over the two years with four terminal exams at the end. Students are encouraged to purchase their own copies of texts for annotation and revision purposes. The assessment objectives for English Language and Literature are outlined below. For GCSE, students are also required to complete a spoken presentation for

which they are given a grade of pass, merit or distinction. This is recorded separately on their results certificate.

### **Assessment Objectives for GCSE English Language:**

Reading:

AO1: Identify and interpret explicit and implicit information and ideas, selecting 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 texts.

AO4: Evaluate texts critically and support this with appropriate textual references.

Writing:

AO5: Communication and organisation of writing - write clearly, effectively and imaginatively, selecting and adapting tone, style and register for the given purpose and audience.

AO6: Technical accuracy – punctuation, sentence forms, vocabulary and spelling.

**English Language Paper 1:** Explorations in creative reading and writing (1 hour 45 minutes - 80 marks)

Section A Reading 1 hour: Responding to a prose passage from either the 19th or 20th centuries.

Section B Writing 45 minutes: Writing to describe based on a picture stimulus with an alternative choice offered.

**English Language Paper 2:** Writers' viewpoints and perspectives (1 hour 45 minutes - 80 marks)

Section A Reading 1 hour: Reading non-fiction - 2 texts on the same theme from different eras, e.g. 19th Century and 21st Century.

Section B Writing 45 Minutes: To present a viewpoint/persuade in a given genre, such as an article, letter or speech.

### **English Literature**

The Assessment Objectives for Literature are:

A01: Read, understand and respond to texts (students should be able to develop an informed personal response and use quotations to support interpretation)

A02: Analyse the language, form and structure used by writers to create effects, using appropriate subject terminology

A03: Show understanding of the relationships between texts and the social/ historical contexts in which they were written.

A04: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

## English Literature

Paper 1:

1 hour 45 minutes (64 marks, 40% of GCSE)

Shakespeare e.g. Macbeth

(30 marks plus 4 for SPAG)

19th Century novel, possible texts for study may include: A Christmas Carol or Jekyll and Hyde (30 marks)

Paper 2:

2 hours 15 minutes (96 marks, 60% of GCSE)

Modern Text e.g. Inspector Calls or Blood Brothers (30 marks plus 4 for SPAG)

Anthology Poetry: a selection of poems on a theme (power and conflict), writing to compare 2 poems (30 marks)

Unseen Poetry: including a comparison of 2 poems (32 marks)

	Curriculum Focus
Year 10 Autumn	Poetry: studying context of poetry in depth; annotation of anthology; building confidence with comparative essay responses.  Play Inspector Calls or Blood Brothers: exploring context for writing; detailed reading and annotation of the text; performance and impact on audience; building an analytical response to characters and themes.
Year 10 Spring	English Language Paper 1: approaching the reading questions; practising approaches to structuring and developing writing; extending use of language devices, vocabulary and sentence structures.  Unseen poetry practice.  Spoken presentation on a topic of choice, linking to Paper 2 viewpoint writing skills.
Year 10 Summer	Revision and mock exams> Literature Paper 2 and English Language Paper 1.  Prose text 'Jekyll and Hyde' or 'A Christmas Carol'.  Reading and annotation, exploring context and writer's methods.

Year 11 Autumn	<p>Building analytical responses to prose text and exam approach, learning quotations and developing essay skills.</p> <p>Language Paper 2: approaching the reading questions and skills of comparison; developing argument and viewpoint writing skills.</p> <p>Mock exam &gt; Language Paper 2</p> <p>Reading Macbeth: detailed study of characters, themes, methods and context.</p>
Year 11 Spring	<p>Preparation for Mock exams &gt; Literature Paper 1 and Language Paper 2.</p> <p>Revision of poetry and play 'An Inspector Calls' or 'Blood Brothers'.</p> <p>Mock exam before Easter.</p>
Year 11 Summer	Language Paper 2 mock exam and continued revision for all Literature texts

**Recommended Sites:**

BBC Bitesize

Poetry Genius

You Tube tutorials, particularly Mr Bruff, Mr Salles