



## **OVERVIEW**

The English department aims to foster a real love for the creative aspects of English as well as develop the analytical skills pupils need in order to attain to their potential. English lessons deliver the national curriculum. Lessons are differentiated to meet individual needs, ensuring that all students are able to access the curriculum. Visual learning is embedded into the curriculum to enable students to understand, remember and apply key concepts. All students are entered for external accreditation so that on leaving Maiden Erlegh Chiltern Edge they have an English qualification. The department offers the AQA English Language GCSE, English Literature GCSE and Functional Skills.

## **ASSESSMENT OBJECTIVES Years 7,8,9**

- Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts
- 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
- Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
- Evaluate texts critically and support this with appropriate textual references
- 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
- Use a range of vocabulary and sentence structure for clarity, purpose and effect, with accurate spelling and punctuation

## **Intervention**

Where a need is identified, students take part in literacy intervention. All children are continually monitored in the areas of spelling, reading and comprehension. If necessary, we provide booster classes based on individual needs from a Specialist Specific Learning Needs Teacher.

These sessions include a focus on improving spelling, sentence structure and tactics for reading comprehension for those with weaker working memories. Some children need a review of grammar and punctuation while others may need to focus on improving their written work to create a planned logical progression for their work.

## **ASSESSMENT STRUCTURE**

Students are assessed termly on the unit of work they have been studying. Our robust marking and feedback procedure ensure that students are aware of their current performance and that they engage with and respond to feedback. Curriculum specific targets are set in order to inform pupils how to progress.

## **GROUPINGS**

Set ability – groups of up to 30

## **HOMEWORK INFORMATION**

Homework is set weekly on Show My Homework.

## **ENRICHMENT OPPORTUNITIES**

Students will have the opportunity to partake in creative writing competitions for county competitions. Moreover, external speakers and authors of novels we will be studying, will also be coming in to work with the young people. To aid teaching and learning, trips to the theatre will be arranged throughout the year. Book clubs will also be available for avid readers, a Journalism club as well as a Mock Jury Trial.

## **EQUIPMENT NEEDED**

Standard school equipment including highlighters

## **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

The BBC Bitesize website has exam board specific learning tasks which support the learning students undertake at school. To access these resources, ensure you select the AQA exam board, English Language and English Literature option.

After school booster learning classes will be available for key stage 4 in order to complete some intensive work and revision for upcoming examinations. Parents should encourage their children to attend the extra sessions.

## **CONTACTS / ANY FURTHER INFORMATION**

**Head of Department:** Aneesa Perryman Hussain

<b>Term</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<b>1</b>	The Boy at the back of the Class <i>(Novel by Onjali Rauf)</i>	Of Mice and Men <i>(20<sup>th</sup> Century Novel)</i>	A View from The Bridge <i>(20<sup>th</sup> Century Play)</i>
<b>2</b>	Words of War <i>(Power and Conflict)</i>	Language of War Words of War <i>(Power and Conflict)</i>	The Merchant of Venice <i>(Shakespeare)</i>
<b>3</b>	19 <sup>th</sup> Century Childhood texts <i>(19<sup>TH</sup> Century extracts introduction)</i>	A Midsummer Night's Dream <i>(Shakespeare)</i>	Dr Jekyll and Mr Hyde <i>(19<sup>TH</sup> Century Novel)</i>
<b>4</b>	Disasters <i>(Language Non-Fiction)</i>	Blood Brothers <i>(20<sup>th</sup> Century Play)</i>	War Poetry <i>(Power and Conflict)</i>
<b>5</b>	The Tempest <i>(Shakespeare)</i>	Campaign for a Cause <i>(Language Non-Fiction)</i>	Dare to Scare <i>(Language paper 1 and 2)</i>
<b>6</b>	Language Exploration <i>(Language Paper 1)</i>	Sherlock Holmes <i>(19<sup>th</sup> Century texts)</i>	Ash on a young man's sleeve <i>(20<sup>th</sup> Century Novel)</i>