



# Hailey Hall School English Curriculum Booklet

## English Intent

We are committed to providing pupils with a broad and ambitious English curriculum, rich in skills and knowledge, which ignites curiosity, is challenging on an individual level and prepares them for future learning or employment. We encourage independent reading, linked to pupils' passions, fostering their interests in niche areas encouraging a lifelong positive reading ethos. Our English curriculum will give pupils the opportunity to:

- enjoy a wide range of fiction and non-fiction texts which help them to connect with the world around them.
- develop cultural capital that will help remove barriers to achievement in school, future learning, and the world of work.
- opportunities to experience live performances relating to the curriculum.
- accessing a variety of performances both through professional works and through amateur dramatics in the local community. To enhance the wider school activity offer.
- in talk, articulate and express their ideas, views, and opinions about a wide range of topics clearly, confidently, and respectfully.
- develop their character, including resilience, confidence, and independence, so that they contribute positively to the life of the school, their local community, and the wider environment.
- demonstrate mastery of reading through discussion and writing.
- making writing accessible by using a variety of tools including computers, handwriting and multisensory experiences.
- developing subject content that is current and is accessible to increase interest and engagement
- all pupils will have the opportunity to access a qualification that is tailored to them with the aim of achieving personal excellence, enabling them to follow their chosen career path.

Throughout our programmes of study, every attempt is made to make explicit links to careers and the world of work. In addition to subject specific links, we aim to explicitly reinforce transferable skills that future employers will be looking for including:

- self-challenge, staying positive and showing resilience
- working independently (self-assessment, peer assessment, responding to feedback)
- communication skills (listening, speaking, presenting, debating)
- teamwork and problem solving,
- creativity and thinking skills
- self-management and leadership
- analysis and inference

The British values of democracy, the rule of law, individual liberty, and mutual respect of those with different faiths and beliefs are taught explicitly and reinforced in the way in which the school operates.

## **Year 10 English**

### **Why this subject is important:**

English is vital for communicating with others in school and in the wider world and is fundamental to learning in all curriculum subjects. In studying English pupils develop skills in speaking, listening, reading, and writing that they will need to participate in society and employment. Pupils learn to express themselves creatively and imaginatively and to communicate with others confidently and effectively.

Literature in English is rich and influential. It reflects the experiences of people from many countries and times and contributes to our sense of cultural identity. Pupils learn to become enthusiastic and critical readers of stories, poetry, and drama as well as non-fiction and media texts, gaining access to the pleasure and world of knowledge that reading offers.

Looking at the patterns, structures, origins, and conventions of English helps pupils understand how language works. Using this understanding, pupils can choose and adapt what they say and write in different situations, as well as appreciate and interpret the choices made by other writers and speakers.

Key stage 4 English lessons are tailored to the individual. Using KS3 assessments and teacher's knowledge of pupils, we choose the path we feel will suit them best. This could be functional skills focus, English Language exam only or English Language and Literature exams.

**INTENT: What you will learn:**

Unit name	Topics	Skills and understanding	Skills: Curriculum Links
Autumn Term / Unit:  English Literature Paper 2, Section A  <b>OR</b>  Kerb Stain Boys  Preparation for Functional Skills exam	Modern prose or drama text:  WOMAN IN BLACK	Literal and inferential Comprehension  Critical reading  <b>Explain</b> , comment on, and <b>analyse</b> how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views  <b>Evaluate</b> texts critically and support this with appropriate textual references  Conventions of story writing  Reading comprehension and writing. Past papers, types of writing,	Year 7, 8 & 9- Reading a variety of texts and genres in preparation for GCSE.  Links to GCSE Literature exam assessment objectives.  Links to Functional Skills assessment criteria.
Spring Term/ Unit:  English Language paper 1	Reading comp and creative writing  Preparation for the exam.	Read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries.  Read and evaluate texts critically and make comparisons between texts.	Year 7,8 & 9- Reading a variety of texts and genres in preparation for GCSE.  Links to tutor intervention

<p><b>OR</b></p> <p>Preparation for Functional Skills exam</p>	<p>Short stories</p>	<p><b>Summarise</b> and <b>synthesise</b> information or ideas from texts.</p> <p>Use knowledge gained from wider reading to inform and improve their own writing.</p> <p>Write effectively and coherently using Standard English appropriately.</p> <p>Use grammar correctly and punctuate and spell correctly.</p>	<p>and Prep programme.</p> <p>Links to GCSE Language Exam assessment objectives.</p>
<p>Summer Term/ Unit:</p> <p>English Language: Component 2</p> <p>Spoken Language Assessment</p> <p><b>OR</b></p> <p>Preparation for Functional Skills exam</p>	<p>Reading/ writing non-fiction</p> <p>Spoken Language assessment preparation and performance</p> <p>Poetry anthology</p>	<p>Read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries.</p> <p>Read and evaluate texts critically and make comparisons between texts.</p> <p><b>Summarise</b> and <b>synthesise</b> information or ideas from texts.</p> <p>Use knowledge gained from wider reading to inform and improve their own writing.</p> <p>Write effectively and coherently using Standard English appropriately.</p> <p>Use grammar correctly and punctuate and spell correctly.</p> <p><b>Explain</b>, comment on, and <b>analyse</b> how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p><b>Evaluate</b> texts critically and support this with appropriate textual references</p>	<p>Year 9: spoken language- builds on presenting skills learnt during Year 9.</p> <p>Links to tutor intervention and Prep Programme.</p> <p>Links to GCSE Language assessment objectives.</p> <p>Links to poetry skills taught in KS3</p>

**How you will be assessed:**

**There are two external examinations for GCSE English Language:**

Paper 1: Section A-Reading 20th Century Prose Extract

Section B-Prose Writing: Creative  
Paper 2: Section A- Reading/Writing Non-fiction  
Section B-Transactional/Persuasive Writing

**There are two external examinations for English Literature:**

Paper 1: Shakespeare and the 19th Century Novel  
Paper 2: Modern Texts and Poetry

**The final (GCSE) grade is calculated in the following way:**

There are two external examinations for English Language:  
Paper 1: Section A-Reading 20th Century Prose Extract  
Section B-Prose Writing: Creative  
Paper 2: Section A- Reading/Writing Non-fiction  
Section B-Transactional/Persuasive Writing

There are two external examinations for English Literature:

Paper 1: Shakespeare and the 19th Century Novel  
Paper 2: Modern Texts and Poetry

**Functional Skills Level 1 & 2**

During year 10 and 11 there will be opportunities to be entered for the Level 1 & 2 Functional Skills English exams. Pupils will be entered for this as staff it is appropriate. Both level 1 & 2 include one reading paper and writing paper which are marked externally. For Level 1 pupils must complete a class discussion which is graded internally. For Level 2 pupils must complete a class discussion and complete an individual presentation to an audience (usually their class). Both tasks are marked internally.

**How parents / carers can help:**

Provide them with a quiet place to do homework and revision.  
Support with Home Learning activities.  
Encourage reading of texts from the suggested reading list.

**Useful website and details of course books:**

EDUQAS [the examination board for this course]  
BBC 'Bitesize' [KS4 section]  
SAM Learning

The school provides GCSE revision and test practice packs

**Progression routes and career opportunities:**

College

Sixth form

**Who to contact and how if you have a query regarding your child:**

Name	Position	Email Address	Telephone
Mrs Amy Martin	Teacher	<a href="mailto:amymartin@haileyhall.herts.sch.uk">amymartin@haileyhall.herts.sch.uk</a>	01992 465208
Miss Sara Hill	Teacher	<a href="mailto:Shill@haileyhall.herts.sch.uk">Shill@haileyhall.herts.sch.uk</a>	

## Year 11 English

**Why this subject is important:**

English is vital for communicating with others in school and in the wider world and is fundamental to learning in all curriculum subjects. In studying English pupils develop skills in speaking, listening, reading, and writing that they will need to participate in society and employment. Pupils learn to express themselves creatively and imaginatively and to communicate with others confidently and effectively.

Literature in English is rich and influential. It reflects the experiences of people from many countries and times and contributes to our sense of cultural identity. Pupils learn to become enthusiastic and critical readers of stories, poetry, and drama as well as non-fiction and media texts, gaining access to the pleasure and world of knowledge that reading offers.

Looking at the patterns, structures, origins, and conventions of English helps pupils understand how language works. Using this understanding, pupils can choose and adapt what they say and write in different situations, as well as appreciate and interpret the choices made by other writers and speakers.

**Intent: What you will learn:**

Unit name	Topics	Skills and understanding	Skills: Curriculum links
Autumn Term:	Unseen poetry  Revision for WOMAN IN BLACK  A Christmas Carol	Literal and inferential Comprehension  Critical reading  <b>Explain</b> , comment on, and <b>analyse</b> how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views	Links to GCSE Literature and GCSE Language assessment objectives.  Builds on KS3 learning and skills.  Allows progression to

	Functional Skills preparation (as needed)	<b>Evaluate</b> texts critically and support this with appropriate textual references  <b>Summarise</b> and <b>synthesise</b> information or ideas from texts	college and sixth form for A-Levels.
Spring Term:	Revision of Shakespeare  Preparation for the Language exam  Functional Skills preparation (As needed)	Literal and inferential Comprehension  Critical reading  <b>Summarise</b> and <b>synthesise</b> information or ideas from texts  <b>Explain</b> , comment on, and <b>analyse</b> how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views  <b>Evaluate</b> texts critically and support this with appropriate textual references	Links to GCSE Literature and GCSE Language assessment objectives.  Builds on KS3 learning and skills.  Allows progression to college and sixth form for A-Levels.
Summer Term:	Revision Examinations	Pupils will revise all the units that were completed in years 10 and 11.	Links to GCSE Literature and GCSE Language assessment objectives.  Builds on KS3 learning and skills.  Allows progression to college and sixth form for A-Levels.

**Promoting British Values:**

Pupils develop their self-knowledge, self-esteem, and self-confidence.  
Pupils acquire a broad general knowledge or and respect for public institutions and services in Britain.  
Pupils develop respect for themselves and learn to respect other people.  
Pupils develop the skills to evaluate and arguments of people wanting their support or their vote.

**How you will be assessed:**

There are two external examinations for English Language:

Paper 1: Section A-Reading 20th Century Prose Extract  
Section B-Prose Writing: Creative

Paper 2: Section A- Reading/Writing Non-fiction  
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### **The final grade is calculated in the following way:**

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### **How parents / carers can help:**

Provide them with a quiet place to do homework and revision.

Support with encouraging them to complete Home Learning activities.

Encourage pupils to read a wide variety of texts from the suggested GCSE reading list.

### **Useful website and details of course books:**

Equqas [the examination board for this course]

BBC 'Bitesize' [KS4 section]

SAM Learning

Andrew Moore Universal Teacher

The school provides GCSE revision and test practice packs

### **Progression routes and career opportunities:**

College

Sixth form



**Who to contact and how if you have a query regarding your child:**

<b>Name</b>	<b>Position</b>	<b>Email Address</b>	<b>Telephone</b>
Mrs Amy Martin	Teacher	<a href="mailto:amymartin@haileyhall.herts.sch.uk">amymartin@haileyhall.herts.sch.uk</a>	01992 465208
Miss Sara Hill	Teacher	<a href="mailto:Shill@haileyhall.herts.sch.uk">Shill@haileyhall.herts.sch.uk</a>	