



**HAILEY HALL SCHOOL**  
Believe | Strive | Achieve

Hailey Hall School

English

Curriculum Map

### **Curriculum statement of intent**

English and communication are the basis of everything - it is the gateway subject to understanding and accessing many other subjects. English is the foundations for all learners to make connections and form relationships with others, with the texts they encounter and the world in which they live. English encourages students to develop a curiosity for learning which will help shape their individual identity. At Hailey Hall, we aim that through the teaching of English, students will develop a passion for reading, writing and discussion. One of our priorities at Hailey Hall is being able to offer students specific reading interventions that are matched to their abilities allowing them to be able to read more fluently and develop the important comprehension skills that will help them in life beyond school. We encourage independent reading, linked to pupils' passions, fostering their interests in niche areas encouraging a lifelong positive reading ethos. Our English curriculum is designed to give every pupil the opportunity to find their own voices and become effective communicators in the wider world.

### **Curriculum aims**

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;
- talk, articulate and express their ideas, views and opinions about a wide range of topics clearly and confidently and respectfully listen to the ideas and opinions of others;
- make writing accessible by using a variety of tools including computers, handwriting and multisensory methods;
- understand the world around them by exploring texts from authors from a range of backgrounds, cultures and countries;
- 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.
- develop their character, including resilience, confidence and independence, so that they contribute positively to the life of the school and their local community.

### **Preparing for life after Hailey Hall**

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 7 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.

What you will learn:

Unit name	Topics	Skills and understanding	Skills: Curriculum links
Autumn Term / Unit: 1	My life, My choices	Retrieve and collate a range of information from sources. Writing for audience and writing to describe.	Year 9: Events that changed the world- research and collating information.  Year 10/11- Links to English Language GCSE assessment objectives
Autumn Term / Unit:2	Introduction to Dickens 'A Christmas Carol'	Read independently. Show an understanding of main events, key themes, and characters. Understand how texts reflect the time and culture in which they were written.	Year 10/11- Links to English Literature GCSE assessment objectives.
Spring Term / Unit:3	Narrative Writing	Creative writing techniques and story writing. Developing characters throughout a story and solving a problem.	Year 8- Children of Willesden Lane  Year 9- Sinister Stories  Year 10/11- Links to English Literature GCSE assessment objectives.
Spring Term/ Unit 4	Non-Fiction	Summarise information from a range of sources. Use appropriate style of writing for purpose.	Year 10/11- Functional Skills

Summer Term/ Unit 5	Pig Heart Boy	Introduction to a range of reading strategies Choosing the correct tense when writing. Read independently. Show an understanding of main events, key themes, and characters.	Year 10/11- Links to English Language GCSE assessment objectives
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**How you will be assessed:**

At the end of each half term unit of work you will be given a piece of assessment work to complete in class.

You will be given a grade for your work and advice about what you must do to improve your level. At the end of the year, you will sit an English language test to prepare for your GCSE exams in Year 11.

How parents / carers can help:

Provide them with a quiet place to do homework and revision

Useful website and details of course books:

BBC 'Bitesize' [KS3 section]  
Lexia

Progression routes and career opportunities:

GCSE English and Functional Skills examinations.

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

Name	Position	Email Address	Telephone
Miss Leonie Murphy	Teacher	<a href="mailto:lmurphy@haileyhall.herts.sch.uk">lmurphy@haileyhall.herts.sch.uk</a>	01992 465208

**Year 8 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.

What you will learn:

<b>Unit name</b>	<b>Topics</b>	<b>Skills and understanding</b>	<b>Skills: Curriculum Links</b>
Autumn Term / Unit: 1	'The Children of Willesden Lane' or Windrush Child (based on cohort)	Structure of novels and stories How plots are constructed.	Year 7: Pig Heart Boy Year 9- Sinister Stories
Autumn Term / Unit: 2	'The Children of Willesden Lane' or Windrush Child (based on cohort)	Structure of novels and stories How plots are constructed.	Year 7: Pig Heart Boy Year 9- Sinister Stories
Spring Term / Unit:3	Biographies	Creative writing techniques Non-fiction writing Using language for effect.	Links to English Language GCSE- transactional writing element. Links to the Functional Skills assessment criteria.
Spring Term/ Unit: 4	Poems through the Ages	Types of poems Structure of poetry MAPSO techniques (Metaphor, simile, personification, alliteration and onomatopoeia) Analysing language Imagery	GCSE Literature-Poetry element

Summer Term / Unit 5	Travel and Adventure Writing	Information retrieval Language analysis Writing for audience Communicating ideas Vocabulary Sentence structure	Language Component 2- Transactional writing
Summer Term/ Unit 6	Introduction to Shakespeare 'Romeo and Juliet'	Introducing Shakespeare Understand key themes Sequence key events Identify the role of key characters Discuss who was to blame for their deaths. Identify the key characters in the death of R&J	GCSE Literature exam- Shakespeare element. Links to Macbeth topic in year 9.

**How you will be assessed:**

Half termly assessments based on the topics studied. These can be in written form or speaking and listening activities.

How parents / carers can help:

Provide your son with a quiet place to do homework and revision

Useful website and details of course books:

BBC 'Bitesize' [KS3 section]

Lexia

Progression routes and career opportunities:

GCSE English and Functional Skills examinations in Year 11.

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

Name	Position	Email Address	Telephone
Miss Leonie Murphy	Teacher	<a href="mailto:lmurphy@haileyhall.herts.sch.uk">lmurphy@haileyhall.herts.sch.uk</a>	01992 465208

## Year 9 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.

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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.

What you will learn:

Unit name	Topics	Skills and understanding	Skills: Curriculum links
Autumn Term/ Unit: 1	Events that changed the world.	Analysing texts Forming an opinion Poetic techniques	My Life, My Choices- Year 7. Non-Fiction- Year 7
Autumn Term/ Unit:2	Sinister stories	Structure of novels and stories How plots are constructed. Creative writing features	Narrative Writing- Year 7 Creative Writing- GCSE.
Spring Term/ Unit:3	Sinister Stories	Structure of novels and stories How plots are constructed. Creative writing features	Narrative Writing- Year 7 Creative Writing- GCSE.
Spring Term/ Unit:4	Room 101	Persuasive techniques Power of speech Read for meaning and understand different viewpoints	Transactional Writing- GCSE Language paper. Spoken Language element of the GCSE Language qualification. Links to the Speaking and listening activities

		Analyse how language is used to present different ideas How perspective is constructed. The construction of bias	from the tutor intervention programme.
Summer Term/ Unit:5	Macbeth	Understand key themes Sequence key events Identify the role of key characters. Understanding the historical and social context	Shakespeare in Y8. GCSE literature paper- Shakespeare element
Summer Term/ Unit:5	KS4 Prep	Formal letter writing for effect. Persuasive writing	Prepares pupils for the Functional Skills course delivered in KS4.

How you will be assessed:

Half termly assessments based on the topics studied. These can be in written form or speaking and listening activities.

How parents / carers can help:

Provide your son with a quiet place to do homework and revision

Useful website and details of course books:

BBC 'Bitesize' [KS3 section]

Lexia

Progression routes and career opportunities:

GCSE English and Functional Skills examinations.

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



**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.

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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.

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	Read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries.	Year 7,8 & 9- Reading a variety of texts and genres in preparation for GCSE.

<p><b>OR</b></p> <p>Preparation for Functional Skills exam</p>	<p>Preparation for the exam.</p> <p>Short stories</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>Links to tutor intervention 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]

Lexia

The school provides GCSE revision and test practice packs

Progression routes and career opportunities:

College

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
Ms Leonie Murphy		<a href="mailto:Lmurphy@haileyhall.herts.sch.uk">Lmurphy@haileyhall.herts.sch.uk</a>	
Miss Amy Meech		<a href="mailto:Ameech@haileyhall.herts.sch.uk">Ameech@haileyhall.herts.sch.uk</a>	

## Year 11 English

### Why this subject is important:

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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.

What you will learn:

Unit name	Topics	Skills and understanding	Skills: Curriculum links
Autumn Term:	Unseen poetry Macbeth A Christmas Carol  Functional Skills preparation (as needed)	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  <b>Summarise</b> and <b>synthesise</b> information or ideas from texts	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.
Spring Term:	Poetry anthology (continued)  Revision for WOMAN IN BLACK  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 Examination	Pupils will revise all the units that were completed in years 10 and 11.	Links to GCSE Literature and Language assessment objectives. Builds on KS3 learning and skills. Allows progression to college and sixth form for A-Levels.

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### **Promoting British Values:**

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

The final 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

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]

Lexia

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>	
Ms Leonie Murphy		<a href="mailto:Lmurphy@haileyhall.herts.sch.uk">Lmurphy@haileyhall.herts.sch.uk</a>	