



## English



### Welcome!

**A hearty welcome to our effervescent English department, here at Cardinal Newman Catholic School.**

#### Our Purpose and Ethos:

Through the study of English our students will be encouraged and supported to be articulate communicators, avid readers and ambitious writers.

We facilitate and foster a culture of reading across the school but consider the English classrooms and the library to be at the core. We provide ample opportunity for our students to explore a diverse range and form of texts from a variety of cultures.

There is something in English for each and every student! Whether that be a dramatic performance of the Witches spell-casting around the cauldron in *Macbeth*; a quiet and reflective space to be able to express themselves in creative tasks; or through discussing and debating the motives of inspirational writers.

A student of English at Cardinal Newman will be challenged to question the world they live in through their investigation of literature whilst also learning the skills to express themselves in all walks of life. The study of English equips our students, yes, to be able to read knowledgeably and to write accurately but most importantly to be curious, to connect and to communicate confidently.

#### Key Stage Three:

We view this as preparation for the rigours of GCSE. We work towards building a toolkit of knowledge and skills that the students can draw on looking at both contemporary and classic novels, plays and poetry alongside non-fiction reading and writing. We have regular library lessons to enable students to foster a varied and sophisticated vocabulary pre-GCSE.

Students who come to the school who were working below national expectations at KS2 may follow a special catch up course which has in the past helped many of our students to be working at national expectations by the end of Year 7.

#### GCSE English:

We follow the AQA English Language and AQA English Literature specifications. All students will be prepared for both examinations. We are enormously proud of our KS4 students and have an excellent record of high achievement.

#### **Meet the Team:** (and their favourite books!)

- ❖ **Curriculum Leader: Avril Dowdeswell** – *The Secret History* Donna Tartt
- ❖ **Assistant Curriculum Leader: Neil Garvey** – *That They May Face the Rising Sun* John McGahern
- ❖ **KS3 Co-ordinator: Erika Fealy** - *North and South* Elizabeth Gaskell
- ❖ **Gordon Ritchie** – *Jane Eyre* Charlotte Bronte
- ❖ **Tony Smailes** – *Things Fall Apart* Chinua Achebe
- ❖ **Julia Grant** - *The Little Red Chairs* Edna O'Brien
- ❖ **Julie Pratten** – *A Thousand Splendid Suns* Khaled Hosseini
- ❖ **Lisa Nicholls** – *Lord of the Rings* J. R. R. Tolkien
- ❖ **Toyin Okusanya** – *Romeo and Juliet* William Shakespeare
- ❖ **Morenike Oketunji** – *Americanah* Chimamandah Adichie
- ❖ **Sara Ali** – *To Kill a Mocking Bird* Harper Lee
- ❖ **Parsa Hussain** – *The Kite Runner* Khaled Hosseini
- ❖ **Janice Amers** – *Persuasion* Jane Austen
- ❖ **Emma Warren** – *The Joy Luck Club* Amy Tan
- ❖ **Shannon McCartney-Wall** – *Little Women* Louise May Alcott
- ❖ **Megan O'Toole** – *Wuthering Heights* Emily Brontë
- ❖ **Marriyah Malik** – *Clockwork Prince* Cassandra Clare



**Baseline reading comprehension task: w/c 6<sup>th</sup> September (No pre-teaching required)**

**MYE:** w/c 3<sup>rd</sup>/10<sup>th</sup>/17<sup>th</sup> January **EOY:** w/c 9<sup>th</sup> May

Year 7			
Term	Text	Assessment	Second teacher
1	<b>A Christmas Carol</b>	Baseline –Reading comprehension task.	<b>Raven's Gate</b> Literacy Creative poetry writing
2	<b>Macbeth</b>	<b>MYE - A Christmas Carol</b> – analysis of a character or theme in an extract. (Lit AO1/AO2)	
3	<b>Modern Poetry</b>	<b>EOY - Macbeth</b> – creative writing assessment with quote and picture prompt. (Lang AO5/AO6)	

**Assessment dates**

**MYE:** w/c 3<sup>rd</sup> January

**EOY:** w/c 9<sup>th</sup> May

Year 8			
Term	Text	Assessment	Second teacher
1a	<b>Poetry Classics</b>	Baseline – Blind Analysis of <i>Anthem for Doomed Youth</i> – 1 PETER paragraph	<b>Noughts and Crosses</b> Literacy Debate writing Writing to explain/argue/persuade
1b/2a	<b>Animal Farm/Of Mice and Men</b>	<b>MYE – Novel:</b> Lang Paper 1.Q.2 style assessment analysing writer's use of language in an extract. (Lang - AO2)	
2b/3a	<b>Blood Brothers</b>	<b>EOY -Blood Brothers:</b> Persuasive/explain writing task Lang. Paper 2 Q.5 style. A letter to an MP concerning social issues in the play. (Lang AO5/AO6)	
3b	<b>'Survival' Non-Fiction Module</b>	Informal debate on the cutting of the rope in <i>Touching the Void</i>	

**Assessment dates**

**MYE:** w/c 10<sup>th</sup> January

**EOY:** w/c 9<sup>th</sup> May

**Year 9 - The syllabus and assessments are to prepare them for the demands of Literature as soon as they enter year 10, particularly essay writing skills, hence the weighting on analytical tasks.**

Term	Text	Assessment	Second teacher
<b>1a/1b/2a</b>	<b>Frankenstein and the Gothic</b> – study of novel with Gothic Extracts. Term 2a with particular focus on essay writing for Literature, using Gothic extracts for practice.	<b>Baseline – Blind analysis of Gothic Extract</b> – 1-2 PETER paragraphs.	<b>The Gilded Ones</b> Literacy Argue /persuade /advise writing Diversity Extracts
<b>2b/3a</b>	<b>Much Ado about Nothing</b> <b>Romeo and Juliet</b> for bottom sets	<b>MYE</b> – analysis (AO1/AO2/AO3)) of an idea or theme in an extract from <b>Frankenstein</b> also with reference to whole text. Literature Paper 1 style assessment with attention also to context AO3.	
<b>3b</b>	<b>Poetry (Sonnets)</b>	<b>EOY -Much Ado About Nothing/Romeo and Juliet:</b> writing to argue task. Lang. Paper 2 Q.5 style. (Lang AO5/AO6) Arguing a point of view in response to a statement based on the play.	

**Assessment dates**

**MYE:** w/c 17<sup>th</sup> January

**EOY:** w/c 9<sup>th</sup> May