



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 KS3 as an opportunity to foster critical thinkers, effective speakers and accurate writers. 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 now have 'debate weeks' for all KS3 students which involves students preparing a debate in a group and

ultimately taking part in a live debate on a specific motion based on the text they are studying.

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: Neil Garvey** *Solar Bones* –Mike McCormack
- ❖ **Assistant Curriculum Leader: 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
- ❖ **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
- ❖ **Shannon McCartney-Wall** – *Little Women* Louise May Alcott
- ❖ **Megan O'Toole** – *Wuthering Heights* Emily Brontë
- ❖ **Marriyah Malik** – *Clockwork Prince* Cassandra Clare
- ❖ **Sinead Hegarty** – *The Waves* Virginia Woolf
- ❖ **Avril Dowdeswell** – *The Secret History* Donna Tartt



Yr.7 Baseline reading comprehension task: w/c 11th September (No pre-teaching required)

Year 7			
Term	Text	Assessment	Second teacher
1	A Christmas Carol	Baseline –Reading comprehension task.	Raven's Gate Literacy Creative poetry writing
2	Macbeth	MYE - Best Book Work – Formal Letter and ACC Extract Analysis.	
3	Modern Poetry/Detective Unit	EOY - Macbeth – creative writing assessment with quote and picture prompt. (Lang AOS/AO6)	

Y7 Assessment dates:

Best Book Targeted Work – Formal letter - Write a response to the charity letter, in a style appropriate to the character of Scrooge. **Term 1A**

Extract - Chapter 1 - How does Dickens present the character of Scrooge. **Term 1B**

EOY: W/C Monday 3rd June

GLA: W/C Monday 8th January and Monday 1st July

Year 8			
Term	Text	Assessment	Second teacher
1a	Poetry Classics	Best Book – 2 Targeted Pieces of work	Noughts and Crosses Literacy Debate writing Writing to explain/argue/persuade
1b/2a	Animal Farm/Of Mice and Men	MYE - Best Book – Poetry Classics Analysis and OMAM/AF Extract Analysis	
2b/3a	Blood Brothers	EOY - Blood Brothers: Persuasive/explain writing task Lang. Paper 2 Q.5 style. A letter to an MP concerning social issues in the play. (Lang AOS/AO6)	
3b	'Survival' Non-Fiction Module	Informal debate on the cutting of the rope in Touching the Void	

Y8 Assessment dates

Best Book Targeted Work – PETER – Anthem for Doomed Youth - 'Wilfred Owen uses many images of death, funerals, and mourning's in the poem 'Anthem for Doomed Youth'. Choose 2 and show what they tell us about war'. **Term 1A**

PETER - How does Steinbeck first present Curley's wife to the reader. Or How does Orwell give the impression of corruption within this extract (Chapter 3)? **Term 1B**

EOY: W/C Monday 10th June

GLA: W/C Monday 15th January and Monday 17th June

Year 9			
Term	Text	Assessment	Second teacher
1a/1b	Frankenstein/Sign of Four and the Gothic – study of novel with Gothic Extracts. Term 2a with particular focus on essay writing for Literature, using Gothic extracts for practice.	Best Book – 2 Targeted Pieces of work	Anita and Me Literacy Argue /persuade /advise writing Diversity Extracts
2a/2b	Much Ado About Nothing Romeo and Juliet	MYE - Best Book – Gothic Extract Analysis and Frankenstein/Sign of Four Extract Analysis	
3a	Poetry (Sonnets)	EOY - Much Ado About Nothing/Romeo and Juliet: Creative writing task. Lang. Paper 1 Q.5 (Lang AOS/AO6). Quote and picture prompt.	

Y9 Assessment dates

Best Book Targeted Work – PETER - How is Count Dracula presented by Stoker in the beginning of his story - Gothic Extract. **Term 1A**

Frankenstein - Chapter 5 Extract - How does Shelley present Victor's feelings about the monster he has created. **Term 1B**

EOY: W/C Monday 3rd June

GLA: W/C Monday 22nd January and Monday 20th May