

## Our Aims and Objectives

The English Department at William Howard School is characterised by its strong sense of collaboration and its shared enthusiasm for language and literature in all its forms. The school experience of the student lies at the heart of the Department's vision.

The aim is to give every child a positive experience both inside and outside the classroom; to raise attainment, improve skills in communication, promote a sense of self-worth and belonging and foster a lifelong love of learning.

We endeavour to ensure that pupils enjoy their English lessons and have created a curriculum which offers a rich and diverse range of learning experiences to both engage our students and enable them to achieve their full potential.

Our intention is to make the study of English a rewarding, enjoyable and positive experience for all, regardless of ability; we recognise that children learn in different ways and aim to provide varied and stimulating learning activities for all our students.



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## English Department Staffing

- Michelle Murphy – Curriculum Leader (currently on maternity leave)
- Vikki Mulholland – Teacher in charge of Key Stage 3
- Liz Sim – Teacher in charge of Key Stage 4
- Liz Brereton – Teacher in charge of Key Stage 5 Literature
- Karen Fallows – Teacher in charge of Key Stage 5 Language
- Katy Birks – Assistant Head for Teaching and Learning
- Amanda Lee – Head of Year 8
- Sarah Ledger – Head of Year 9
- Emma Andrews
- Tony Bell
- Clare Donohue
- Dave Foley
- Tom Burkes
- Laura Mallin
- Jayne Luhrs – HLTA

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## Key Stage 3

Year 7, 8 and 9 come under the Key Stage 3 'heading'. See below for the programme of study for each year. In Years 7 and 8 most students receive 3 lessons per week, although some students receive additional support with an extra lesson a week in order to develop literacy skills.

**The Year 7 curriculum** is designed so that students get a chronological understanding of literature and its place in history. Students will study both literature and language skills from the perspective of the time in which key texts were written.

- **Autumn 1 – ‘How Stories Began’** A study of how stories are told in Early English Literature such as Chaucer and Beowulf.
- **Autumn 2- Shakespeare** A study of one Shakespeare play
- **Spring 1 – Language of advertising** Students will use a range of persuasive language features to sell a product they have created. Assessment for this unit will be a group presentation to the class.
- **Spring 2 – War Poetry** A study of first and second world war poetry.
- **Summer 1 – Creative Writing** Creating stories based on imaginary settings.
- **Summer 2 – Modern Text.** A study of one full modern novel.

**The Year 8 curriculum** follows a thematic study of Literature and Language in English. Themes studied in year 8 are the most popular in the literary canon and are selected to allow students to engage with a taster of GCSE and A Level topics.

- **Autumn 1 – Rags to Riches:** A study of Charles Dickens and other Victorian literature, dealing with the ethics and empathy behind class divisions.
- **Autumn 2 – Individual Research Project:** A speaking and listening presentation will allow students to tell the story of a rich or poor character from their previous topic.
- **Spring 1 – Survival and Hardship:** Full text study of the popular text ‘Of Mice and Men’, engaging with themes of gender, patience and loyalty.
- **Spring 2 – Other Cultures:** A poetry module which engages with writers from a plethora of backgrounds and cultures.
- **Summer 1 – Fantasy Writing:** This topic has a focus on studying the nuances of the fantasy genre complete with characters, settings and storylines.
- **Summer 2 – Blood Brothers:** A play study which engages students in script writing and structural aspects of the drama ‘form’.

**The Year 9 programme** of study is designed to help prepare the students for the rigorous demands of the GCSE course. Texts selected for Year 9 study are based on British Literature and are designed to allow students to engage with popular genres of the English literary heritage. The summer term challenges Year 9 students to begin exam level study by writing at GCSE level.

- **Autumn 1 – The Woman in Black:** Full text study of the gothic text and its genre.
  - **Autumn 2 – Detective Story Writing:** Following and writing in the style of classic pieces by Roald Dahl and Sir Arthur Conan Doyle.
  - **Spring 1 – Moon On The Tides:** GCSE level anthology poetry. Students will study a range of poems on the theme of place, engaging with poetic techniques and how to analyse and compare them.
  - **Spring 2 – Modern Short Story:** Students will study short stories ‘Chemistry’ and ‘The Darkness Out There’ looking at language, structure, themes and inferring deeper meaning.
  - **Summer 1 – English Language Skills:** Students will engage with exam style writing for Paper 1 of the English Language Exam.
  - **Summer 2 – Macbeth:** Year 9 begin their GCSE study of their Shakespeare text. This module is the beginning of Key Stage 4 level literature work.
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## Key Stage 4 (GCSE)

At GCSE we follow the specification set out by AQA. We study BOTH language and literature, resulting in two GCSEs.

- English Language information – <http://www.aqa.org.uk/subjects/english/gcse/english-language-8700>
- English literature information – <http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

The course follows the new exam structure. There is no controlled assessment or coursework for either the literature or language exam. Students DO have to complete a speaking and listening assessment in order to receive their GCSE. This is a presentation of an opinion on a topic of their choice. These presentations are filmed in class in the summer of Year 10.

GCSE Students at WHS receive 4 lessons a week in English. These lessons are split into 2 literature lessons and 2 language lessons. Students will receive an exercise book for each subject and it is their responsibility to bring the correct one to lessons. It is also their responsibility to make sure the books are well looked after, with detailed notes.

**The Language Course:** There are two exams for the language qualification. Paper one focuses on fiction/creative reading, analysis and writing skills. Paper two examines non-fiction reading, analysis and writing skills. The exams will require students to read a number of extracts, ranging from 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century.

**The Literature Course:** Students study a range of texts. Currently we study:

- ‘A Christmas Carol’ by Charles Dickens
- ‘An Inspector Calls’ by JB Priestley
- ‘Macbeth’ by William Shakespeare
- An anthology of poetry on Love and Relationships (we will provide this free of charge).

We recommend students purchase their own copies of these texts so they can annotate and use for revision purposes. Follow the links above for our recommended editions of each text. We will have copies or students to use in class, but they will not be able to take these away with them.

### Year 10 Curriculum Plan 2017:

Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
<b>Language Coverage:</b> <b>Paper 1 Section B</b> Exploring Creative Writing (English Language Paper 1 Section B)	<b>Language Coverage:</b> <b>Paper 1 Section A</b> Exploring Creative Reading (English Language Paper 1 Section A)	<b>Language Coverage:</b> <b>Paper 2 Section B</b> Non-Fiction Writing (English Language Paper 2 Section B)	<b>Language Coverage:</b> <b>Paper 2 Section A</b> Non-Fiction Reading (English Language Paper 2 Section A)	<b>Language Coverage:</b> <b>Paper 1</b> English Language Paper 1 Revision section A and B	<b>Language Coverage:</b> <b>Paper 2</b> English Language Paper 2 Revision section A and B
<b>Assessment 1:</b> Paper 1 Section B 45mins (In Class) <b>Date: w/c 3<sup>rd</sup> Oct 2016</b>	<b>Assessment 2:</b> English Language Paper 1 1hr 45mins (Exam Hall?) <b>Date: w/c 12.12</b>	<b>Assessment 3:</b> Paper 2 Section B 45mins (In Class) <b>Date: 6<sup>th</sup> Feb 2017</b>	<b>Assessment 4:</b> English Language Paper 2 1hr 45mins (Exam Hall?) <b>Date: 27<sup>th</sup> March 2017</b>	<b>Assessment 5:</b> Individual question tests sat in class. <b>Date: Throughout HT</b>	<b>Assessment 6:</b> English Language Paper 1 English Language Paper 2 <b>Date:</b>
<b>AO Focus:</b> AO5 AO6	<b>AO Focus:</b> AO1 AO2 AO4	<b>AO Focus:</b> AO5 AO6	<b>AO Focus:</b> AO1 AO2 AO3	<b>AO Focus:</b> AO1, AO2, AO3, AO4 AO5, AO6	<b>AO Focus:</b> AO1, AO2, AO3, AO4 AO5, AO6
<b>Literature Coverage:</b> <b>Macbeth</b> Shakespeare (English Lit Paper 1 Section A)	<b>Literature Coverage:</b> <b>A Christmas Carol</b> 19 <sup>th</sup> Century Novel (English Lit Paper 1 Section B)	<b>Literature Coverage:</b> <b>A Christmas Carol</b> 19 <sup>th</sup> Century Novel (English Lit Paper 1 Section B)	<b>Literature Coverage:</b> <b>Poetry Selection Part 1</b> Love and Relationships <b>Unseen Poetry</b> (English Lit Paper 2 Section B & C)	<b>Literature Coverage:</b> <b>An Inspector Calls</b> Modern Text (English Lit Paper 2 Section A)	<b>Literature Coverage:</b> <b>An Inspector Calls</b> Modern Text (English Lit Paper 2 Section A)
<b>Assessment 1:</b> Paper 1 Section A 50 mins (In Class) <b>Date: w/c 3<sup>rd</sup> Oct 2016</b>	<b>Assessment 2:</b> Paper 1 1hr 45mins (Exam Hall?) <b>Date:</b>	<b>Assessment 3:</b> Paper 1 Section B 50mins (In Class) <b>Date:</b>	<b>Assessment 4:</b> Paper 2 Section B 50 mins (In class) <b>Date:</b>	<b>Assessment 5:</b> Paper 2 Section A 1hr 45mins <b>Date:</b>	<b>Assessment 6:</b> Paper 2 2hrs 15mins <b>Date:</b>
<b>AO Focus:</b> AO1 AO2 AO3	<b>AO Focus:</b> AO1, AO2, AO3, AO4	<b>AO Focus:</b> AO1, AO2, AO3, AO4	<b>AO Focus:</b> AO1, AO2, AO3, AO4	<b>AO Focus:</b> AO1, AO2, AO3, AO4	<b>AO Focus:</b> AO1, AO2, AO3, AO4

## Year 11 Curriculum Plan 2017:

Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
<b>Language Coverage:</b> <b>Paper 1 Section B</b> Exploring Creative Writing (English Language Paper 1 Section B)	<b>Language Coverage:</b> <b>Paper 1 Section A</b> Exploring Creative Reading (English Language Paper 1 Section A)	<b>Language Coverage:</b> <b>Paper 2 Section B</b> Non-Fiction Writing (English Language Paper 2 Section B)	<b>Language Coverage:</b> <b>Paper 2 Section A</b> Non-Fiction Reading (English Language Paper 2 Section A)	<b>Language Coverage:</b> <b>Paper 1 &amp; Paper 2 Revision</b> Revision of both language papers.	
<b>Assessment 1:</b> Paper 1 Section B 45mins (In Class) <b>Date:</b>	<b>Assessment 2:</b> English Language Paper 1 1hr 45mins (Exam Hall?) <b>Date:</b>	<b>Assessment 3:</b> Paper 2 Section B 45mins (In Class) <b>Date:</b>	<b>Assessment 4:</b> English Language Paper 2 1hr 45mins (Exam Hall?) <b>Date:</b>	<b>Assessment 5:</b> Individual question tests sat in class. <b>Date:</b> Throughout HT	
<b>AO Focus:</b> AO5 AO6	<b>AO Focus:</b> AO1 AO2 AO4	<b>AO Focus:</b> AO5 AO6	<b>AO Focus:</b> AO1 AO2 AO3	<b>AO Focus:</b> AO1, AO2, AO3, AO4 AO5, AO6	
<b>Literature Coverage:</b> <b>Macbeth Revision</b> Shakespeare (English Lit Paper 1 Section A)	<b>Literature Coverage:</b> <b>A Christmas Carol Revision</b> 19 <sup>th</sup> Century Novel (English Lit Paper 1 Section B)	<b>Literature Coverage:</b> <b>An Inspector Calls Revision</b> Modern Text (English Lit Paper 2 Section A)	<b>Literature Coverage:</b> <b>Poetry Part 2 and Revision</b> Love and Relationship Poetry (English Lit Paper 2 Section B)	<b>Literature Coverage:</b> <b>English Literature Revision</b> Revise all Literature Units.	
<b>Assessment 1:</b> Paper 1 Section B 50 mins (In Class) <b>Date:</b>	<b>Assessment 2:</b> Paper 1 1hr 45mins (Exam Hall) <b>Date:</b>	<b>Assessment 3:</b> Paper 2 Section A 50mins (In Class) <b>Date:</b>	<b>Assessment 4:</b> Paper 2 50 mins (In class) <b>Date:</b>	<b>Assessment 5:</b> Individual question tests sat in class. <b>Date:</b> Throughout HT	
<b>AO Focus:</b> AO1 AO2 AO3	<b>AO Focus:</b>	<b>AO Focus:</b> AO1, AO2, AO3, AO4	<b>AO Focus:</b> AO1, AO2, AO3, AO4	<b>AO Focus:</b> AO1, AO2, AO3, AO4	

## Key Stage 5 (A Level)

At William Howard School, we offer both A Level Language and A Level Literature.

### A Level Language

The language course follows the **OCR** specification – <http://www.ocr.org.uk/qualifications/as-a-level-gce-english-language-h070-h470-from-2015/>

<b>AS English Language</b>
<p><b>PAPER 1: Exploring language</b> Written paper 60 marks (1 hour 30 minutes – 50% of total AS level)</p> <p><b>Section A: Understanding language features in context</b> (24 marks) Analysing one written text.</p> <p><b>Section B: Comparing and contrasting texts</b> (36 marks) Comparing written text to a spoken text. Learners will develop a broad knowledge and understanding of the language levels, including:</p> <ul style="list-style-type: none"> <li>• <i>Phonetics, phonology and prosodics: how speech sounds and effects are articulated and analysed</i></li> <li>• <i>Lexis and semantics: the vocabulary of English, including social and historical variation</i></li> <li>• <i>Grammar including morphology: the structural patterns and shapes of English at sentence, clause, phrase and word level</i></li> <li>• <i>Pragmatics: the contextual aspects of language use</i></li> <li>• <i>Discourse: extended stretches of communication occurring in different genres, modes and contexts</i></li> </ul>
<p><b>PAPER 2: Exploring contexts</b> Written paper 60 marks (1 hour 30 minutes – 50% of total AS level)</p> <p><b>Section A: Writing about a topical language issue</b> (24 marks). Written discussion on gender or power study to be created for a non-specialist audience.</p> <p><b>Section B: Exploring language in context</b> (36 marks). Analysing a text using the theories of gender or power</p>

## A2 English Language

### PAPER 1: Exploring Language

Written paper 80 marks (2 hours 30 minutes – 40% of total A level)

**Section A: Language under the microscope** The focus of this section is on the effect of lexical choices and grammatical features in a short written text.

**Section B: Writing about a topical language issue** This section focuses on an issue or concept related to language in use to be written for a non specialist audience.

**Section C: Comparing and contrasting texts** The focus of this section is on exploring linguistic connections and comparisons between different modes of communication using theories of gender, power and technology. Learners will develop a broad knowledge and understanding of the language levels, including:

- *Phonetics, phonology and prosodics: how speech sounds and effects are articulated and analysed*
- *Lexis and semantics: the vocabulary of English, including social and historical variation*
- *Grammar including morphology: the structural patterns and shapes of English at sentence, clause, phrase and word level*
- *Pragmatics: the contextual aspects of language use*
- *Discourse: extended stretches of communication occurring in different genres, modes and contexts*

### PAPER 2: Dimensions of linguistic variation

Written paper 80 marks (2 hours 30 minutes – 40% of total A level)

**Section A: Child language acquisition** The focus of this section is on children's acquisition of spoken language. The age range to be explored is 0–7 years old.

**Section B: Language in the media** This section focuses on discourse in a multi-modal media text and requires learners to apply language concepts and theories to their analysis of linguistic and graphological features.

**Section C: Language change** The focus of this section is on the analysis of historical varieties of English. The analysis will be based on drawing connections and comparisons between two texts from different times.

### COURSEWORK

Non-examined assessment 40 marks independent language research – 20% of total A level.

**Section A** – An independent investigation of language, provides learners with the opportunity to pursue an area of study which is of particular personal interest.

**Section B** – The academic poster, allows learners to present their research from their independent investigation in a concise and visually accessible way.

## A Level Literature

The literature course follows the **AQA A** specification – <http://www.aqa.org.uk/subjects/english/as-and-a-level/english-literature-a-7711-7712>

In year 12, students study *Taming of the Shrew* by William Shakespeare, an anthology of pre-1900 poems on the theme of love, as well as 2 novels. This year the classes are studying *Persuasion* by Jane Austen and *Jane Eyre* by Charlotte Bronte and *Rebecca* by Daphne De Maurier. The students will also be expected to develop skills in analysing texts in preparation for the unseen prose aspect of the exam.

Paper 1: Love through the ages: Shakespeare and poetry	+	Paper 2: Love through the ages: prose
<p><b>What's assessed</b></p> <p>Study of two texts: one Shakespeare play and one AQA Anthology of love poetry through the ages (pre-1900 or post-1900)</p>		<p><b>What's assessed</b></p> <p>Study of two prose texts. Exam will include an unseen prose extract</p>
<p><b>Assessed</b></p> <ul style="list-style-type: none"> <li>written exam: 1 hour 30 minutes</li> <li>closed book</li> <li>50 marks</li> <li>50% of AS level</li> </ul>		<p><b>Assessed</b></p> <ul style="list-style-type: none"> <li>written exam: 1 hour 30 minutes</li> <li>open book</li> <li>50 marks</li> <li>50% of AS level</li> </ul>
<p><b>Questions</b></p> <p>Section A: Shakespeare. One passage-based question with linked essay (25 marks)</p> <p>Section B: Poetry. One question on printed poem (25 marks)</p>		<p><b>Questions</b></p> <p>Section A: Unseen prose. One compulsory question on unseen prose extract (25 marks)</p> <p>Section B: Comparing prose texts. One comparative question on two prose texts (25 marks)</p>

In year 13, students revisit some topics from their AS course. In addition to this, they study modern literature (Option 2B) and undertake an independent study assessment, whereby they critically explore two novels through theme and context.

Paper 1: Love through the ages	+	Paper 2: Texts in shared contexts	+	Non-exam assessment: Independent critical study: texts across time
<p><b>What's assessed</b></p> <p>Study of three texts: one poetry and one prose text, of which one must be written pre-1900, and one Shakespeare play.</p> <p>Exam will include two unseen poems</p>		<p><b>What's assessed</b></p> <p>Choice of two options</p> <p>Option 2A: WW1 and its aftermath</p> <p>Option 2B: Modern times: literature from 1945 to the present day</p> <p>Study of three texts: one prose, one poetry, and one drama, of which one must be written post-2000</p> <p>Exam will include an unseen extract</p>		<p><b>What's assessed</b></p> <p>Comparative critical study of two texts, at least one of which must have been written pre-1900.</p> <p>One extended essay (2,500 words) and a bibliography</p>
<p><b>Assessed</b></p> <ul style="list-style-type: none"> <li>written exam: 3 hours</li> <li>open book in Section C only</li> <li>75 marks</li> <li>40% of A-level</li> </ul>		<p><b>Assessed</b></p> <ul style="list-style-type: none"> <li>written exam: 2 hours 30 minutes</li> <li>open book</li> <li>75 marks</li> <li>40% of A-level</li> </ul>		<p><b>Assessed</b></p> <ul style="list-style-type: none"> <li>50 marks</li> <li>20% of A-level</li> <li>assessed by teachers</li> <li>moderated by AQA</li> </ul>
<p><b>Questions</b></p> <p>Section A: Shakespeare: one passage-based question with linked essay (25 marks)</p> <p>Section B: Unseen poetry: compulsory essay question on two unseen poems (25 marks)</p> <p>Section C: Comparing texts: one essay question linking two texts (25 marks)</p>		<p><b>Questions</b></p> <p>Section A: Set texts. One essay question on set text (25 marks)</p> <p>Section B: Contextual linking</p> <ul style="list-style-type: none"> <li>one compulsory question on an unseen extract (25 marks)</li> <li>one essay question linking two texts (25 marks)</li> </ul>		

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## How we assess your child

Since September 2015, there have been no national levels against which we assess. As such, each school has had to create their own method of assessing each student's progress.

Here we use a flight path that maps their progress year on year. When your child comes into Year 7 they are given a target grade based on their KS2 scores. This number (on a scale of 1-9, like the GCSE system) follows them throughout their time at WHS, but the criteria needed to achieve that target gets progressively more challenging each year.

We use an assessment grid to ensure that each child is achieving their target in each year. This grid is given to students at the start of each year and can be found in their books and on classroom walls for them to refer to as needed.

Each half term all students do an end of unit assessment, which usually focuses on at least one of the key skills required for GCSE. These assessments are marked against the flight path criteria for that unit. Students are given an opportunity to respond to the feedback and make improvements to further their learning. We do feedback work in purple pen, so you can see where your child is developing their work.

For KS3 students, this work is given a level based in the flightpath assessment criteria. For KS4 students, this is based on GCSE mark schemes and grade boundaries. At KS5, students are given frequent essays and exam practise which are marked against the exam boards set mark schemes and criteria.

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## Home learning and how you can help your child

Homework is an important part of learning here at WHS. Your child can expect around 2 pieces of English homework a week.

One is likely to be writing based and one focusing on reading skills. Whether homework is set or not, there is always additional work your child could be doing, whether this is working on suggested improvements to their work, checking and correcting literacy errors, learning spellings or reading.

Homework will be set via SIMs, with additional information often being available on the VLE. You should have received a log in for the parent portal of SIMs which will allow you to see homework that has been set for your child, along with real-time information on their behaviour.

Reading is crucially important for a student's success. It helps improve their creativity, spelling, vocabulary, sentence structure and basic grammar. All students should bring a reading book to class and be reading outside of lesson time too. The GCSE requires students to read both fiction and non-fiction extracts in a short space of time and students who have been avid readers outside of lesson time find this aspect of the exam less stressful and more accessible. Please speak to your child's teacher, or the head of their key stage for any help recommending books.

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## Useful links for revision

- Mr Bruff – You Tube videos on just about everything English GCSE related. Find his channel here: <https://www.youtube.com/user/mrbruff/videos>
- BBC Bitesize – [http://www.bbc.co.uk/schools/gcsebitesize/english\\_literature/](http://www.bbc.co.uk/schools/gcsebitesize/english_literature/) (literature)
- <https://www.bbc.co.uk/education/examspecs/zcbchv4> (language)
- CGP revision guides – buy on Amazon. Make sure you select AQA course specific ones for the 9-1 Grades.