

# St Paul's English Department



## Year 7 Parent Information Evening

- Our Key Stage Three Curriculum
- Our Accelerated Reader Programme
  - The Holistic Learner

# The Key Stage Three Curriculum

**English Head of Department:** Mrs Sue Jagger

**Key Stage Three Co-ordinator:** Mrs Esther Ajala

**Accelerated Reader Lead:** Mrs Eliska Attewell

**Key Stage Four Co-ordinator:** Mrs Emily Loyd

*“Words strain, crack and sometimes break, under the burden, under the tension slip, slide, perish, decay with imprecision and will not stay in place, Will not stay still.” -*

*Burnt Norton— TS Elliot*

“Our task as teachers of English is to help our pupils attain as precise a use of words as possible, to enable them to be fluent speakers, accurate listeners, proficient writers and committed readers. The department philosophy is therefore to help our pupils use language for all its purposes; from the communication of the practicalities of life to a deep understanding of the role of language in recording, reflecting and commenting on the world and human nature; from the accurate use of language for transactional use from the humble shopping list to letters of application, to an appreciation of its affective role, from the creation of limericks to a knowledge and love of the art of our writers of plays, novels and verse. We aim to fulfil the needs of all our pupils to maximise their potential. We are also committed to delivering an English Curriculum that satisfies the demands of National Curriculum, the GCSE and A-Level Linear Examinations and A-Level Film Studies. As a department in a Catholic school, we are committed to the school’s mission statement enshrined in the school motto “Ministerium Tuum Imple” and will also seek ways of implementing the vision of St Paul’s.

**Pentecost**

Stepping up to Sixth Form

GCSE Exams

**A Level**

**ST PAUL'S CATHOLIC SCHOOL  
ENGLISH CURRICULUM MAP**



**ENGLISH - GCSE ENGLISH LANGUAGE - GCSE ENGLISH LITERATURE**

**Lent**

Language Paper 1 Revision

Language Paper 2 Revision

**Advent**

Literature Paper 2 Revision

**YEAR 11**

**Pentecost**

Literature: *An Inspector Calls*



**Lent**

**Pentecost**

Language: Rhetoric

Literature: *Animal Farm*

**YEAR 10**

**Advent**

Language: Victorian England

Literature: *A Christmas Carol*

Language: Speaking and Listening Presentation

Literature: Power and Conflict Poetry



**Lent**

Literature: Power and Conflict Poetry

**Advent**

Language: The Tragic Hero

Literature: *Macbeth*

**YEAR 9**

**Pentecost**

Language: Global Voices

Literature: Unseen Poetry



**Lent**

**Pentecost**

Language: Gothic Literature

Literature: *The Women in Black*

**YEAR 8**

**Advent**

Language: Victorian Crime

Literature: *Sherlock Holmes*

Language: Shakespeare

Literature: *Romeo & Juliet*



**Lent**

Conventions of Narrative Writing

Language: Introduction to Shakespeare

Literature: *A Midsummer Night's Dream*

**Advent**

Reading and the Writer's Craft

Language: Your Place in the World

Literature: Experiences of War - Poetry

**YEAR 7**

**THRESHOLD  
CONCEPTS**

**NARRATIVE**

**PATTERN**

**RHETORIC**

# High-Challenge, Vocabulary Rich Texts

**High-challenge can come from a range of reading sources such as:**

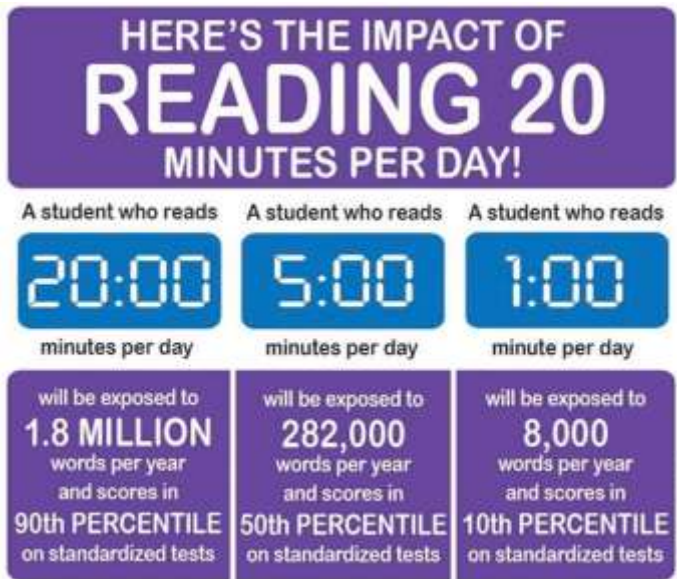
- Accelerated Reader books (colours and ZPD ranges are targeted at ensuring a suitable level of challenge for each student)
- Newspaper articles (paper and websites)
- Non-fiction magazines and books
- Critical reading—academic journals
- 19th Century texts (such as Charles Dickens or Mary Shelley)
- Reading poetry
- Using dictionaries and thesaurus' within written work

**Finding students texts that they will engage with:**

Source books that allow children to see themselves reflected in what they read and to have the opportunity to investigate other lives, worlds and perspectives in their reading. Seek out books that reflect the diversity of our world and make children aware of the wider world beyond their immediate sphere.

Respect and notice children's tastes and choices, ensuring that the texts foster and increase their experience of literature as well as supporting current interests. It is really important to listen to and respect children's choices while helping them to broaden their reading range. Try not to automatically dismiss children's enjoyment of certain types of books such as books in popular series. These texts can draw children in, provide important reading practice and encourage them to read for pleasure. Children can be easily put off when they feel adults are making judgements about their reading choices.

# Accelerated Reader



## What is Accelerated Reading?

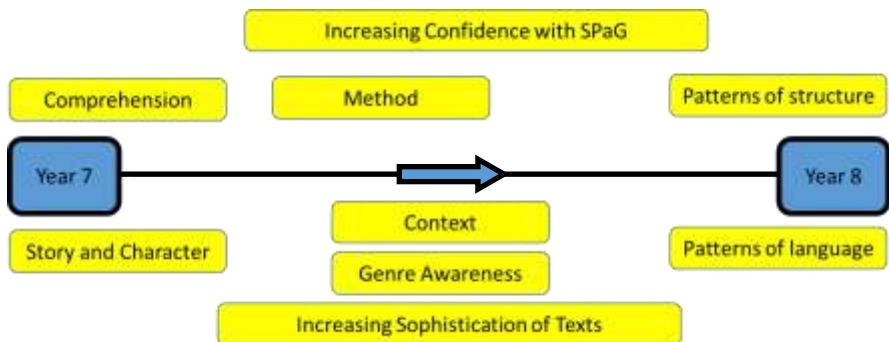
Every term, students will complete an online STAR reading test within their English or Reading lesson. This will give every student a reading ZPD (Zone of Proximal Development). This means we can track their reading development across KS3 and provide intervention for students who need additional support. Parents and Guardians will be given copies of these at each mentoring evening.

The benefits of reading a challenge-appropriate books are undeniable – just 20 minutes a day ensures above average language acquisition and higher attainment at GCSE level.

Each week, KS3 students have one reading lesson, in which they will engage in reading activities (extract analysis, short-stories, group readers and class readers) led by an English teacher. Teachers will also hold discussions with students about their reading books and guide them in their reading journey.

# Skills in English

Assessment in Key Stage Three is tailored to be both accessible and challenging and to bridge skills from key stage two into preparation for successful GCSE study. Our curriculum is scaffolded to build up challenging and sophisticated skills, allowing students to engage with high-quality, vocabulary rich texts from both fiction and non-fiction sources.



Assessment can take multiple forms over the key stage three curriculum, such as:

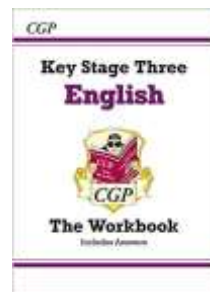
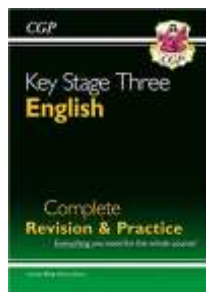
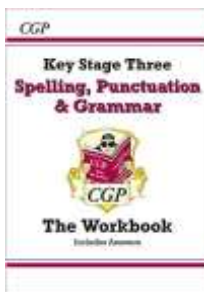
- Comprehension and Inference tasks;
- Analysis of extracts [language and structure];
- Analysis of short stories [character and theme];
- Poetic analysis and comparison;
- Speaking and listening performance;
- And creative writing: narrative and descriptive.

# Home Support

Home support can take many forms, such as:

- Read the book, story of poem being taught in class;
- Watch film versions of a text, or listen to audio books (usually available on YouTube for free);
- Show interest in the text by asking questions and encouraging discussion;
- Provide quiet spaces for students to practise their written responses;
- Provide quiet spaces for students to read with focus and intent;
- Family reading time—showcase your interest in reading;
- Wider-reading—building contextual knowledge;
- Reading for pleasure—for twenty minutes day;
- Encouraging high-quality, non-fiction texts (such as newspapers, magazines, blogs...);
- Buy/sources revision resources—workbooks, online revision websites, YouTube...;
- Ask the English Department—we're always happy to help!

Recommended Key Stage Three workbooks and revision guides (available on Amazon):



For more information:

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## Task One: Year 8– Romeo and Juliet

This extract is taken from Act 1, Scene 5 of the Shakespearean play 'Romeo and Juliet', written in 1595. At this point in the play, Romeo has met Juliet, a beautiful young lady from a rival family. He is overwhelmed by her beauty.

### Extract from Act 1 scene 5

**Romeo** O, she doth teach the torches to burn bright!

It seems she hangs upon the cheek of night

As a rich jewel in a lady's ear—

Beauty too rich for use, for earth too dear!

So shows a snowy dove trooping with crows,

As yonder lady o'er her fellows shows.

The measure done, I'll watch her place of stand,

And touching hers, make blessed my rude hand.

Did my heart love till now? Forswear it, sight!

For I ne'er saw true beauty till this night.

**Romeo** (To Juliet.) If I profane with my unworthiest hand

This holy shrine, the gentle sin is this,

My lips, two blushing pilgrims, ready stand

To smooth that rough touch with a tender kiss.

**Juliet** Good pilgrim, you do wrong your hand too much,

Which mannerly devotion shows in this:

For saints have hands that pilgrims' hands do touch,

And palm to palm is holy palmers' kiss.



**Romeo** Have not saints lips, and holy palmers too?

**Juliet** Ay, pilgrim, lips that they must use in pray'r.

**Romeo** O then, dear saint, let lips do what hands do,  
They pray—grant thou, lest faith turn to despair.

**Juliet** Saints do not move, though grant for prayers' sake.

**Romeo** Then move not while my prayer's effect I take.  
Thus from my lips, by thine, my sin is purg'd. (Kissing her.)

**Juliet** Then have my lips the sin that they have took.

**Romeo** Sin from my lips? O trespass sweetly urg'd!  
Give me my sin again. (Kissing her again.)

**Juliet** You kiss by th' book.

### Challenging Vocabulary:

- **Trooping:** come or go together in large numbers
- **Yonder:** at some distant—'over there'
- **Forswear it:** swear something without lying
- **Unworthiest:** the most undeserving of respect or attention
- **Tender:** showing gentleness, kindness and affection
- **Mannerly:** well-mannered and polite
- **Devotion:** love, loyalty or enthusiasm for a person or activity
- **Purg'd:** to rid of an unwanted quality, condition or feeling

## Task One: Romeo and Juliet

Read the following extract [on previous page] from Act 1 scene 5 of Romeo and Juliet then answer the question that follows.

At this point in the play, Romeo sees Juliet for the first time.

**Starting with Romeo's observation and their conversation, explain how Shakespeare presents the theme of love.**

**Write about how Shakespeare explores the theme of love in this extract**

Starting point: highlight or circle the words that demonstrate love and romance. What do you notice about them? Are there any patterns or themes appearing? \_\_\_\_\_

Why is she a 'snowy dove' compared to crows?

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"Did my heart love til now?" - Why does Romeo ask himself this?

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What technique is this?

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What does the description of 'rich jewel' suggest about Juliet?

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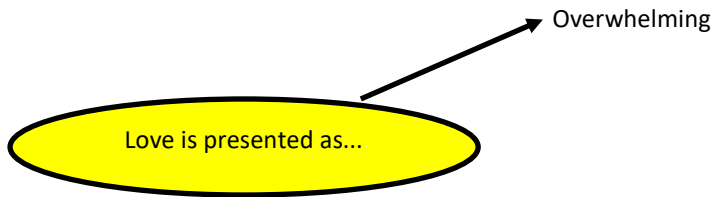
Romeo says his 'rude' or rough hand has been blessed by Juliet's hand. What does this suggest about Juliet?

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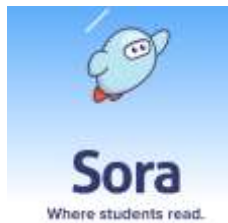
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Mind-map: in what ways is love presented in the extract?



# The Holistic Learner

## Interventions



## Library

## Production

## Companies



**St Paul's**  
CATHOLIC SCHOOL

Ministerium Tuum Imple Love, Serve, Do the best that is possible

## Recommendations

## Rewards

