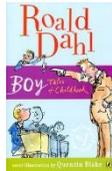
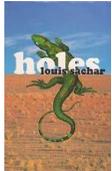




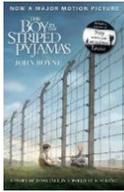
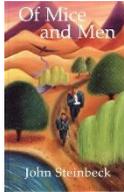
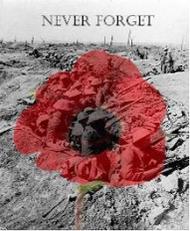
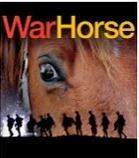
## English at Laleham Gap School

**English**, as a subject, allows pupils to explore human experience and expression across contemporary and historical texts. As they make cross-curricular and intercultural links, they are in turn developing their **self-awareness** and **understanding of the world** they live in. Our aim in the department is to nurture our students to become **keen and responsive readers** as well as **polite and confident communicators**.

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
<b>Year 7</b>	<p><b>Roald Dahl</b> Our KS2 to 3 transition unit addressing <b>change and starting a new school</b>.  <b>Central text: 'Boy: Tales of Childhood'</b></p>  <p>Sharing autobiographical tales to support building new peer friendships and positive relationships with staff.</p> <p><b>Introduction to poetry:</b> form, language and structure.  <b>Writing to narrate/describe</b> (Non-fiction and Fiction)  <b>Spoken English:</b> Choral poetry</p>	<p>Reading "to build character"  <b>Louis Sachar</b>  <b>Central text: 'Holes'</b></p>  <p>Supporting our students to understand cultural and personal differences. Examining how to build <b>personal resilience</b> and <b>challenge prejudice</b>.</p> <p><b>Writing to argue/persuade</b> (Non-fiction)  <b>Spoken English:</b> Speeches (Persuasive rhetoric / public speaking skills)</p>	 <p>A fun <b>Introduction</b> to <b>Shakespeare</b> and his stories! An introduction to the social and historical context of the bard whilst exploring the key scenes and stories through drama and spoken word.</p> <p><b>Written and Spoken English focus:</b> Conventions of a <b>play script</b>.</p>
<b>Year 8</b>	<p><b>To travel is to live.</b>  <b>Michael Morpurgo</b>  <b>Central text: 'Kensuke's Kingdom'</b></p>  <p>Taking a journey to new places and meeting new animals and people along the way – through reading! Exploring the power of travel to transform through text and multisensory experiences.</p> <p><b>Creative Writing to suit:</b> purpose, audience, context and form.  <b>Spoken English:</b> Looking at non-verbal communication.</p>	<p><b>Wise up.</b>  <b>Benjamin Zephaniah</b>  <b>Central text: 'Terror Kid'/'Refugee Boy'</b></p>  <p>Students examine and critically evaluate the messages given to and about young people. Sensitive but pertinent issues of identity, e-safety and cultural understanding are examined.</p> <p><b>Introduction to Media and Non-Fiction</b>  Language and Presentational features: Form, Target audience and Purpose.  <b>Spoken English:</b> Performance poetry / Spoken Word</p>	<p><b>All the world's a stage...</b></p> <p><b>Romeo and Juliet / Hamlet</b>  <i>(Play subject to change depending on productions available)</i></p>  <p>An in-depth exploration of a full Shakespearean play in both its original context and contemporary performances.</p> <p><b>Writing to instruct/explain</b> (linked to Shakespearean themes e.g. prejudice, mental health.)  <b>Spoken English:</b> Dramatic scenes and monologues  <i>Standard English</i> used in formal trial of characters</p>



# English at Laleham Gap School

<p><b>Year 9:</b> Transition to KS4</p>	<p><b>Exploring Difference through John Boyne's 'The Terrible Thing That Happened To Barnaby Rocket' / 'The Boy in Striped Pyjamas'</b></p>   <p>Students' <b>empathy</b> is developed through reading and responsive learning tasks.</p> <p><b>Writers' viewpoints and perspectives:</b> <i>creative writing to impact on the reader. Focus on Vocabulary and SPaG accuracy.</i></p> <p><b>Spoken English:</b> What makes a good presentation?</p>	<p><b>'Of Mice and Men' novella and play script John Steinbeck</b></p>  <p>The American classic is a powerful vehicle to explore universal themes still pertinent to our students.</p> <p><b>Writing</b> to argue/persuade.</p> <p><b>Spoken English:</b> Dialect/Idiolect compared with Standard English Formal debate linked to text themes: Euthanasia, Equality.</p>	<p><b>War Literature</b></p>  <p>Beginning the KS4 Poetry Anthology alongside an array of WW1 and 2 texts.)</p> <p>Literary and contemporary poetry, prose, speeches and play extracts: Themes, ideas and perspectives. Example texts: <b>'War Game' / 'War Horse'</b></p>  <p><b>Writing</b> to suit: purpose, audience, context and form.</p>
	<p>Year 9 are prepared and entered for AQA 'Step Up to English' at Silver or Gold Step.</p>		

Pupils are also stretched and supported to develop their **vocabulary, spelling, punctuation and grammar** regularly throughout each topic.

**Additional enrichment opportunities:** Extended Learning Club, Book & Film Club, Theatre trips, Year 11 English Literature Study Group, Creative Writing competitions and Accelerated Reading scheme.

**How to support your son/daughter to be successful in English:** promote regular reading and discussion of magazines, books and newspapers; celebrate their progress with Accelerated Reading; support the completion of extended learning tasks to meet personalised targets; discuss the key texts and when possible watch film or theatrical versions together; if possible, visit the library; practise weekly VSPaG (Vocabulary, Spelling, Punctuation and Grammar) words; encourage the use of a thesaurus and dictionary when drafting and editing work.

The above topics are based on establishing the nine essential Reading, Writing and Spoken Language skills needed for GCSE English Language. [Please click here to see the nine skills based objectives.](#)