



ST BIRINUS SCHOOL

English in Year 10

Dear Families,

First of all, a very warm welcome to Year 10 at St Birinus School and the SBS English Department. We hope that as your son moves into his second year of Key Stage Four, he will make the most of the opportunities provided to encourage a love of English and to improve his skill set in preparation for his GCSE exams.

If you have any queries, concerns or would simply like to get in touch please feel free to do so using the key contact information below. We look forward to meeting you soon and celebrating your sons' success in this subject.

Kind regards,

Miss Hannah Rabey – Head of English and KS4 Coordinator

Year 10 English Outline

In Year 10 your son will have eight English lessons per fortnight in which he will explore a range of themes and ideas to enable him to develop the skills required when tackling challenging texts. We also foster engagement through the use of creative writing, debate and drama in the classroom. This year, your son will also study the majority of the set texts that will form the main focus of his GCSE English Literature exams.

We thoroughly appreciate any support you can give your sons to promote engagement in our subject and aid their progress. We hope that by giving a clear outline of the units that your sons will cover this academic year parents and carers will be able to take an informed interest in what they are learning and even find activities to do at home that can extend their learning (for example, taking your son to see a play version of 'Macbeth' or 'The Sign of the Four').

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Year 10 English Team:

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The Year 10 Curriculum

The curriculum map for Year 10 in the academic year 2018/19 is as follows:

Term 1	Term 2	Term 3
Descriptive and Narrative Writing	<i>The Sign of the Four</i>	<i>Macbeth</i>
Term 4	Term 5	Term 6
Power and Conflict Poetry	Analysing Fiction	Analysing Non-Fiction

GCSE English Literature Paper One (AQA)

- Exam length: 1hr 30mins
- Exam content:
 - Question 1: *Macbeth*. One question based on an extract provided in the exam. Students must write a response about the extract and the wider play as a whole. Your son should start revising quotations as soon as possible, so that he is prepared to discuss the whole play. (30 marks, plus 4 marks for spelling, punctuation and grammar).
 - Question 2: *The Sign of the Four*. As above. (30 marks).

GCSE English Literature Paper Two (AQA)

- Exam length: 2hrs 15mins
- Exam content:
 - Question 1: *An Inspector Calls*. Students can choose from two different questions, and must write a response about a particular theme or character, depending on the question. Again, your son would greatly benefit from learning a variety of quotations from the whole play. (30 marks, plus 4 marks for spelling, punctuation and grammar).
 - Question 2: Power and Conflict Poetry. Your son will be provided with one poem in the exam, and will need to compare it with another suitable poem that he has remembered. (30 marks).
 - Question 3: Unseen Poetry. One question about an unseen poem, using the analysis skills learned for Question 2. (24 marks).
 - Question 4: Unseen Poetry. One question about the unseen poem used in Question 3, plus another poem. Your son will need to write a short response comparing the two poems. (8 marks).

GCSE English Language Paper One (AQA)

- Exam length: 1hr 45mins
- Exam content:
 - Section A: Four questions about an unseen fiction extract. This section requires detailed analysis of the text provided in the exam.
 - Section B: Creative writing.

GCSE English Language Paper Two (AQA)

- Exam length: 1hr 45mins
- Exam content:
 - Section A: Four questions about two unseen non-fiction extracts. This section requires detailed comparative analysis of the texts provided in the exam.
 - Section B: Persuasive writing.



Assessment

There will be two formative assessments and one summative assessment during each term, mirroring the style of question that your son will experience in his GCSE exams.

Progress

In English, your son's progress will be carefully monitored to ensure he is making expected, or above expected rates of progress. If your son requires additional support, we will utilise a range of intervention strategies to ensure that he is able to meet his potential by the end of Year 10.

Homework

In English homework will be set on a weekly basis. It will be set on Show My Homework and the class teacher will also explain the task to students in lesson time (students will receive their login information in the first few weeks of Term 1).

We believe that homework not only provides an excellent opportunity to consolidate and stretch the learning that happens in lesson time, but also promotes independence and responsibility in our students – skills which are crucial to success at GCSE and beyond. Therefore, meeting homework deadlines is essential and every teacher in English will expect deadlines to be met without exception. If a student does not hand in a piece of homework on time an automatic hour-long after school faculty detention will be issued. These will take place on Thursdays in Room 4 from 3:15-4:15 and parents will be informed. In very exceptional circumstances, where a student or parent has also taken the time to speak to their teacher before the lesson, a deadline extension may be granted. We thank you in advance for your support with this.

Extra-Curricular Opportunities

From September and over the course of the year your son will be presented with many opportunities to enjoy and explore English outside of the classroom. This will involve opportunities to go on trips to the theatre, the Book Club and the Debating Society as well as opportunities to take a leadership role within the subject. For any trips letters will be sent home and parents will be emailed throughout the year.

Book Club meets in Room 1 on a Monday Lunchtime (you can bring your lunch with you) and is run by Miss Furze. It comprises of discussion about a range of reading materials and genres in a fun and relaxed atmosphere with a lovely group of students from all year groups. During the summer term they also shadow the Carnegie Award and so get to experience a whole range of different types of novels in a sociable and enjoyable way. If your son is interested in joining he just needs to turn up to Room 1 on a Monday lunchtime after he has got his lunch. Any queries please don't hesitate to contact Miss Furze.

The Debating Society meets on a Wednesday at 3:15-4:30pm in Room 5 and is led by Mr Elliott and Miss Gibb. In this club your sons will be able to learn the art of formal debating with a group of our wonderful students across different year groups. Absolutely no prior experience is necessary! Previous debate topics have included: 'Should computer science be compulsory at GCSE?', 'Should tax be increased on sugary drinks to help combat obesity?' and even 'Should drivers be required to report it if they run over a cat?!' If your son is interested in joining this club he can come along to Room 5 on Wednesday and see what it's all about. Equally if your son would be interested in simply observing the debate for a few weeks before having a go that's not a problem at all, we would love to have him along! Any queries please don't hesitate to contact Mr Elliott or Miss Gibb.



Year 10 Key Terminology

Over the course of Year 10 your son will be learning terminology that can be used to analyse both language and literature. Gaining a good grasp of English terminology is a fantastic way to gain confidence in the subject and begin to write about language and literature in a sophisticated manner. Furthermore, good understanding of terminology is essential for success at GCSE. We believe that integrating terminology into our engaging and dynamic schemes of learning is the best way for our students to learn it and our units provide multiple opportunities for revision throughout the year. However, any extra revision that you could do with your son at home would be very beneficial and aid their progress in this subject.

Year 10 Key Terminology Glossary

Adjective: A word that describes a noun. For example, 'the beautiful flowers'.

Alliteration: The repetition of the same letter at the beginning of words. For example, 'big blue balloon'.

Anecdote: a short amusing or interesting story about a real incident or person

Assonance: When two or more words, close to one another repeat the same vowel sound, but start with different consonant sounds.

Ballad: A poem narrating a story in short stanzas. Traditional ballads are typically of unknown authorship, having been passed on orally from one generation to the next.

Caesura: A pause near the middle of a line of poetry.

Catalyst: Someone or something that speeds up or brings about an event in a story.

Characterisation: The creation or construction of a fictional character.

Climax: The point of highest tension in a plot.

Colloquialism: A word or phrase that is informal and used in ordinary or familiar conversation.

Connotation: An association attached to a particular word or phrase. For example, 'red rose' has connotations of love and romance.

Consonance: The recurrence of similar-sounding consonants close to each other.

Counter-argument: an argument or set of reasons put forward to oppose an idea or theory developed in another argument.

Denotation: The literal or primary meaning of a word, in contrast to the feelings or ideas that the word suggests

Direct address: The use of the name of the person who is being directly spoken to to draw their attention to what is being said.

Dramatic irony: When the audience knows something that the characters don't.

Dramatic monologue: A poem in the form of a speech or narrative by an imagined person, in which the speaker inadvertently reveals aspects of their character while describing a particular situation or series of events.

Ellipsis: When some parts of a sentence or event are omitted.

Emotive language: The use of words or phrases that are used to evoke a particular emotion in the reader/audience.

Enjambment: The continuation of a sentence without a pause beyond the end of a line, couplet, or stanza in poetry.



Emotive language: The use of words or phrases that are used to evoke a particular emotion in the reader/audience.

Exposition: The insertion of important background information within a story; for example, information about the setting, characters' backstories, prior plot events, historical context, etc.

Falling action: The parts of a story after the climax and before the very end.

Foreshadowing: Words, phrases or events that give the reader a hint of something that is going to happen without revealing the story or spoiling the suspense.

Genre: A particular category of writing or film or television. For example, horror, sci-fi, fantasy.

Hyperbole: The use of deliberate exaggeration for effect.

Iambic pentameter: a line of verse with five metrical feet, each consisting of one short (or unstressed) syllable followed by one long (or stressed) syllable, often used by Shakespeare and in poetry. For example, 'But soft! What light through yonder window breaks'.

Imagery: The use of words to create a picture or "image" in the mind of the reader. Images can relate to any of the senses and includes metaphors, similes and personification.

Imperative: A verb which is a command. For example, 'Run!', 'Stop!', 'Don't do that!'

Irony: The use of words that are the opposite of what is meant.

Juxtaposition: Two things being seen or placed close together with contrasting effect.

Litotes: Ironic understatement. For example, 'not a bad singer' or 'not unhappy'.

Metaphor: A comparison of one thing to another to make the description more vivid. The metaphor states that something is something else. For example, 'he is a cheeky monkey'.

Modal verb: A verb that expresses necessity or possibility. For example, 'should', 'could', 'may', 'might'.

Motif: A recurring symbol which takes on a figurative meaning. We see them in books, films, and poems.

Noun: A word used to name a person, place or thing. For example, 'cat', 'John', 'Paris', 'love'.

Onomatopoeia: When a word sounds like the thing or process it describes. For example, 'Bang! Crash!'

Pathetic fallacy: Giving human feelings or emotions to inanimate objects or nature. Often it describes the use of the weather to create a particular mood. For example, 'the sombre clouds darkened our mood'.

Personification: Giving human feelings or emotions an inanimate object. Personification is a type of metaphor where human qualities are given to things or abstract ideas. For example, 'the mist crept silently over the moor'.

Plosives: a consonant sound that is followed by a sudden release of air. In English plosive sounds are 't, k, p, d, g, b'.

Plot: The sequence of events in a poem, play or novel that make up the main storyline.

Pronoun: a word that can function as a noun phrase used by itself and that refers either to the participants in the discourse (for example, 'I, you') or to someone or something mentioned elsewhere in the discourse (for example, 'she, it, this').

Prose: The ordinary form of written or spoken language. It has no meter, pattern or rhyme to it.

Protagonist: The main character or speaker in a poem, play or novel.

Quatrain: a stanza of four lines.

Repetition: The repeating of a word or phrase for a particular effect.



Rhetorical questions: A question asked in order to create a dramatic effect or to make a point rather than to get an answer.

Rhyme: Correspondence of sound between words or the endings of words, especially when these are used at the ends of lines of poetry.

Rhythm: The pattern of stressed and unstressed syllables in a line of poetry.

Rising action: The series of events that begin immediately after the exposition (introduction) of the story and build up to the climax.

Rule of three: A writing principle that suggests that a trio of events, characters or words is more humorous, satisfying, or effective than other numbers in engaging the reader.

Semantic field: A related set of words linked by topic or meaning. For example, the semantic field of the sea would include, 'ocean', 'waves', 'storm', 'ship', 'tide' etc.

Sensory imagery: Using the five senses to create a particular image or feeling for the reader.

Sentence adverbial: An adverb or adverbial phrase that expresses a writer's or speaker's attitude to the content of the sentence in which it occurs. For example, 'frankly', 'obviously'.

Setting: The time, place or mood where the events of a story are set.

Simile: The comparison of one thing to another in order to make the description more vivid, usually using 'like' or 'as'. For example, 'it was as light as a feather'.

Soliloquy: When a character speaks his/her thoughts aloud when alone on stage.

Sonnet: A poem of fourteen lines using any of a number of formal rhyme schemes, in English typically having ten syllables per line.

Stanza: The blocks of lines into which a poem is divided (sometimes referred to as verses).

Symbolism: The use of objects, colours, sounds and places as symbols. For example, snakes are common symbols of temptation and evil.

Theme: The central idea or ideas that a writer explores through a text. For example, love, conflict, power.

Tension: Keeping an audience or reader in suspense.

Time adverbials: A word that describes when, for how long, or how often a certain action happened. For example, 'earlier', 'after leaving the shop'.

Topic sentences: a sentence that expresses the main idea of the paragraph in which it occurs.

Tone: The writer's creation of an atmosphere or feeling that runs through a text. For example, sadness, gloom, joy, regret or anger.

Verb: A word used to describe an action, state, or occurrence, and forming the main part of a sentence. For example, 'walk', 'walking', 'walked'.

Verse: Writing arranged with a metrical rhythm, typically having a rhyme. Poetry is written in verse.

Zoomorphism: When animal attributes are given to non-animal objects, humans, and events; and animal features are ascribed to humans, gods, and other objects.



Key Stage 4 Suggested Reading

At St Birinus we believe that reading for pleasure is fundamental to promoting students' success in English and indeed across other subjects. Furthermore, there is a difference in reading performance equivalent to just over a year's schooling between young people who never read for enjoyment and those who read for up to 30 minutes per day (OECD, 2010). It is also clear that reading for pleasure can also have a profound impact on children's wellbeing and studies have shown that those who read for pleasure have higher levels of self-esteem and a greater ability to cope with difficult situations (Billington, 2015). Therefore, we would like to ask you to support your son by encouraging reading at home and taking opportunities to discuss what you son is reading with him.

With this in mind, we have compiled a list of books which are suitable for students in Year 10 and which we believe are engaging and exciting for boys aged 14 and over.

Suggested Reading by Genre

Classics/Modern Classics

The Great Gatsby – Scott Fitzgerald
Gulliver's Travels - Jonathan Swift
Lord of the Flies – William Golding
Nineteen Eighty Four – George Orwell
Robinson Crusoe – Daniel Defoe
To Kill a Mockingbird – Harper Lee

Historical

Empire of the Sun – J.G. Ballard
The Grapes of Wrath – John Steinbeck
Sharpe's Waterloo – Bernard Cornwell
Winston's War – Michael Dobbs

Science Fiction

Hunger, Lies – Michael Grant
Journey to the Centre of the Earth – Jules Verne
Mister Monday series – Garth Nix
Otori trilogy – Lian Hearn
Redwall series – Brian Jaques
Storm Thief – Chris Wooding

Teen Issues

Angela's Ashes – Frank McCourt
Bedlam – Ally Kennan
Blackberry Wine – Joanne Harris
Junk – Melvin Burgess
Wildthorn – Jane England



Thriller

The Book Thief – Markus Zusak

The Chamber – John Grisham

Light, Fear, Plague & Lies – Michael Grant

The Pearl – John Steinbeck

Rumble Fish – S E. Hinton

The Thief Lord – Cornelia Caroline Funke

Young Bond series – Charlie Higson

Quick Reads

Crocodile Tears – Anthony Horowitz

Going Solo – Roald Dahl

The Graveyard Book – Neil Gaiman

Private Peaceful – Michael Morpurgo

War Horse – Michael Morpurgo

Challenge

All Quiet on the Western Front – Erich Remarque

The Catcher in the Rye – J.D. Salinger

The Hound of the Baskervilles – Sir Arthur Conan Doyle

Treasure Island – Robert Louis Stevenson

War of the Worlds – H.G. Wells

Suggested Reading Support Activities

- Choose a book that you and your son can enjoy together, take it in turns to read a page each.
- Ask your son to create a book review when they have finished a book – we would love to receive any and put them on display in the English classrooms and the library.
- Ask your son to create a storyboard of a book they have enjoyed.
- Ask your son to take an online quiz such as on:
 - <https://www.goodreads.com/quizzes>
 - <https://www.booktrust.org.uk/books/quizzes/>
 - <https://www.penguin.co.uk/articles/find-your-next-read/games-and-activities/2017/dec/ultimate-book-quiz/>

