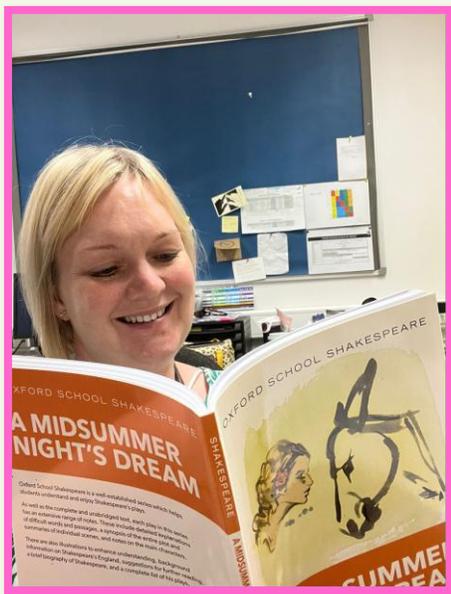




# English at Bradfield School

WELCOME

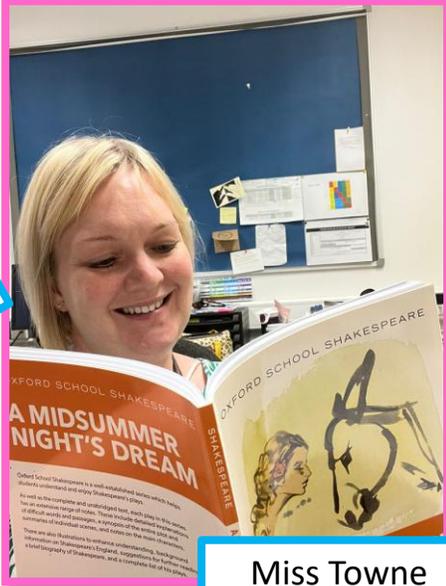


*Verity Towne*  
**Head of English**

## Overview:

1. English Department – Who we are
2. Curriculum - What we teach
3. Learning beyond the classroom

Team English!



Miss Towne



Miss Tolley



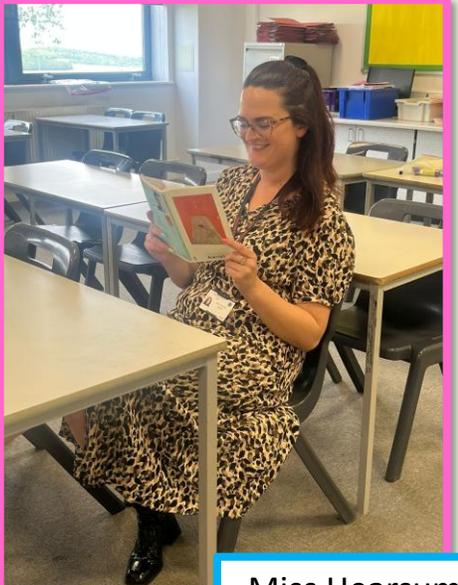
Mrs Pannenberg



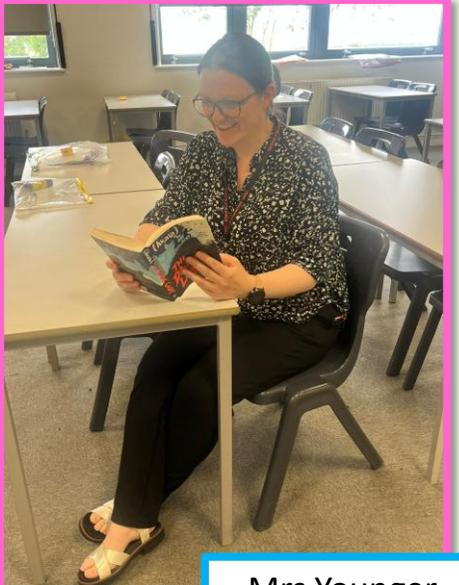
Ms Verney



Ms Snailum



Miss Hearsom



Mrs Younger



Miss Nicholson

Welcome to Bradfield School English Department

# English at Bradfield School

What will I learn in English in year 7?

What will I read?

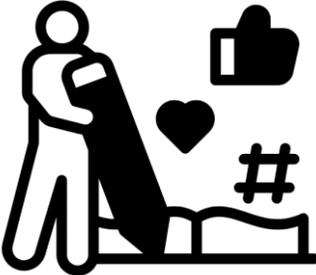
Will I read anything else?

What support will I get with English?

How often will I have English?

What wider learning will I do?

At Bradfield, we have four lessons of English per week:

<p>Literary Heritage</p> 	<p>Literary Heritage</p> 	<p>Extended writing</p> 	<p>Writing Mastery</p> 
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# Hook

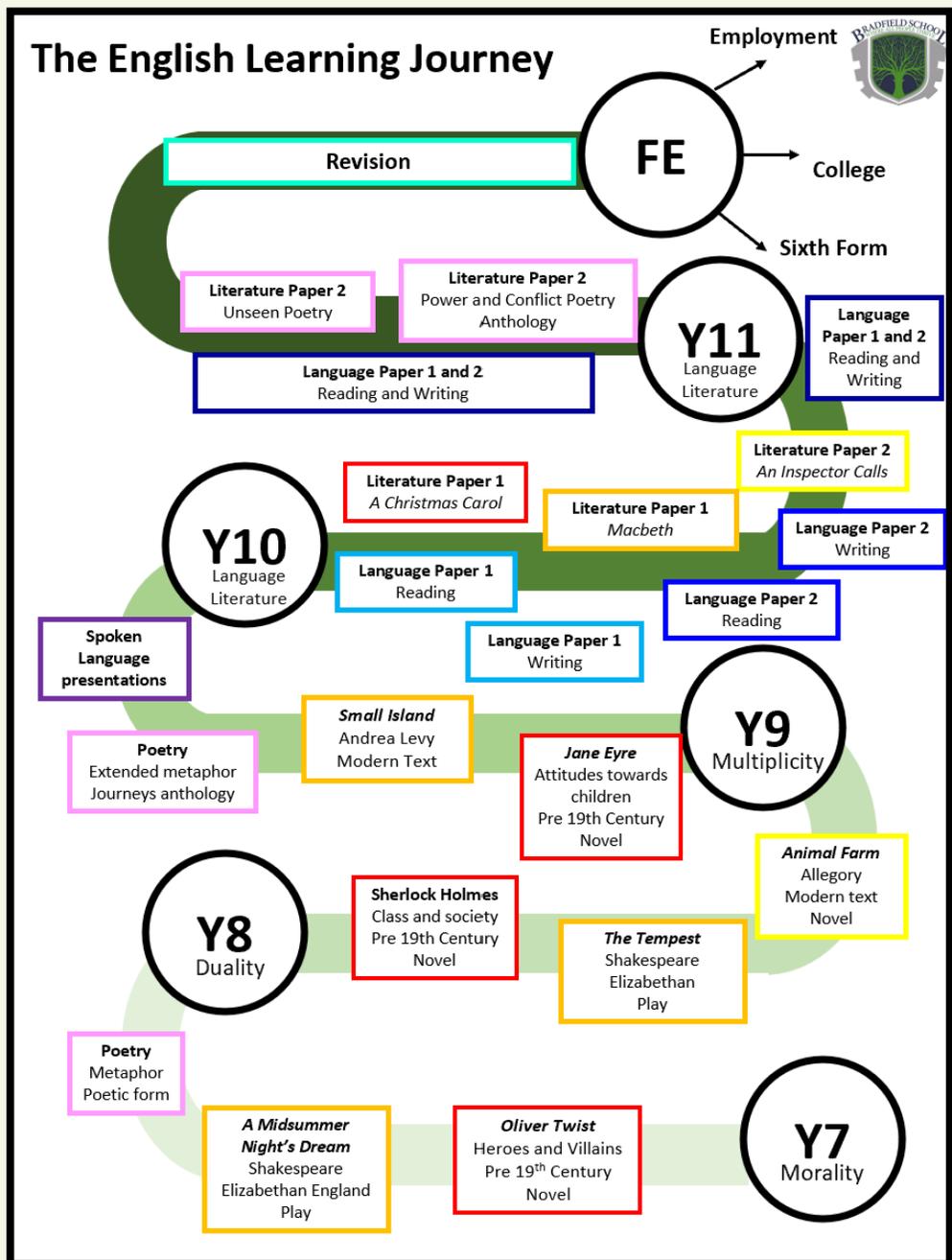


We can't wait to share some of the best literature that has ever been written!

Multiplicity

Duality

Morality



Hook

# Writing Mastery

Literary Heritage



Literary Heritage



Extended writing



Writing Mastery



**Writing Mastery** lessons designed to allow us to isolate lots of the different skills involved in writing so that we can **deliberately practise** them each, in turn.

Once each skill is mastered, it becomes **automatic**, freeing our brains up to think creatively about the (many) other demands of writing.

Just like strength training, or repeating scales on a musical instrument, what we practise doesn't always look like the end result that we are practising for. This can feel strange at first!

**Experts** in any field use the same method of isolating skills and practicing them deliberately until they are mastered to become really proficient in their chosen area.



# Reading for Pleasure

Literary Heritage



Literary Heritage



Extended writing



Writing Mastery



**Form time reading**

**Library lessons**

**Homework**

In English, we make sure that the **conditions** are right for learning



'Everyone speaks, reads and writes accurately, fluently and confidently in order to influence and shape the world in which they live'

To be at your best, your brain needs:



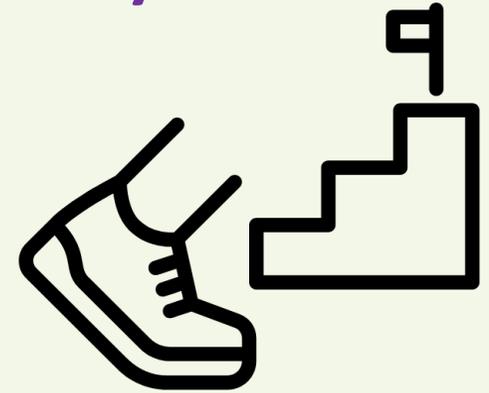
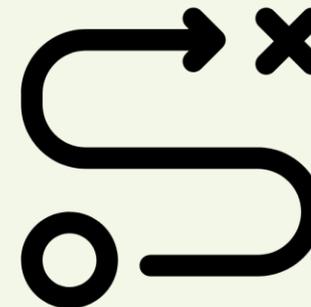
Emotional safety

Habits and routines



Self-belief and motivation

Focus and purpose



Challenge and deliberate practice



# How our lessons work

**Silent Do Now**

Title: Patterns of language Sunday, 06 July 2025

1. What is 'as dark as night'?
2. The first Literary Device is...
3. U\_\_\_\_\_ is the...
4. The formula for [Noun] + \_\_\_\_\_
5. Or it could be: \_\_\_\_\_ + [adjective]

If stuck Look back at first session

**LISCs**

**Learning intention:** How do writers use patterns of imagery to fulfil their intention for readers? Sunday, 06 July 2025

**Success criteria – knowledge:**

- W...
- W...
- im...
- A...
- top...

**Versatile vocabulary**

**I say, you say**

## Familiarity vs Uncertainty

Before

Crafting similes to match the mood



W...  
Fami...  
W...  
Unce...



What is this an example of?

The city was...

**New learning**

The Arrival tackles the universal theme of the importance of **belonging**...

Just like the main character getting ready to move some primary school to secondary school...

You might feel excited, nervous, or shy.

This story helps us think about:

- What it's like to **start something new**
- How to **cope when things change**
- How **small acts of kindness** can help you belong

It's a reminder that **you're not alone** — but that new places can be tricky — but that new places can be exciting, and a chance to start fresh.

**Exit ticket**

What is the mood of the story? How do you know? How do you think the character will cope? How do you think the character will feel? How do you think the character will act? How do you think the character will think?

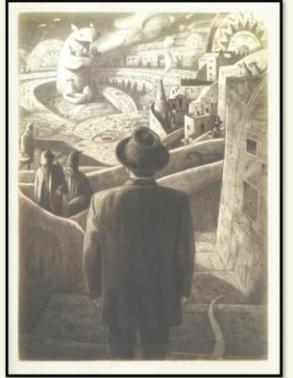
**Peer assess**

Upgrade your simile based on your partner's advice:



I love how you've focused on the dark, but 'as dark as night' sounds a bit clichéd... what else could you compare with 'the dark'?

Ooh, what about 'as dark as ink' Or... 'as dark as the secrets buried deep below'



# Assessment

## Every half term:

- Mid-point assessment
- End-point assessment

## Teachers give you feedback in purple pen, or verbally:

- Live marking in the lesson
- Whole class feedback

## You respond in green pen



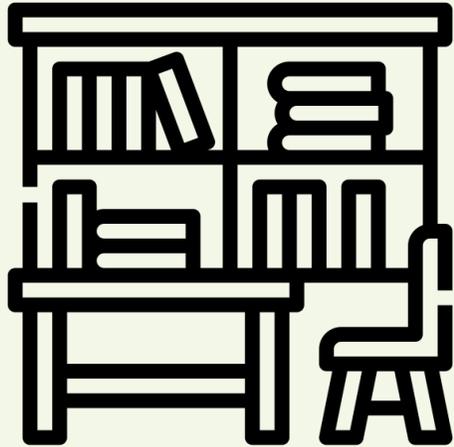
# Homework

Weekly quizzes on Satchel One  
for recall

Half-termly project linked to  
our Literary Heritage text



# Our library



A visits to the library  
throughout the year during  
English lessons

You can borrow two books at a  
time

# Enrichment

## **We experience our play texts on stage:**

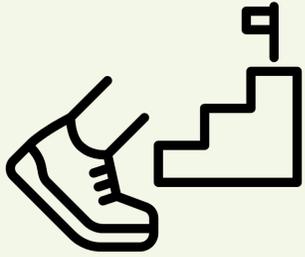
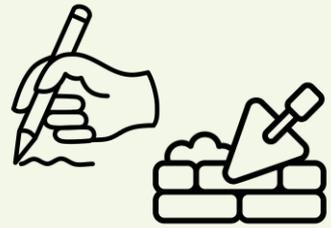
- National Theatre versions
- Trips and visits (*An Inspector Calls* and *A Christmas Carol* were two this year)

## **Celebrations:**

- Writing competitions
- World Book Day
- National Theatre Day



# Support



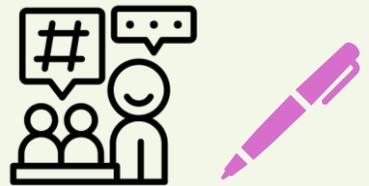
Knowledge organisers

Lesson routines and structure

Vocabulary

Sentence stems

Deliberate practice



Do Now and Exit Tickets

Checks for Understanding

Live marking

Turn and Talk

Modelling what success looks like

# Any questions?

