

# English at Sheringham High School

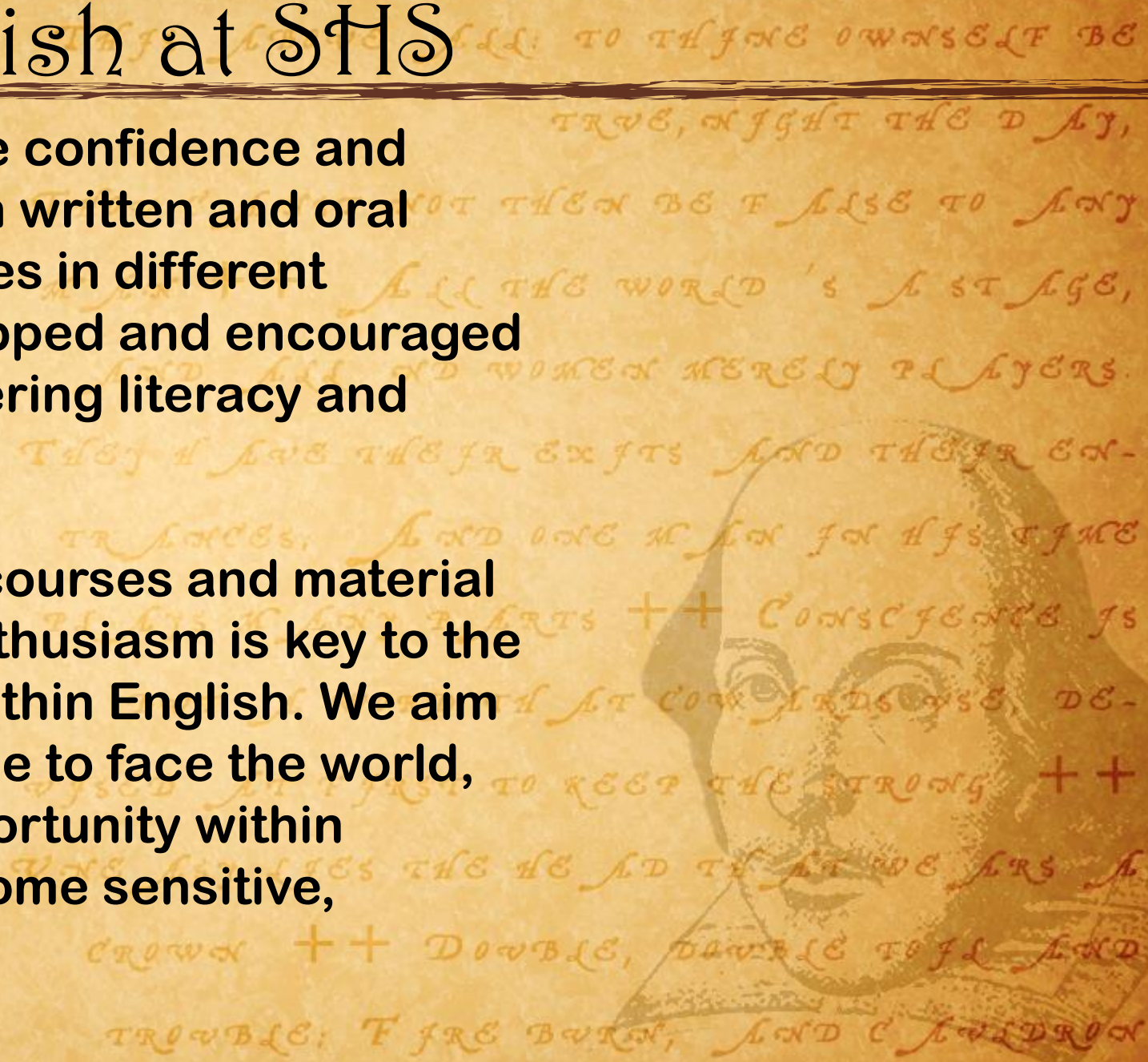
Mrs Katy Chanter  
Head of English

# English at SHS

We aim to instill in all pupils the confidence and ability to communicate through written and oral means, to a variety of audiences in different contexts. Each student is equipped and encouraged to fulfill their potential in mastering literacy and literary skills.

We aim to provide pupils with courses and material that we, and they will enjoy. Enthusiasm is key to the enjoyment and achievement within English. We aim to give them the self-confidence to face the world, and provide them with the opportunity within language and literature to become sensitive, responsible adults.

*William Shakespeare*



# Changes in English

- In year 6, students have focused on the mechanics of English language.
- Year 7-9 broadens that focus to include linguistic devices and looking at the way a text has been structured.
- Students are encouraged to form opinions and interpretations.
- Students are taught the importance of accuracy in extended writing.

William Shakespeare

# Classes

- Students are organised into 4 groups.
- All groups study the same units of work, but the texts and style of the work that they do are tailored to their ability.
- Students will have their reading and spelling ages assessed three times each year.
- A formal assessment will take place each half term.

*William Shakespeare*

# What will my child be studying this year?

**Autumn – Modern novel study (Holes / Boy / Skellig / A Monster Calls / Millions / Wonder / The Nowhere Emporium)**  
**- Poetry based on Nature**

**Spring – Non Fiction writing (based on “Fantastic Beasts and Where to Find them)**  
**Modern Drama – (Dracula / Johnny and the Dead / Our Day Out / The Demon Headmaster)**

**Summer - Shakespeare – (A Midsummer Night’s Dream / The Taming of the Shrew / Sonnets)**  
**- Fiction Writing – Murder Mystery Unit**

*Millions Shakespeare*

# What will my child be studying this year?

We use a paragraph structure from year 7 right up to year 11, to support students when they are writing about texts. This is the:

**WHAT**  
**HOW**  
**WHY**

Structure...

*William Shakespeare*

*TO TAKE OWNSELF BE  
TRVE, N IGH T HE D LY,  
NOT THEN BE T ALSE TO ANY  
THE WORLD 'S LAST AGE,  
AND ALL AND WOMEN MERELY PL AYERS.  
THEY H AVE THE FR EXITS AND THE FR EN-  
TRANCES, AND ONE M AN FOR HIS TIME  
PLAYS MANY PARTS ++ CONSCIENCE IS  
BUT A WORD TH AT COW ARDS US, DE-  
VISED AT FIRST TO KEEP THE STRONG ++  
VNE MAY LIES THE HE AD TH AT WE ARE A  
CROWN ++ DOUBLE, DOUBLE TOY AND  
TROUBLE: FIRE BURN, AND C ASSION*

## WHW Structure

## Questions to address in your response

### WHAT?

What does the writer tell us about the theme/character/setting?

What do they want us to think/feel?

What does this tell us about the time the text was written?

### HOW?

How does the writer tell us this using language/structure?

How do key words/phrases help to show us this?

How do the connotations link to the theme?

How do they use this technique to create meaning?

### WHY?

Why is the writer telling us this? Why might they want us to know about it?

Why might a reader/audience react differently when it was written to how we react now?

**QUESTION:** *How does Shakespeare show Hamlet's conflicting emotions at seeing his father's ghost?*

**What?**

*Shakespeare shows Hamlet's conflicting emotions through the use of both positive and negative religious imagery.*

*It seems that he wanted his audience to understand and sympathise with Hamlet's confusion about seeing his father's ghost. He is forced to question his own religious beliefs, specifically regarding the intentions of the supernatural.*

**How?**

*"Bring with thee airs from heaven or blasts from hell"*

*Shows confusion with the religious imagery that comes from the nouns "heaven" and "hell" - Hamlet doesn't know where the ghost comes from. He is uncertain/confused.*

*The verb "airs" has connotations of an opinion being shared, in this case an opinion from heaven, perhaps even God?*

*The verb "blasts" is more negative as it is more aggressive - curse from hell? Is this the work of the Devil?*

**Why?**

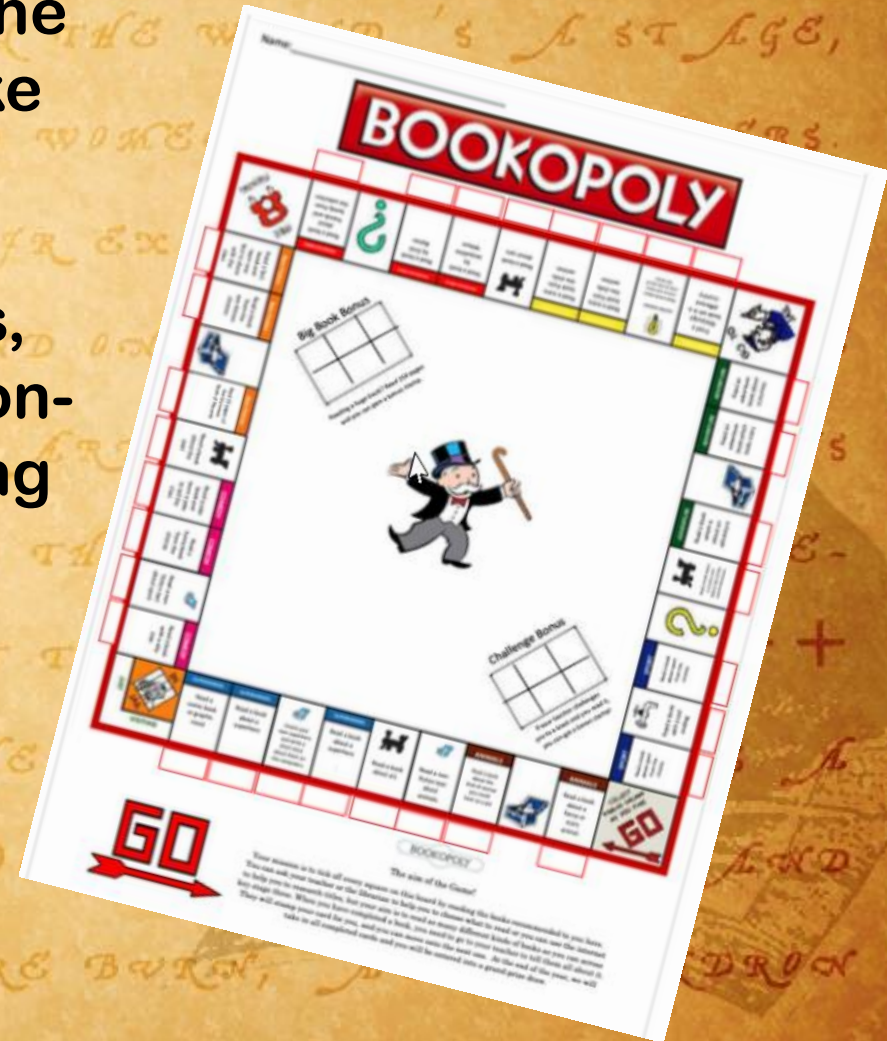
*Shakespeare presents Hamlet as wanting to engage with the ghost of his father, whilst at the same time being frightened as to what its intentions are. There is a clear internal battle within him as he would have been a Protestant (due to the religious views of the crown at the time), and Protestants believed that ghosts were sent by the devil to cause mayhem and trickery. Despite this, it is possible that Hamlet would want to lean more towards the Catholic view that this ghost is his father's spirit stuck in purgatory, especially since Hamlet was still in the process of grieving. Shakespeare has Hamlet risk believing a Catholic idea in a Protestant nation to emphasise his confused state and to elicit sympathy from the audience.*



# Library Lessons

Fortnightly, students have a one-hour session in the library. They should be reading at home, and make full use of the library lending (and returning!)

They follow a series of activities in library lessons, which build on their reading of both fiction and non-fiction, and feed into improving their overall writing skills.



Millions Shakespeare

# Opportunities outside of lessons

We have a number of extra-curricular opportunities.

- Termly Writing competitions
- Poetry by Heart Competition
- Youth Speaks competition
- Culture Club Trips and visits (very limited spaces)
- Author in residence writing workshops

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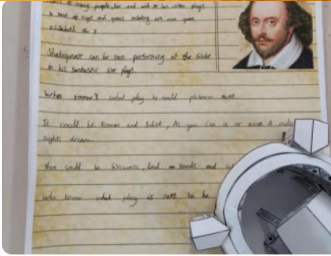
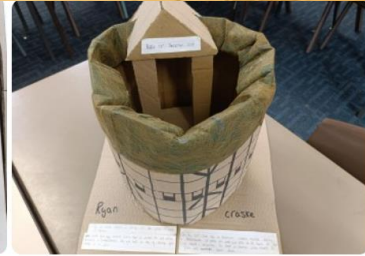
# Books

- Students have a working book in English.
- The purple book, which comes home, is for general classwork, homework and notes.
- The yellow folder, which lives at school, and contains formally marked assessments and detailed feedback.

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# How can I help?

- Hear you child read. Reading aloud at home helps comprehension, confidence, and a love of books.
- Support with homework (we do set it, even in pupils say they have none!) Each week, there will be online quizzes and in the Summer term, our Shakespeare project.
- Visit the theatre / theatre on screen.
- Discuss books you read at school.
- Support students with proof-reading their own work.



# If there is a problem?

- Contact the class teacher in the first instance.
- (Mrs. Chanter, Mrs. Posthill, Mrs. Bradley-Stubbs, Ms. Baker, Miss. Gawthropp, Mrs. Pistorius)
- Contact me: [kchanter@sheringhamhigh.co.uk](mailto:kchanter@sheringhamhigh.co.uk)

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