



Royal Free Hospital Children's School

English Policy

June 2023

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Outline of needs

The Royal Free Hospital Children's School caters for children who have physical medical needs and/or a diagnosis of mental health problems associated with severe anxiety disorder, trauma, chronic school anxiety or phobia, parental separation anxiety, depression, self-harm or eating disorders.

We offer alternative and flexible options, such as dual roll education with their mainstream school or full-time hospital education, which may at times be more appropriate to a pupil's physical or mental health needs. These pupils follow, as closely as is appropriate and practical, the same curriculum as their peers.

Aims

- To contribute to pupils' experience of a broad and balanced curriculum
- To provide a variety of learning experiences through which to promote linguistic development, so pupils are competent and confident in the use of English
- To support the basic language and literacy development of pupils who are learning English as a foreign or as an additional language
- To develop and foster good reading habits, encouraging pupils to read widely in order to develop independent, responsive and enthusiastic readers
- To provide opportunities for pupils to review previous learning, to reinforce current skills or extend their English development.
- To maintain curriculum continuity for long-stay or regular attending pupils.

- To offer English Language and Literature GCSE and other exam opportunities to young people who attend our school.
- To contribute to pupils' personal, social; moral, spiritual and cultural; social and emotional development

Meeting the requirements of the National Curriculum

Programmes of Study

Secondary English sessions are allocated 3 hours on the weekly timetable. As in mainstream schools, teachers aim for pupils to achieve the standard appropriate to their age and ability. However, these expectations are qualified by the teacher's initial and continuous assessment of pupils in his/her care and further informed by CATs scores where applicable.

Speaking and Listening

Pupils are encouraged to speak confidently and fluently in a variety of situations and to listen attentively, taking into account the views of others. Pupils can practice and develop their oral skills, evaluate what is heard and reflect on its implications. There are also opportunities for pupils to critically discuss fiction, non-fiction and their own work. We aim to develop self-esteem and confidence in speaking by acknowledging success in this area.

Reading

English lessons give pupils opportunities to explore a variety of fiction, non fiction and different media texts. They are taught information retrieval skills, encouraged to read critically and express a response to what they have read. Using a library is promoted.

Writing

Pupils are encouraged to take pleasure in writing and to gain confidence in their own abilities. They are given opportunities to write for a wide range of purposes and in a variety of forms; developing their sense of appropriate style and their control of language. Drafting and revision of work is encouraged in all years. Dictionaries and thesauruses are available in the classroom and pupils are strongly encouraged to use them rather than seek spellings or alternative words from the teacher. Technical accuracy is encouraged and the need for good presentation and legible handwriting, as appropriate, is emphasized.

We approach the teaching of grammar by -

- Teaching an element of grammar within a topic or unit of work and going through a set of features of language in as coherent a sequence as possible (i.e. when teaching formal writing)
- Making corrections to an individual pupil's work and discussing that with them
- Seeking to relate acquired grammatical skills to a practical outcome (such as an essay) based on the half term's work. Specific points of grammar are often explained orally when reviewing a pupils' work with them.

Writing under timed controlled assessment conditions

- The mark scheme is normally relayed to pupils attending the classroom before a timed piece of work so they are aware of how many marks are to be awarded for each question.
- All scripts are marked on same basis. Planning should form part of the work. (As in GCSE examinations.)

Planning

Planning for English is prepared in anticipation of mixed age, mixed ability whole class or Key Stage groupings and guided primarily by the needs of long-stay in-patients and day pupils. Through a process of AfL, based upon a complete or partial APP, pupils are provided with individual tasks, teaching and support tailored to their individual needs. Lessons are always designed to promote differentiation; pupils are given tasks appropriate to their Key Stage and ability. When required, pupils receive individual one-to-one support from a Teaching Assistant.

Cross Curricular Themes and Skills

Cross-curricular dimensions provide important unifying areas of learning that help pupils make sense of the world. These include identity and cultural diversity, healthy lifestyles, community participation, enterprise, technology and the media, creativity and critical thinking.

Secondary English modules provide opportunities for developing pupils' personal and social skills as well as their moral, spiritual and/or cultural understanding. Similarly, opportunities to reinforce or extend ICT skills are included. All subject specialists identify literacy skills which are being developed or strengthened through their subjects.

GCSE

Pupils who join in Year 11 are offered the opportunity to take to exams in English language and English literature GCSE. As a school we recognise the enormous life chances we are able to offer our young people by providing them with an environment in which they can successfully take these exams. Offering these courses means that the needs of the GCSE curriculum will often determine what is taught.

Pupils in Year 10 will be taught by our SEND teacher for part of the academic year in order to allow both year 10 and 11 pupils to make the relevant progress on the course.

Functional Skills

Where pupils join the school too late to complete the GCSE course they may be offered the opportunity to take a Functional Skills Qualification.

Step Up To English

Pupils who are not able to access the GCSE or Functional Skills course as a result of EAL or SEND will be entered for Entry Level English, bronze, silver or gold on the Step up to English AQA course.

Short-Stay Pupils

Short-stay pupils from the ward often attend the classroom and an informal assessment is made through a brief discussion with the child about their current reading habits and the work they are doing in their home-school. In addition if the child arrives in class with work set by their own mainstream school then this will normally take priority.

QMH

Where possible pupils will follow their own school English work as set. If there is no work from their own school the teacher will set work as appropriate.

Pupils taught on the ward

The school uses IT software from Birchfield (a company producing tailor-made lessons) which greatly facilitates ward teaching of English through the use of laptops for assessment purposes; individual lessons are then planned and delivered according to the work the child reports they currently doing in their own school.

Mixed Age Teaching Groups and Classroom Management

The academic needs and recent attendance pattern of the pupils in the class is the most important factor for the teacher when deciding whether the class is to be taught as a whole group, small groups or individually. Through a process of AfL all pupils are provided with relevant tasks, teaching and support tailored to their individual needs and pattern of attendance. The AfL assessment is normally based upon a partial, or complete, APP assessment of their current achievement in English; some of this information

may be supplied by their home-school. For pupils from the ward, with no previous information available, an informal assessment will be made through a brief discussion with the child (see above).

Homework

Homework is optional for short-stay pupils but all day pupils are encouraged to engage in homework whilst attending the school. For those taking GCSE exams it is generally considered mandatory. For other pupils homework is negotiated according to their physical and mental health.

Teaching and learning styles

It is essential to use a variety of teaching strategies to give pupils a range of experiences and the time to discover the pleasures of writing and of literature. A didactic approach is not always appropriate and the teacher needs to vary their role; sometimes being unobtrusive, sometimes being high profile and eliciting a variety of responses from pupils. It is essential that children are offered a variety of approaches and whenever possible a choice of tasks, in order to give them the greatest opportunity to succeed.

The teaching and learning styles which may be included in a secondary English session include:

- Whole group teaching, pair work, one-to-one support and assessment-through-teaching strategies
- Drama work and the use of video and ICT resources
- Set sequences of work that pupils progress through according to their pattern of attendance
- Regular review and over-learning (where appropriate to individual needs).

Personalized learning including SENDs

Teachers differentiate teaching and learning according to the needs of the pupils. This will include differentiation by resources, task, group, outcome, teacher intervention and teaching style.

The class teacher will also have to consider individual needs as these present themselves on the day (e.g. cannot use their writing hand due to cannula insertion, or emotional upset due to pending treatment etc.).

Lesson objectives may need to be modified or an alternative curriculum provided at short notice to accommodate all needs. At all times, the class teacher's priority will be to ensure the 'best curriculum match' for the range of individual needs present on the ward or in the classroom during that particular session. The over-riding aim is to maintain a secure, welcoming and stimulating educational environment which will contribute to the pupils' recovery.

We will always seek to fully understand the needs of SEND pupils and meet them through the planning, and approaches, of the learning we offer.

English teaching is fully committed to the principles of inclusion and maximising the potential of all children. We have an ongoing commitment to review our provision, curriculum content, attitudes and expectations to ensure we address the school's Equality policies.

Links with mainstream schools and inclusion opportunities

The Headteacher, Personal Tutor or Ward Coordinator contacts the pupil's mainstream school, to discuss, and request information on, the pupil's knowledge and skills in English.

Where a child is taking an external or internal public exam there will be liaison, often by e-mail, with the mainstream school's Examinations Officer and the pupil's subject teacher.

Staff roles and responsibilities

The role of the Subject Leader, Teachers and Teaching Assistants are fully described in the Curriculum Policy.

Involving parents

Parent(s)/Carer(s) of in-patient pupils are encouraged to become actively involved in the education of their child whilst they are in hospital by supporting them, at the bedside, with activities provided by the school or Play Specialists. Parents whose children are able but reluctant to join in classroom learning are encouraged to borrow books or other literacy resources. The school has a trolley of reading books for parents of children on the wards or awaiting treatment.

Parent(s)/Carer(s) of day pupils attend regular review meetings and are invited to Parents' meetings to talk to subject teachers about their child's progress.

Monitoring and Assessment – including Assessment for Learning

Pupils are assessed through teacher observation, formal and informal discussions, pupil self-evaluation, the collection of work as evidence, and the regular marking of work. Working with small numbers of pupils enables the use of assessment for learning. A large proportion of English lessons include pupils receiving verbal feedback, which takes the form of a constant dialogue with pupils about the targets they are aiming for and the methods by which they might improve their work. Such feedback is always delivered in a supportive and positive manner.

Summative assessment activities, such as an extended piece of writing, are built into the English programme for day pupils and long-stay in-patients. Pupils may also complete a piece of writing under timed conditions - as part of their GCSE preparation. Summative assessments are carried out six times a year at the end of each half term.

The cycle of planning, assessment and review is embedded within the delivery of the English curriculum. For a full account of The RFHCS policy see separate document "Assessment, Recording and Reporting".

Statement of Intent

This policy is complemented by a Statement of Intent for this subject see appendix 1.

Resources

ICT equipment and web-based resources, audio books and DVDs

Mr Bruff You Tube Channel

Subject specific software including Birchfield Instant Lessons

Language and Literature text books and revision guides specific to our GCSE courses

Resources Bank of text books/teaching aids (often kept for units not normally taught by our school but maybe being covered by a child's home school)

Date reviewed: June 2023

Date of next review: June 2026

Date approved by the Governing Body: 15/06/23

Appendix 1

English Curriculum Statement of Intent at our School

Introduction

In a nutshell, this document aims to give an overview of the ‘What, why, when, who and how’ of English Teaching at our school.

Firstly, it is worth stating that this document is informed by the OFSTED document 23/05/2022 ‘Research review series: English’

Here are some key points taken from OFSTED’s ‘Research review series: English’ that inform this Statement of Intent for English at our school:

- Teachers model spoken language for pupils. This includes language that pupils might not encounter away from school.
- The curriculum provides frequent opportunities for pupils to practise, refine and apply their spoken language knowledge and skills
- The reading curriculum enables pupils to read increasingly complex and whole texts.
- Time is given to pupils reading a lot of text, across the school curriculum, to develop their reading fluency.
- Knowledge necessary for comprehension is taught explicitly and includes vocabulary, knowledge of narrative structure, lexical and syntactical knowledge, as well as knowledge of context and ideas in the text.
- Pupils write frequently for a range of audiences and purposes
- Teachers teach older pupils to master the components of how to plan, draft, revise and edit their writing.
- Teaching does not rely on differentiated teaching, activities or resources to achieve a curriculum goal.
- Struggling pupils have more opportunities for repetition where necessary. This can secure essential knowledge to automaticity.
- The curriculum has been designed to develop in pupils a genuine love of literature, and an ability to respond to texts personally.
- The curriculum includes a range of ambitious whole texts in different forms and genres, which have been carefully chosen using subject-specific criteria.
- Teachers introduce pupils to texts that they would not choose to read for themselves, especially from other times and places and with a range of perspectives.
- Feedback to pupils is specific and provides them with a ‘recipe for future action’.
- Regular, subject-specific CPD focuses on improving disciplinary and pedagogical content knowledge.

In addition, ‘Research review series: English’ makes the following point which is key to the delivery of English at our school.

‘Alternatives to written feedback and marking

Written feedback can be time-consuming for teachers. There is also a risk that the pupils might not read feedback, or that they might not be able to understand it or act on it independently.

Oral feedback is an effective alternative. For example, the teacher might note gaps or common errors in pupils’ work and then give feedback to the whole class. Models of excellent work can form a basis for

feedback, particularly when a teacher highlights the successful aspects. Research suggests that worked examples can be effective when pupils face a complex task, reducing the cognitive load for them. The above points, taken from 'Research review series: English' published by OFSTED in May 2022, dovetail well with our vision for the English Curriculum at our school which is outlined below.

Our cohort:

Pupils arrive to us in Year 10 or 11; some having completed a degree of preparatory work in English Literature with the Outreach Service or The Thomas Group. Those arriving early in year 10 may join the GCSE Group for part of their studies or receive tailored work with the support of TAs until the end of the first summer half term. From the end of the summer GCSE exams the year 10 group begin their GCSE studies in the second half of the summer term with Romeo and Juliet in class.

Year 11 students follow the GCSE Programme or Step Up to English ELC according to their skill level.

Our cohort has typically missed a good deal of mainstream school, sometimes several years, through physical or mental ill health.

Working method:

The overarching aim is that during a lesson there is a minimum of teacher talk (usually only to introduce the lesson) and then students read, write or discuss for the vast majority of the lesson time. When engaged in these activities the teacher moves from pupil to pupil to discuss their written work in real time and to ensure they are given the individual help and guidance that they require in particular. Because pupils will have missed a good deal of Key Stage 3 every student will require personal guidance in their writing especially tailored to their individual needs, which is why the class typically consists of an introduction followed by bespoke tutoring/coaching as required. Pupils typically work on laptops in class, at home and in exams.

Feedback:

All GCSE tasks are posted online using Google Classroom and feedback is given there, to tasks submitted and this feedback is evidence of pupils' progress over time and of curriculum intent.

In addition to written feedback a substantial amount of verbal feedback and verbally delivered targets are given to students on an individual basis, in real time, in each class; this verbal interaction is not evidenced in writing, but can be reported by students.

Students are furnished with a written report on their progress and targets 3 times a year and also feedback on the grade they are working at, 6 times a year at the end of each half term.

Term by term:

The GCSE programme: The GCSEs may begin, for some, in the second half term of the summer term of Year 10 as described above. For the rest of the cohort, it begins in September of Year 11 and lasts through to the end of the exams in May/June of the following year.

Pupils are encouraged to take both AQA English Language and AQA English Literature GCSE. See appendix 1.

In the Autumn term pupils study An Inspector Calls for the first half term, and A Christmas Carol for the second half term. Because we guide pupils through both English Literature and English Language in two and a half terms (which normally takes two years in mainstream) the whole course can only be covered if pupils study units outside of school, during the evenings and weekends. In order to do this, we support pupils with homework reviews and deadlines for the work they need to cover at home. The work that is covered outside of school are the poems from the AQA Poetry Anthology (Love and Relationships) and a Shakespeare play, usually Romeo and Juliet or Macbeth; Students are directed towards online resources to carry out their study outside of school e.g. Mr Bruff or Mr Salles You Tube

videos, and SENECA learning; in addition, pupils are provided with copies of the texts and CGP study books to take home.

The skills taught/revisited/revised in the study of English Literature in the autumn term also provide the foundation for the study for the English Language GCSE after Christmas in the Spring Term.

In the spring term pupils are given a plan of the topics to be studied in class week by week and the homework to be completed (see appendix 2). This plan is mainly designed for their English Language in class and also to continue to prepare them for English Literature through homework.

In the weeks immediately before and after Easter, students engage in mock exams in English Literature and Language; they receive detailed feedback and guidance as a result of taking these mocks. Personalised revision and practice questions are then conducted until the exams themselves in May/June.

Attainment:

I wrote above that our pupils will typically require individual support with development of their skills through non-attendance at school in Key Stage 3. I have listed these skills below as Skill Groups A, B and C.

The Skill Group A, I describe as elementary, B as intermediate and C as the more advanced.

WRITING SKILL GROUPS

A

- Communication is simple
- There is a simple attempt to match purpose, form and audience and register
- There is a simple use of vocabulary with simple linguistic /structural devices
- There are one or two relevant ideas, simply linked
- There may be some use of paragraphs
- There is evidence of conscious punctuation
- There is a simple range of sentence forms
- There is accurate basic spelling
- There is simple use of vocabulary

B

- Communication is sometimes successful
- There is some sustained attempt to match purpose, form and audience and register
- There is conscious use of vocabulary with some linguistic /structural devices
- There are an increasing variety of linked and relevant ideas
- There is some use of paragraphs and some use of discourse markers
- There is mostly secure and sometimes accurate use of sentence demarcation.
- There is some control of a range of punctuation
- There is an attempt to vary sentence forms
- There is some use of Standard English with some control of subject / verb agreement
- There is accurate spelling of more complex words
- There is varied use of vocabulary

C

- Communication is clear
- Tone, style and register are generally matched to purpose, form and audience
- Vocabulary is clearly chosen for effect and there is the successful use of linguistic devices
- Writing is engaging with a range of connected ideas

- There are coherent paragraphs with a range of discourse markers
- There is usually an effective use of structural features
- Sentence demarcation is secure and accurate
- A range of punctuation is used, mostly with success
- A variety of sentence forms are used for effect
- Standard English is used appropriately with mostly controlled grammatical structures

READING SKILL GROUPS

A

- Show simple understanding of how writers use language / structural features
- Make simple comment on the effect of choices made by the writer
- Select simple references/ examples or textual details
- Make simple use subject terminology
- Make simple identification of writers' methods
- Write responses which include simple focus on the task or statement
- Make simple cross reference of ideas and perspectives of texts

B

- Attempt to comment on how writers use language / structural features.
- Show some understanding of the effect of choices made by the writer
- Select some appropriate references/ examples or textual details
- Make some use of subject terminology, mainly appropriately
- Show some understanding of and make some comment on writers' methods
- Write responses which show some focus on the task or statement
- Attempt to compare ideas and perspectives of texts

C

- Show a clear understanding of how writers use language / structural features
- Select a range of relevant textual detail, quotations / examples
- Offer evaluation and examples from texts to explain views clearly
- Clearly explain the effects of the writer's choices of language / structural features
- Use subject terminology accurately
- Write responses which show clear and relevant focus on the task or statement
- Compare ideas and perspectives of texts

SPOKEN LANGUAGE SKILL GROUPS

A

- Identify and extract information in straightforward explanations
- Make requests and ask questions using appropriate language
- Communicate information and opinions clearly
- Respond appropriately to questions
- Follow the main points of discussions
- Make contributions to group discussions

- Listen and respond appropriately to other points of view.

B

- Identify and extract relevant information in straightforward explanations
- Make requests and ask concise questions using appropriate language
- Communicate information and opinions clearly on a range of topics
- Respond appropriately to questions
- Follow and understand the main points of discussions
- Make relevant contributions to group discussions
- Listen and respond appropriately to other points of view, respecting conventions of turn-taking.

C

- Identify relevant information and lines of argument in explanations or presentations
- Make requests and ask relevant questions to obtain specific information in different contexts
- Respond effectively to detailed questions
- Communicate information, ideas and opinions clearly and accurately on a range of topics
- Express opinions and arguments and support them with evidence
- Follow and understand discussions and make contributions relevant to the situation and the subject
- Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium.
- Respect the turn-taking rights of others during discussions, using appropriate language for interjection.

Generally, students who are in the skill level A groups and below, will be entered for Step Up to English ELC and possibly GCSE English Language; those in skill groups level B or C will be entered for GCSE English Language and English Literature.

Functional Skills is an option that is rarely appropriate for our pupils but it is always considered before deciding which qualifications pupils will be entered for.

It is an aim that pupils make progress within individual skill strands within skill groups A, B and C whilst they are with us. This is achieved through the individual teaching/coaching that students receive during lessons.

In order to speed up the initial assessment and the subsequent individual teaching/ tutoring/coaching process, pupils are asked to complete a google form survey on entry to year 11 which helps to identify gaps in their knowledge. This survey is taken again at near the end of the course to assess progress; how effective the teaching has been, and what weaknesses remain to be addressed in their final run up to the exams. Assessment of progress in individual skill strands is also carried out by the teacher through questioning, verbally given targets, and teacher observation of pupils' work throughout the course.

Spoken language is developed through class and individual discussions and also through the Spoken Language components of English Language GCSE and Step Up to English. Our SALT therapist is also on call to help students with this aspect of their English work.

In addition to seeking to rapidly restore/teach, writing/reading/speaking skills through individual teaching/coaching, our pupils taking GCSE are also specifically taught to construct PEE paragraphs (what / how / why questioning processes) to build upon their reading skills and begin to build understanding of this as a means of analysis. They will infer and deduce information from texts. GCSE students are also taught how to construct a thesis for an English Literature essay and further structure their written responses with the correct use of paragraphing and topic sentences.

Interacting with students:

It is an intent of the delivery of the English Curriculum at our school that the teacher is sensitive to the needs of our students who typically experience EBSA, anxiety or may be recovering from an eating disorder or another condition. Therefore, the timing, delivery and nature of feedback, whilst being realistic, is given with a view to maximising a pupil's growth in confidence, both within the subject and within themselves. This means that when giving feedback, the timing, content and nature may vary from pupil to pupil according to their individual psychological needs at any given moment in time.

Safeguarding

Sometimes there can be subject matter that our students may find distressing (given our knowledge of their backgrounds) in such circumstances the class will be given a 'trigger warning' with the option to sit out of the class.

Appendix 1

The GCSE EXAMS

English Language

Paper 1: Explorations in Creative Reading and Writing. (1hr 45mins – 50%)

Section A (Reading)

Students read one unseen extract from a piece of 20th or 21st century fiction and answer 4 questions on the skills of:

- Retrieval
- Language Analysis
- Structure
- Evaluation

Section B (Writing)

Students create a piece of creative writing, such as a description or a narrative piece.

Paper 2: Writer's Viewpoints and Perspectives. (1hr 45mins – 50%)

Section A (Reading)

Students read two unseen non-fiction extracts, one from either the 20th or 21st century, and one from the 19th century. They then answer 4 questions:

- Comprehension

- Summary & Comparison
- Language
- Comparison (Writer's attitudes)

Section B (Writing)

Students create a piece of non-fiction writing, such as a newspaper article, letter or feature article.

English Literature

Paper 1: Shakespeare and the 19th Century Novel (1hr 45mins – 40%)

- Section A (Shakespeare) Students write a character or thematic study, beginning with an extract and widening their discussion out to the rest of the play.
- Section B (A Christmas Carol) Students write a character study or thematic study, beginning with an extract and widening their discussion out to the rest of the novel.

Paper 2: Modern Texts and Poetry (2hr 15mins – 60%)

- Section A (An Inspector Calls) Students write either a character study or thematic study, form a choice of two questions, exploring the dramatic effects of the play.
- Section B (Love and Relationships Poetry) Students write a comparison of two poems they have studied in class.
- Section C (Unseen Poetry) Students write a response to one unseen poem before adding a short comparison to a second unseen poem.

Spoken Language

As part of the GCSE course students will be assessed on their ability to communicate through spoken language. This part of the course does not count towards the overall GCSE grade but is certified separately as a 'Spoken Language Endorsement' (graded pass, merit or distinction). Each student must deliver a speech and will be assessed on their ability to present information, listen and respond to others and communicate through Standard English.

APPENDIX 2

Example of a spring term plan for class and homework, issued to students.

Week beginning	Contents of lessons for the week in class	Homework
3/1/22	Revise Inspector Calls Thursday MOCK EXAM on Inspector Calls	Revise Shakespeare play and answer past paper exam questions on same play. Ensure you have covered all 15 Love and Relationship Poems or Christmas carol.
10/1/22	Unseen Poem English Lit Exam Prep	
17/1/22	Unseen Poetry Comparison Preparation Thursday MOCK EXAM Unseen Poem, and Poetry	

	Comparison		
24/1/22	English Language Paper 1 Walk through and practise		
31/1/22	English Language Paper 1 Walk through and practise		
7/2/22	English Language Paper 1 Walk through and practise including introducing Q5	Q5 Language Paper 1	
14/2/22	HALF TERM HOLIDAY- Q5 Language Paper 1		
22/2/22	English Language Paper 2 Walk through and practise	Q5 Language Paper 2	
28/2/22	English Language Paper 2 Walk through and practise Thursday PM session with Jen		
7/3/22	English Language Paper 2 Walk through and practise	English Literature: Revise and answer question on Christmas carol or Love and Relationships. Spoken Language Presentation	
14/3/22	English Language Paper 1-Question 5 Mini Mock		
22/3/22	English Language Paper 2 -Question 5 Mini Mock	English Literature: Revise and answer question on Shakespeare. Spoken Language Presentation	
28/3/22	Opportunity to present Spoken Language Presentation Revise and take MOCK English Paper 1 Mock Thursday PM session with Jen		
4/4/22	EASTER HOLIDAY- REVISE ENGLISH LANGUAGE PAPER 1		
11/4/22	EASTER HOLIDAY- REVISE ENGLISH LANGUAGE PAPER 2		
18/4/22	Opportunity to present Spoken Language Presentation MIND MAPS Revise and take MOCK EXAM English Language Paper 2	Revise and answer question on Unseen Poetry. Spoken Language Presentation	
25/4/22	Opportunity to present Spoken Language Presentation Revise and take MOCK EXAM English Literature Paper 1		
2/5/22	Final opportunity to present Spoken Language Presentation Revise and take MOCK EXAM English Literature Paper 2	Revision and Past papers as required	
9/5/22	Practise issues arising from Mocks		
16/5/22	Revision: English Language Paper 1 Preparation English Lang Paper 1 EXAM 18. May am		
23/5/22	Revision English Lit Paper 1 Inspector Calls or Lord of the Flies and Love and Relationships Poetry or Christmas Carol English Lit Paper 1 25. May am		
30/5/22	Half Term Holiday. Revision.		
6/6/2022	English Lit Paper 2 Shakespeare and unseen poetry EXAM 8th June am English Language Paper 2 EXAM 10th of June am	Revision and Past papers as required	
13/6/2022	Revise GCSE subjects as required.		
20/6/2022	English Literature Paper 2 EXAM 22. of June am		