



Co-op Academy
Stoke-on-Trent

Welcome to the
English Department
at Co-op Academy
Stoke-on-Trent

We are really excited that you have chosen to embark on your journey with us. As part of your journey, you will:

- ★ Experience and explore a range of genres and themes relating to universal messages and values
- ★ Explore texts that are relevant to you and the world we live in
- ★ Read, discuss and write about a range of contemporary and classic texts
- ★ Learn to think critically and independently
- ★ Become confident and curious
- ★ Become powerful communicators through the written and spoken word

**"Always deliver more than expected."
(Larry Page, co-founder of Google)**

The verb "deliver" has two meanings:

**To bring/move something to the place it needs to be.
E.g. Amazon delivers packages in two days for all orders placed by Prime members.**

**To do something you say you will.
E.g. Our manager always promises to provide feedback and he always delivers.**



You probably have questions. I have put some common questions (and answers) below.

Will English be the same at the academy as it is in primary school?

There are many similarities to what you do in primary school and what you will do at the academy. For example, at primary school you focus on reading, writing and spoken language. It is exactly the same here - they are the three important strands of English and they will help you to become successful no matter what path your future takes.

It can't be exactly the same, though, can it?

No, it's not exactly the same. Primary school is the foundation for what you do at the academy. Although there is still a focus on reading, writing and spoken language, at the academy you will start to develop these skills by exploring in more detail and depth.

What sorts of texts will I study at the academy?

In Key Stage 3, you will study a wide range of texts: plays; novels; poems; short stories; news articles; letters and so on. You will study genres such as: tragedy; dystopian fiction; gothic; melodrama; comedy and fantasy.

What texts in particular will I study at the academy?

Our English department is eager for you to discover a range of texts from different eras so we study: Shakespeare from the 16th- and 17th- centuries (for example, Romeo and Juliet, The

Tempest and Othello); 19th century novels such as Charles Dickens' Oliver Twist and George

Orwell's Animal Farm. We also explore poetry from the 16th century right up to the present day.

For example, we study poetry by William Shakespeare, William Blake, Maya Angelou, Carol Ann Duffy, Simon Armitage and so on.

Which books and plays will I study in Year 7?

We have a focus on three main areas in Year 7 so that you can really explore in depth and get to grips with higher level skills. These are Shakespeare's play, Romeo and Juliet; Dickens' novel, Oliver Twist; a range of poetry.

Will I find it difficult?

We don't expect you to find it too easy. Education, and life, always bring challenges but these will be positive challenges that we are sure you can rise to and gain satisfaction from. As I am sure you already understand, anything worth having is worth working hard for.

Will I do Accelerated Reader at the academy?

No, you will do Bedrock lessons. These are individually tailored to meet every student's specific reading needs and will support you in greatly expanding your vocabulary to better equip you for the future. Each 'block' contains a wide variety of texts and topics that will engage you and broaden your knowledge and understanding.

Is there homework for English?

Yes, as with all subjects at the academy, there is homework for English. You will receive a Knowledge Organiser each half term and you will have weekly quizzes on specific sections. You will also complete an additional Bedrock lesson for homework each week. Independent learning and revision is extremely important.

Year 7 Key Vocabulary and Subject Terminology

Examples from Romeo and Juliet

Tragedy	A play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character.
Blank verse	A verse without rhyme.
Meter	Meter is a unit of rhythm in poetry, the pattern of the beats.
Rhyme	The repetition of the same or similar sounds which occurs in two or more words.

Prologue	A short introduction which leads on to key events in the play.
Epilogue	A section or speech at the end of a book or play that serves as a comment on or a conclusion to what has happened.
Destiny	Events that are fated to happen in the future.
Unrequited love	A feeling of love which is not returned.
Rebellion	The action or process of resisting authority or control.
Civil unrest	A social disorder between groups of people.
Feud	A prolonged and bitter quarrel or dispute.
Sacrifice	To give up something valued.
Protagonist	The leading character or one of the major characters in a play, film, novel.

Examples of Poetic Devices

Alliteration	When words placed together start with the same sound
Metaphor	making a comparison when you say something is something else
Simile	Comparing something to something else, using 'like' or 'as'
Oxymoron	When two words with opposite meanings are placed together
Assonance	The repetition of a vowel sound
Emotive language	Language used to create an emotion
Figurative language	When writers use similes, metaphors or personification to describe something

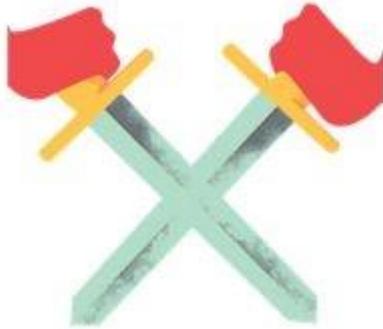
Do you know these words and terms already? If not, try to learn and memorise them using: cue cards; mind maps; drawings/images; putting the words into sentences; writing examples of the devices or whatever helps you remember.

Examples of Elements in English Lessons

Whatever we study, we explore ideas and themes. For example, below is an activity we do when we start studying R omeo and Juliet.

Thinking about Themes

What themes are suggested by these images? For example, the dagger and heart might suggest love, conflict and violence. Write single words and phrases around each of the images. (Have a go)

At the start of studying *O liver Twist*, we explore the workhouse where he lives as a small child. We might ask you to demonstrate your understanding of this through a reading response or a piece of creative writing. We would never expect you to just do it, though, so there would be preparation and planning involved, along with lots of support from your teacher to make sure you create a great piece of work.

See the following slides below as an shortened example of what we might do together before you even plan your writing.

You are Oliver. Write a diary entry describing what it is like, and how it feels to live, at the workhouse.

Today, you are going to plan your diary entry (and then you will write it tomorrow).

You need to describe a day in the life at a workhouse - using your knowledge and understanding of what you have learned so far (workhouse lesson; extracts). Things to consider:

What you will need to write about:

What the workhouse is like (e.g. dormitory; dining hall; the atmosphere)
What you do during the day:
Working; Eating; Sleeping
How these things make you feel and what you think about

How do you know what to write about?

You have a range of resources from lessons to help you steal ideas that you can write about: workhouse lesson; 2 x extracts on the workhouse and Oliver; two clips below to watch and make notes in your book; a Workhouse word bank (attached on GC)

How are you going to do this?

You will need to plan your diary entry.
To do this, use the planning sheet on Google Classroom.

<https://youtu.be/gli7kb3NFyY>

<https://youtu.be/WjJDekSculo>

You are Oliver. Write a diary entry describing what it is like, and how it feels to live, at the workhouse.

Below is an example of a descriptive opening so you know what to aim for:

For a moment, I was in a paradise far away but the deafening** crash of the signal that it was time for us to get out of bed soon brought me back to the present and the dismal reality of my life at the workhouse. I ached** all over from the discomfort of what they call a bed. My bones felt like they had been put through a meat grinder and my head was an explosion waiting to happen.** Tentatively, I put my feet out onto the glacial** and unwelcoming tiles on the floor. Snap!** My feet flinched and recoiled in horror.** Feelings of despair crept stealthily into my heart and clung to it in desperation**. In response, tears welled swiftly in my bleary and clogged eyes**, threatening to spill onto my pallid cheek; I fought to keep them at bay in case any of the other boys were looking.

Criteria for Descriptive Writing:
Range of sentence types used

Similes

Metaphors

Personification

Alliteration

Onomatopoeia

Adverbs

Adjectives

Range of sentence openers

Description of senses **

PLANNING: You are Oliver. Write a diary entry describing what it is like, and how it feels to live, at the workhouse.

You need to write in the **form** of a **diary entry**:

- 1st person
- Past tense
- Dear Diary,
- use of paragraphs
- formal writing

You need to write a **description** so you must:

- Use descriptive features (e.g. similes; metaphors; alliteration; personification; onomatopoeia, etc.)
- Use Interesting vocabulary (including a range of interesting adjectives and adverbs)
- Describe the senses (sight; sound; touch; taste; smell; feelings/emotions)

The task means you need to write about the following: :

- The workhouse (it's condition; the rooms in it; the people in it, etc.)
- What you do during the day (Eating - breakfast, dinner; Working; Sleeping)
- Feelings (what it feels like in the dormitory, in the dining hall, when you are working; how you feel about the authorities that run the workhouse; how you feel about the other children in the workhouse, etc.)

PLANNING:

* Now you know what to do, and how to do it, **plan your description using the planning sheet.**

* Decide what **idea** you will write about **in each paragraph** (e.g. you could do: P1 dormitory/getting up; P2 working; P3 dining hall; P4 going to bed/final thoughts and feelings of the day)

* Remember to **organise your ideas** so you know what you will write about in each paragraph.

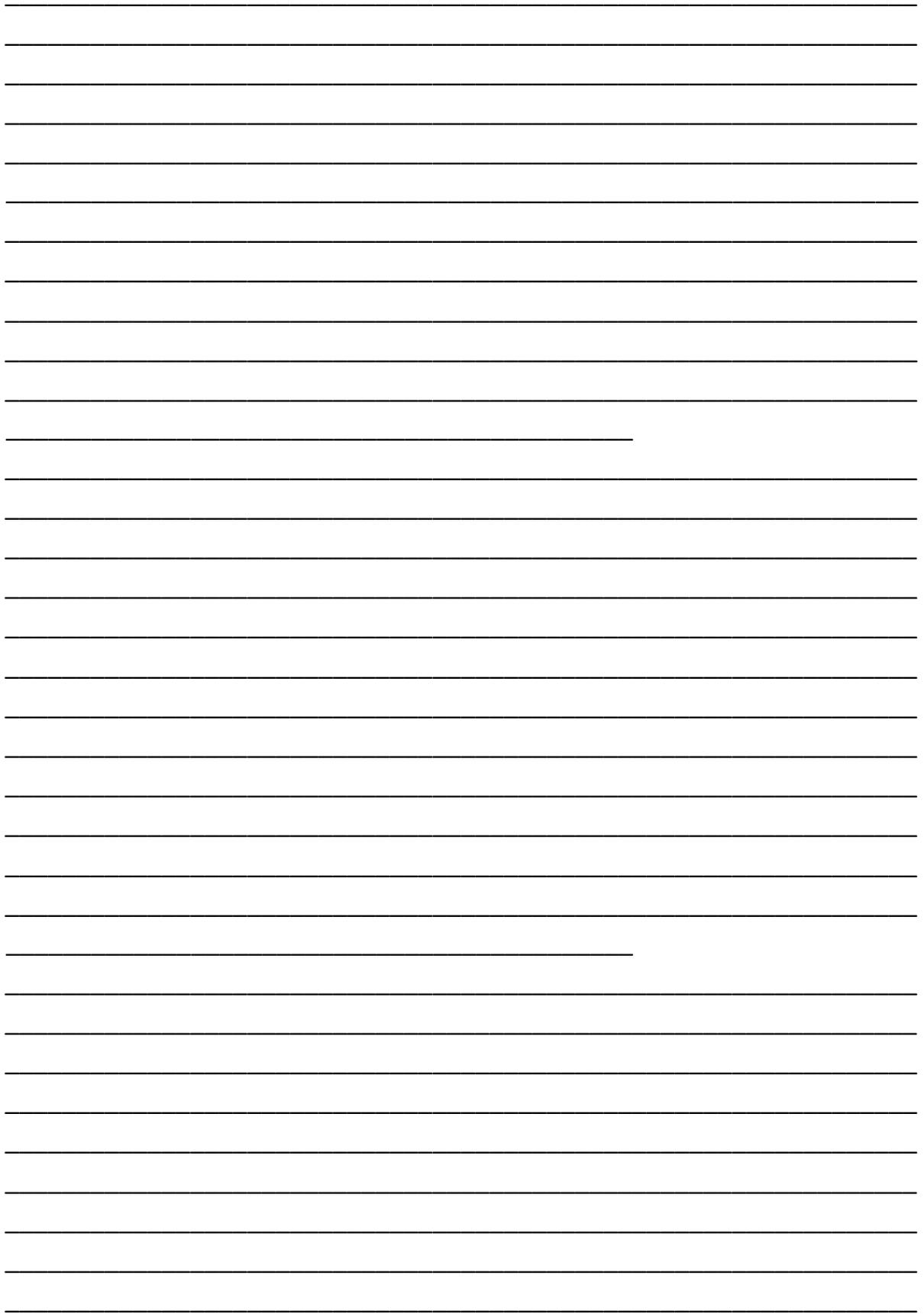
* **Include examples of vocabulary and descriptive features** you will use in your diary entry.

Feel free to have a go at this (use the links on the first slide to give you ideas for your writing). There is a planning grid on the next page (you can do bullet points, a spider diagram, a mind map or plan in whatever way suits you best) and there is space after that for writing.

Planning Sheet

TASK: You are Oliver. Write a diary entry describing what it is like, and how it feels to live, at the workhouse.

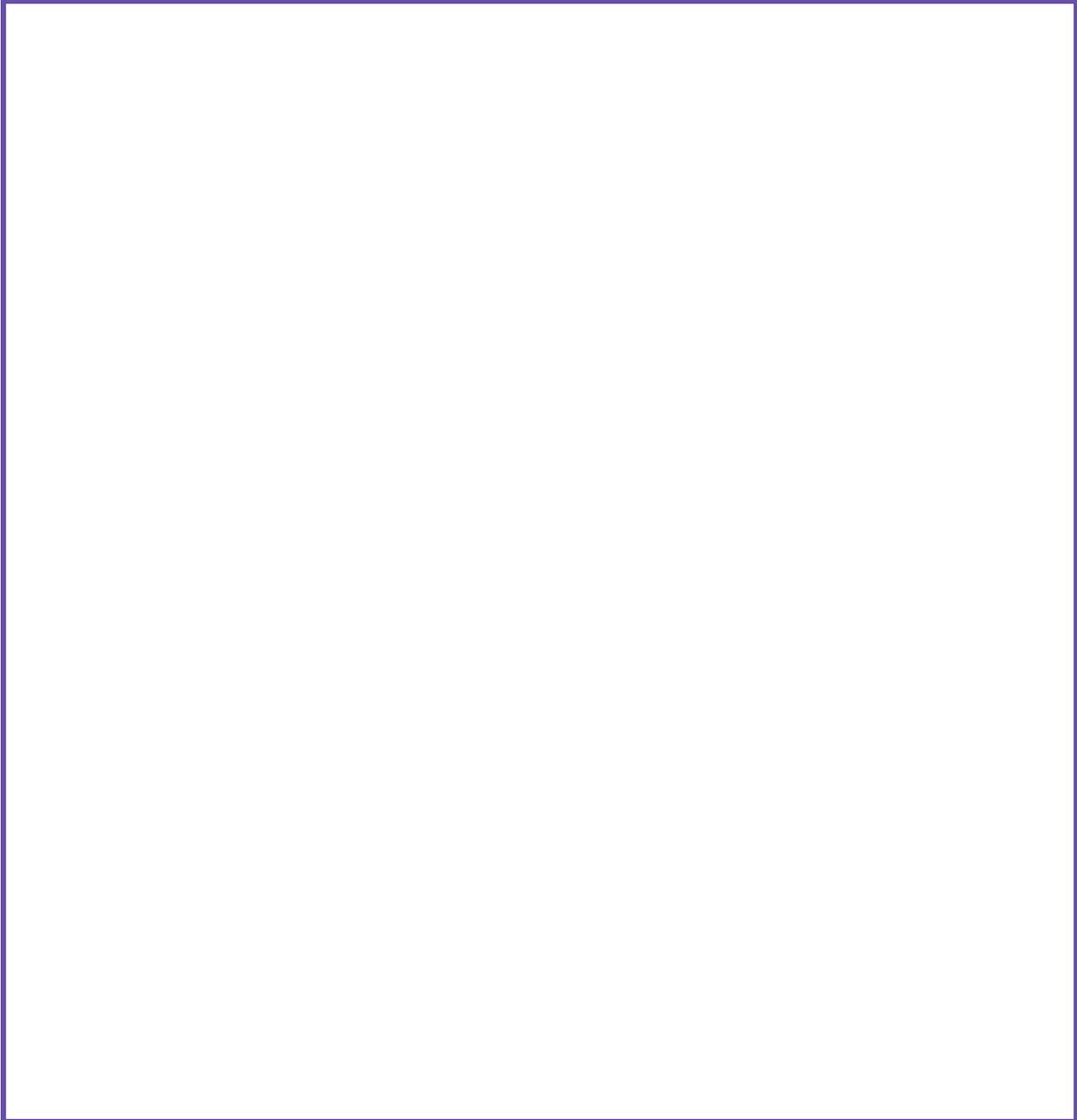
Paragraph 1:	Paragraph 2:
Paragraph 3:	Paragraph 4:



also study a range of poetry in Year 7. As well as reading poetry, you will write your own poems. Write a poem about yourself.

It can be:

- Things you like/dislike
- A description of you (physical or your character/personality)
- People who are important to you
- What you love and hate about school
- Anything that tells us a little bit about you
- It doesn't have to rhyme but you should use some descriptive features such as similes, metaphors, personification, alliteration and onomatopoeia ● It can also take any form; it's up to you - just express yourself



Quick Quiz

Can you remember any of the key vocabulary or subject terminology?

Have a go at the quiz below.

- 1. What is a tragedy?

- 2. What is a prologue?

3. What is unrequited love?

4. Write a sentence that includes alliteration.

5. Write a sentence that includes a metaphor.

6. Write a sentence that includes a simile.

How did you do? ____ / 6

Welcome to the
English Department
at Co-op Academy
Stoke-on-Trent

**We look forward to seeing
you soon**

