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KS3-4 English Term 2 newsletter

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English Department Newsletter – Term 2 Highlights

Dear Parents and Guardians,

It's been a busy and exciting term in the English department! We are delighted with the positive attitude and hard work students have shown in English lessons this term. Their willingness to take part in discussions, think carefully about ideas, and support their classmates has helped create a thoughtful and encouraging learning environment. It is great to see students growing in confidence and showing real commitment to improving their skills!

We're thrilled to have launched Reading Eggs with some Year 7 and Year 8 groups on a trial basis; this is a fantastic new programme designed to boost literacy skills and build confidence in reading.

World Book Day was also a real celebration this year, with our Book Swap Shop proving a huge success. Students arrived with armfuls of books they were ready to pass on and left with something new to enjoy– over 100 books were swapped across Key Stages 3 and 4! It was wonderful to see such enthusiasm for reading and sharing stories.

We also introduced a brand-new English competition, and the response was brilliant. Students wowed us with their creativity, producing some truly fantastic entries–it certainly made judging a challenge!

In this newsletter, you'll also find a look ahead at what students will be learning next, as well as a stunning showcase of work from Years 7 to 11. We're incredibly proud of the effort, creativity, and pride our students continue to show in their English lessons.

What We'll Be Studying in Term 3 - Pages 2-3
English Competition - Page 4
Beautiful Books Showcase - Page 5-6
Star Student Awards and Nominations - Pages 7

We are excited for the term ahead and look forward to more lively conversations, creative writing, and continued progress. Thank you to families for your ongoing support – together we can help every student develop confidence and enjoyment in English.

Warm regards,

The English Department Team

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What We'll Be Studying in Term 3

KEY STAGE 3

YEAR 7

- Intro to Shakespeare (Half-Term 5)

Students are introduced to Shakespeare to begin preparing for the GCSE English Literature course. They build on earlier learning about plays such as A Midsummer Night's Dream and Macbeth, as well as life in Elizabethan England. Through the "Heroes and Villains" unit, students explore key characters, themes, and settings, and develop their understanding of how plays are written and performed, including links to An Inspector Calls (a GCSE text they will be studying in Year 9).

- A Midsummer Night's Dream (Half-Term 6)

Students study the comedy A Midsummer Night's Dream, which helps prepare them for further Shakespeare study in later years. They learn how Shakespeare's plays reflect real-life issues and emotions, encouraging students to develop empathy and a deeper understanding of people and relationships; these broader themes will be studied alongside analytical writing skills, to build the foundations for their GCSE studies.

YEAR 8

Descriptive Writing (Half-Term 5)

Students develop their creative writing skills by learning how to use a variety of sentence structures effectively. This unit helps them become more confident in writing longer pieces and supports their progress towards GCSE.

The Curious Incident of the Dog in the Night-Time (Half-Term 6)

Students study this engaging and thought-provoking play, exploring its themes and unique style. They take part in reading activities that build confidence in speaking and discussion. The unit also develops important skills such as analysis, inference, and critical thinking, while making meaningful links to real-life experiences.

YEAR 9

Non-Fiction Writing Skills (Half-Term 5)

Students build on skills from earlier years by studying powerful speeches and learning how language is used to persuade and influence. This prepares them for the writing tasks in their GCSE English Language exam.

An Inspector Calls (Half-Term 6)

Students explore this important GCSE text, focusing on themes such as class, gender, and responsibility. They learn how writers create characters and convey ideas, while developing their vocabulary and analytical skills. Students also consider how context, audience, and purpose shape meaning.

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What We'll Be Studying in Term 3

KEY STAGE 4

YEAR 10

LITERATURE

- Macbeth / Romeo and Juliet (Half-Term 5)

Students study one of these key Shakespeare texts in preparation for their GCSE English Literature exam, developing their understanding of plot, character, and themes.

- Power and Conflict Poetry (Half-Term 6)

Students study a range of poems from the GCSE anthology, exploring different perspectives, time periods, and cultures. They build confidence in analysing challenging texts and learn effective strategies for exam success.

LANGUAGE

- Paper 2 Section A (Half-Term 5)

Students develop reading skills for their GCSE English Language exam by exploring a range of non-fiction texts from the 19th century to the present day. They practise skills such as summarising, analysing, and evaluating, while also expanding their vocabulary and understanding of the wider world.

- GCSE Spoken Assessment (Half-Term 6)

Students prepare and deliver a speech to their peers as part of their GCSE English Language qualification. Completing this in Year 10 helps reduce pressure in Year 11 and builds confidence in public speaking.

YEAR 11

Year 11 students will be continuing with revision and interventions ahead of their GCSEs - please refer to individual timetables for more information.

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Competitions

TERMLY ENGLISH COMPETITION

Your challenge this term was to choose a fictional story you know well and rewrite it in a completely different genre. For example, turning a fairy tale into a horror story, a romance into a sci-fi adventure, or a mystery into a comedy.

Entries were judged on:

- Creativity and originality
- How fun and engaging your reinterpretation was
- How successfully it matched the conventions (rules) of the new genre

After much debating, we selected the winners below, but well done to everyone who participated!

Joe D (1st place)

Susannah Lis (2nd place)

Noah (3rd place)

WORLD BOOK DAY COMPETITION

Kelsie Clarke-Meakin

Lily Flinders

Jasmine Murphy

Asher Osagie

READING EGGS COMPETITION



Tallulah Belle-Carter

Mia Sidsaff

Thokozani Nkomo

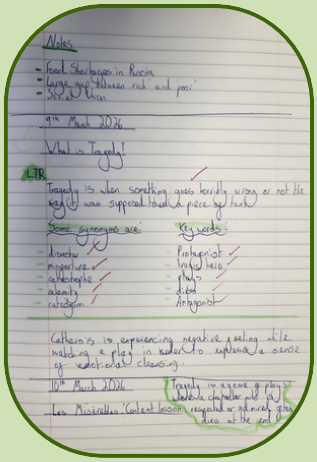


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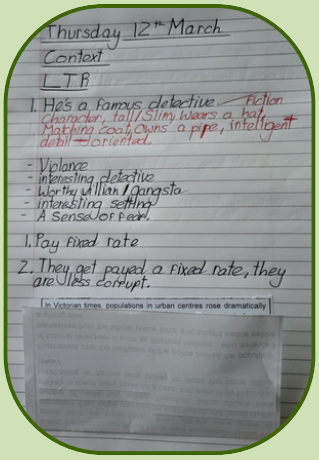
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Term 2 - Beautiful Books



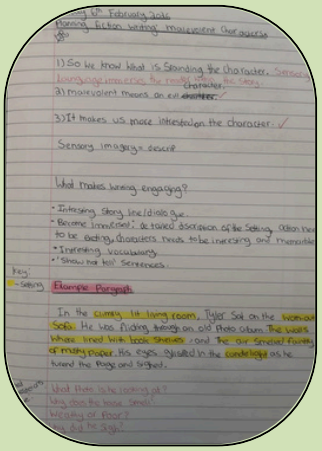
Isabella Norris Y8



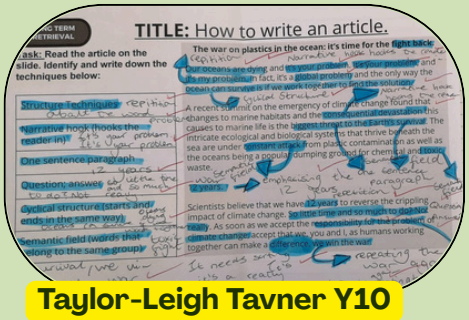
Noah Haywood Y9



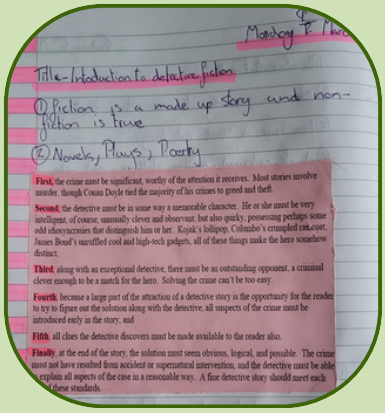
Luke Street Y10



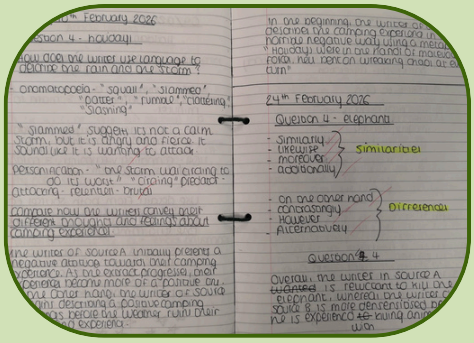
Lilly Hinks-Paget Y9



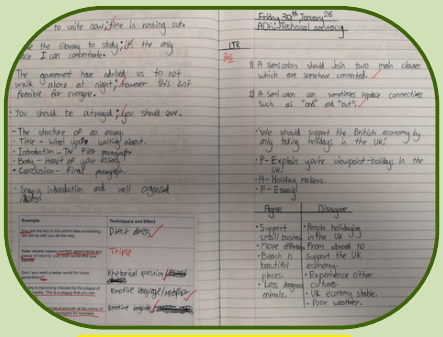
Taylor-Leigh Tavner Y10



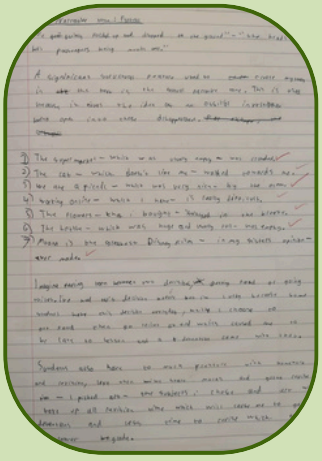
Ava Haslam Y9



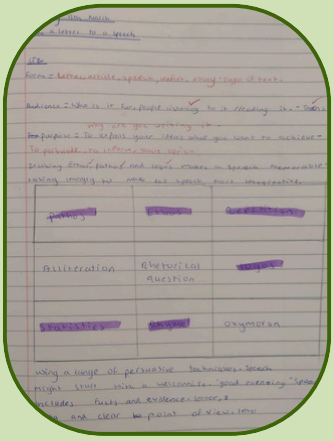
Eva Sorokyj Y11



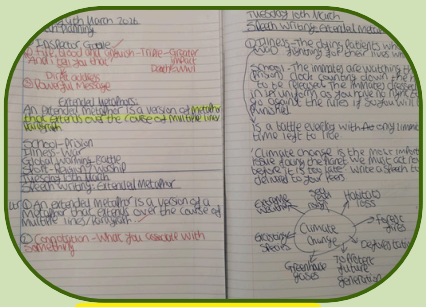
Leyton Tipton Y11



Owen Pickering Y10



Lily Whitehead-Betts Y10



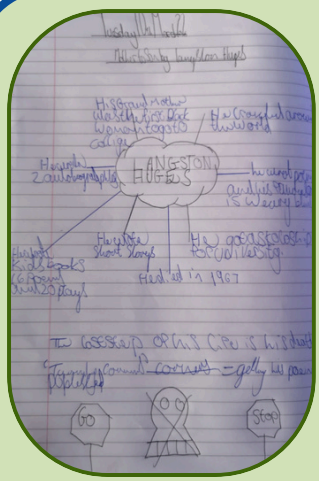
Jack Bettle Y11

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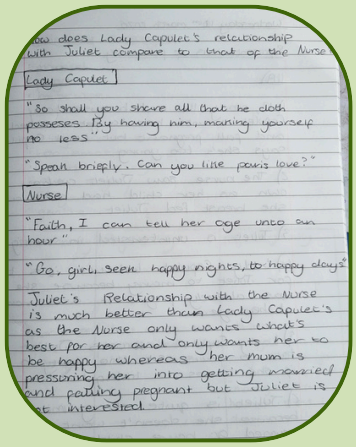
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Term 2 - Beautiful Books



Bradley Davies Y7



How does Lady Capulet's relationship with Juliet compare to that of the Nurse

Lady Capulet

"So shall you share all that he doth possesses By having him, making yourself no less"

"Speak briefly, can you like paris love?"

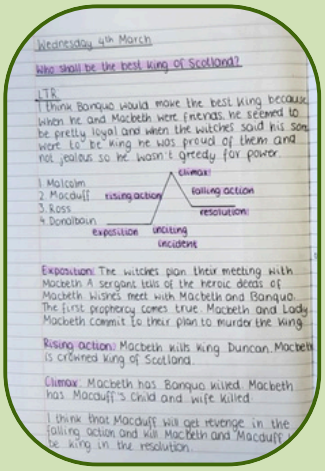
Nurse

"Faith, I can tell her age unto an hour"

"Go, girl, seek happy nights to happy days"

Juliet's Relationship with the Nurse is much better than Lady Capulet's as the Nurse only wants what's best for her and only wants her to be happy whereas her mum is pressuring her into getting married and getting pregnant but Juliet is not interested

Lotti Ford Y10



Wednesday 4th March

Who shall be the best King of Scotland?

LTR

I think Banquo would make the best king because when he and Macbeth were friends he seemed to be pretty loyal and when the witches said his son were to be king he was proud of them and not jealous so he wasn't greedy for power.

1. Malcolm
2. Macduff
3. Ross
4. Donalbain

climax
rising action
falling action
resolution
exposition
inciting incident

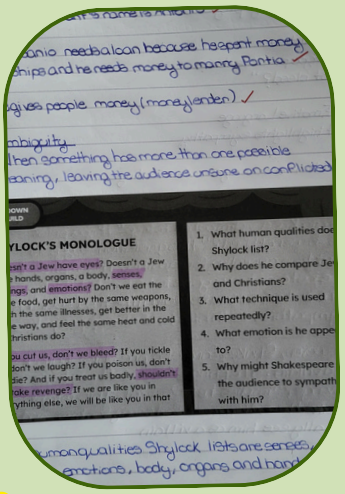
Exposition: The witches plan their meeting with Macbeth. A sergeant tells of the heroic deeds of Macbeth. Witches meet with Macbeth and Banquo. The first prophecy comes true. Macbeth and Lady Macbeth commit to their plan to murder the king.

Rising action: Macbeth kills king Duncan. Macbeth is crowned king of Scotland.

Climax: Macbeth has Banquo killed. Macbeth has Macduff's child and wife killed.

I think that Macduff will get revenge in the falling action and kill Macbeth and Macduff be king in the resolution.

Isabella Rogers Y8



...onio needs a loan because he spent money... ships and he needs money to marry Portia ✓

...gives people money (moneylender) ✓

ambiguity

...then something has more than one possible ...eaning, leaving the audience unsure on conflicted

...YLOCK'S MONOLOGUE

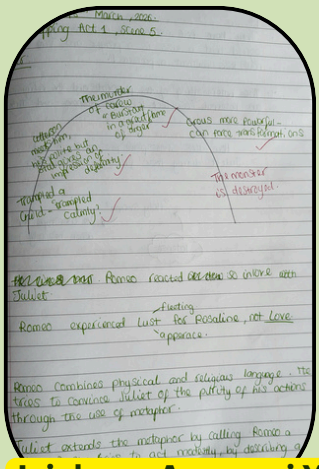
...esn't a Jew have eyes? Doesn't a Jew ...e hands, organs, a body, senses, ...ngs, and emotions? Don't we eat the ...e food, get hurt by the same weapons, ...h the same illnesses, get better in the ...e way, and feel the same heat and cold ...hristians do?

...u cut us, don't we bleed? If you tickle ...don't we laugh? If you poison us, don't ...sie? And if you treat us badly, shouldn't ...ake revenge? If we are like you in ...ything else, we will be like you in that

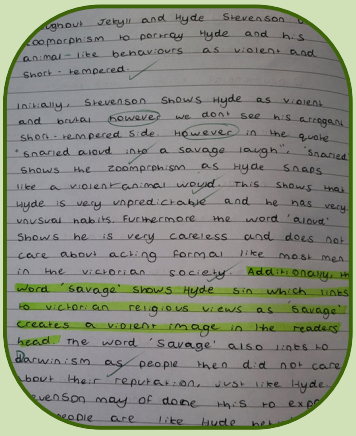
1. What human qualities do... Shylock list?
2. Why does he compare Je... and Christians?
3. What technique is used repeatedly?
4. What emotion is he appe... to?
5. Why might Shakespeare ... the audience to sympath... with him?

...manqualities Shylock lists are senses, ...emotions, body, organs and hand...

Ines Ramos Y8



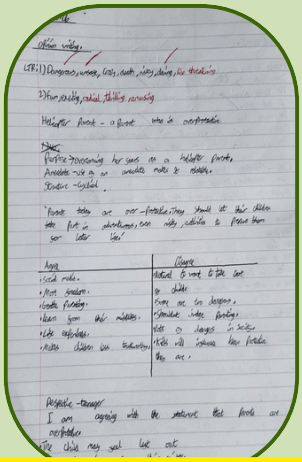
Inioluwa Ayeyemi Y10



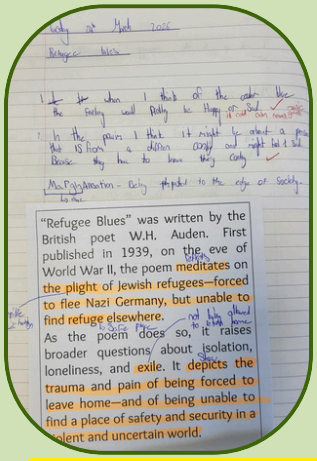
about Jekyll and Hyde Stevenson to ...omorphism to portray Hyde and his ...animal-like behaviours as violent and ...short-tempered.

Initially, Stevenson shows Hyde as violent and brutal however we don't see his arrogant short-tempered side. However in the quote "snarled aloud into a savage laugh", 'snarled' shows the zoomorphism as Hyde snarls like a violent animal would. This shows that Hyde is very unpredictable and he has very unusual habits. Furthermore the word 'aloud' shows he is very careless and does not care about acting formal like most men in the victorian society. Additionally, the word 'savage' shows Hyde sin which links to victorian religious views as 'savage' creates a violent image in the readers head. The word 'savage' also links to Darwinism as people then did not care about their reputation, just like Hyde. Stevenson may of done this to exp... people are like Hyde ...

Charlie Flint Y10

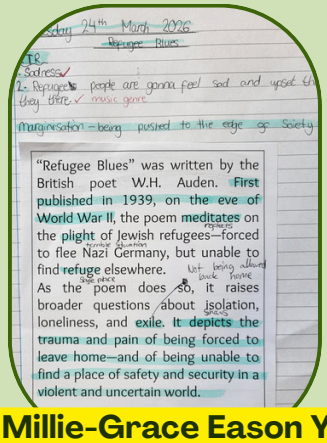


Yuvraj Randhawa Y10



"Refugee Blues" was written by the British poet W.H. Auden. First published in 1939, on the eve of World War II, the poem meditates on the plight of Jewish refugees—forced to flee Nazi Germany, but unable to find refuge elsewhere. As the poem does so, it raises broader questions about isolation, loneliness, and exile. It depicts the trauma and pain of being forced to leave home—and of being unable to find a place of safety and security in a ...olent and uncertain world.

Ryder Bradley Y7



Today 24th March 2026

Refugee Blues

TR

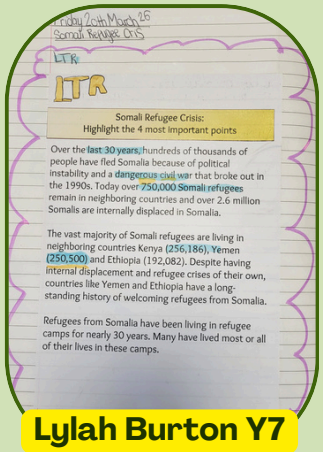
Sadness ✓

2. Refugees people are gonna feel sad and upset t... they there ✓ music genre

Marginalisation - being pushed to the edge of society

"Refugee Blues" was written by the British poet W.H. Auden. First published in 1939, on the eve of World War II, the poem meditates on the plight of Jewish refugees—forced to flee Nazi Germany, but unable to find refuge elsewhere. As the poem does so, it raises broader questions about isolation, loneliness, and exile. It depicts the trauma and pain of being forced to leave home—and of being unable to find a place of safety and security in a violent and uncertain world.

Millie-Grace Eason Y7



Today 26th March 26

Somali Refugee Crisis

LTR

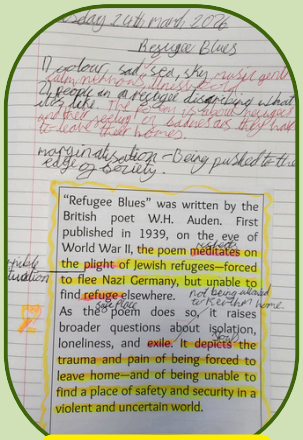
Somali Refugee Crisis:
Highlight the 4 most important points

Over the last 30 years, hundreds of thousands of people have fled Somalia because of political instability and a dangerous civil war that broke out in the 1990s. Today over 750,000 Somali refugees remain in neighboring countries and over 2.6 million Somalis are internally displaced in Somalia.

The vast majority of Somali refugees are living in neighboring countries Kenya (256,186), Yemen (250,500) and Ethiopia (192,082). Despite having internal displacement and refugee crises of their own, countries like Yemen and Ethiopia have a long-standing history of welcoming refugees from Somalia.

Refugees from Somalia have been living in refugee camps for nearly 30 years. Many have lived most or all of their lives in these camps.

Lylah Burton Y7

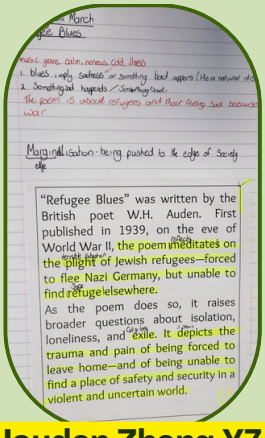


Today 26th march 2026

Refugee Blues

"Refugee Blues" was written by the British poet W.H. Auden. First published in 1939, on the eve of World War II, the poem meditates on the plight of Jewish refugees—forced to flee Nazi Germany, but unable to find refuge elsewhere. As the poem does so, it raises broader questions about isolation, loneliness, and exile. It depicts the trauma and pain of being forced to leave home—and of being unable to find a place of safety and security in a violent and uncertain world.

Faith Rice Y7



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Jayden Zheng Y7

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KS3-4 English newsletter

Term 2 - Awards

FOR YOUR OUTSTANDING ENGAGEMENT AND EFFORT IN LESSONS, THE ENGLISH TEAM IS PROUD TO AWARD YOU THE STAR STUDENT AWARD - FOR TRULY SPECIAL PUPILS :)

Year 7 - Jayden Zheng - Focused, engaged and really keen to succeed in English! He always completes work to a high standard, and his attitude to learning is excellent. He is resilient and gives his best effort to all tasks. Well done!

Year 8 - Theo Rodney - An absolute joy to teach! He brings bags of enthusiasm and positivity to every lesson!

Year 9 - Lydia-Paige Middleton - Lydia's confidence has grown in spades in English, she takes feedback on board and raises her hand often to engage in lessons. Her work is always completed to a high standard, and her attitude to learning shows resilience and a true desire to succeed. Well done

Year 10 Literature - Ella Mather - Ella has a sophisticated written expression which conveys her passion and natural perception for Literature, which makes her essays a joy to read.

Year 10 Language - Lotti Ford - Lotti consistently displays exceptional effort and resilience in English Language. She gives 100% every lesson and is a huge asset to our class . An absolute pleasure to teach!