



HIGHAM LANE

NORTH ACADEMY

Welcome to English

How can you help you child succeed?

1. Read to succeed

Pupils have an 'accelerated reading' lesson once per fortnight. Pupils have the chance to quiz on a reading book and change and select a new reading book.

Parents are encouraged to monitor reading at home and wherever possible talk about the books being read by the student. You could ask them about the main characters, ask about the events in the book or even just share your favourite books. In the case of pupils who fail repeated quizzes, we will contact home and ask you to read with your son or daughter.

For recommended reads, please see the reading lists on the school website.

Here is the link to the AR site for HLNA:

[Renaissance Learning Login](#)



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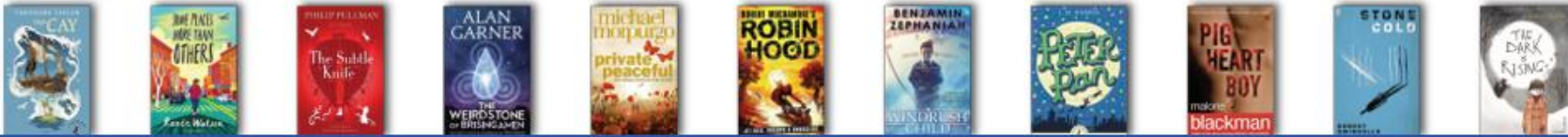


word millionaire badge



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**SCHOOL
READING
LIST**



Year 7 Bookshelf

<https://schoolreadinglist.co.uk/reading-lists-for-ks3-pupils/suggested-reading-list-for-year-7-pupils-ks2-age-11-12/>






2. Use the booklets from lessons


In lessons pupils use knowledge booklets. These have a wealth of information from key words, knowledge organisers and interesting facts throughout.

Look through these at home discuss and use to aid revision e.g. ask about the key events in the text being read in class.


 HIGHAM LANE NORTH ACADEMY
 We are proud because we always do what is right.
 We are conscientious. We are compassionate. We are confident.

HIGHAM LANE NORTH ENGLISH DEPARTMENT

Year 7 English
The Traditional Hero



Name:	House:
Class:	Teacher




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HIGHAM LANE NORTH ENGLISH DEPARTMENT

Year 7 English
Romeo and Juliet
 Is Romeo a tragic hero?




Name:	House:
Class:	Teacher




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HIGHAM LANE NORTH ENGLISH DEPARTMENT

Year 7 English
The Victorian Super Sleuth
 Sherlock Holmes: The Speckled Band



Name:	House:
Class:	Teacher





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HIGHAM LANE NORTH ENGLISH DEPARTMENT


Year 7 English
Refugee Boy
 What makes a hero?

refugee boy
 benjamin
 zephaniah




Name:	House:
Class:	Teacher




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HIGHAM LANE NORTH ENGLISH DEPARTMENT

Year 7 English:
Poetry through Time



How are heroes presented in poetry throughout history?

Name:	House:
Class:	Teacher



Example pages from our knowledge booklets



HOW IS TENSION CREATED IN THE STORY?

Word	Definition	Etymology	Task
Monger	Denoting a dealer or trader in a specified commodity	From Old English mangere 'merchant, trader, broker.'	What jobs can you think of that have this word in their title?
Bewildering	Confusing or perplexing.	From be- meaning "thoroughly" and archaic wilder "lead astray, lure into the wilds," which is probably derived from wilderness.	What would be the past tense of bewildering?
Lament	A passionate expression of grief or sorrow.	from Latin lamentari "to wail, moan, weep, lament."	Change a word in this sentence to include the key word. He could only show grief at their death.
Manacle	A metal band, chain, or shackle for fastening someone's hands or ankles.	Derivative of <i>manicae</i> "shackles, armour for the hand", from <i>manus</i> "hand"	How does the word manual link to this?

Back to the story:

Eventually, however, a young Geatish warrior named Beowulf hears of Hrothgar's plight. Inspired by the challenge, Beowulf sails to Denmark with a small company of men, determined to defeat Grendel. Hrothgar, who had once done a great favour for Beowulf's father Ecgtheow, accepts Beowulf's offer to fight Grendel and holds a feast in the hero's honour. During the feast, an envious Dane named Unferth taunts Beowulf and accuses him of being unworthy of his reputation. Beowulf responds with a boastful description of some of his past accomplishments. His confidence cheers the Danish warriors, and the feast lasts merrily into the night. At last, however, Grendel arrives. Beowulf fights him unarmed, proving himself stronger than the demon, who is terrified. As Grendel struggles to escape, Beowulf tears the monster's arm off. Mortally wounded, Grendel slinks back into the swamp to die.

Did you know:

Grendel is usually depicted as a **monster** or a **giant**, although his status as a monster, giant, or other form of supernatural being is not clearly described in the poem and thus remains the subject of debate.

Fighting Grendel

Loathsome – Horrible	Then his [Grendel's] rage boiled over, he ripped open
Tread – Steps	The mouth of the building, maddening for blood, Pacing the length of the patterned floor
Baleful – Threatening, menacing	With his loathsome tread, while a baleful light, Flame more than light, flared from his eyes.
Glee – Happiness	He saw many men in the mansion, sleeping, A ranked company of kinsmen and warriors
Demonic – Evil, like a demon	Quartered together. And his glee was demonic, Picturing the mayhem: before morning
Mayhem – Chaos	He would rip life from limp and devour them, Feed on their flesh: but his fate that night
Ravening – Hunting hungrily	Was due to change, his days of ravening
Canny – Having good judgement	Had come to an end. Mighty and canny,
	Hygelac's kinsman was keenly watching

Act One Scene One

Infatuation:	an intense but short-lived passion or admiration for someone or something	From Latin fatuus "foolish"	How could being passionate link to being foolish?
Superficial:	existing or occurring at or on the surface.	from Late Latin superficialis "of or pertaining to the surface,"	How does being superficial link to surface level?
Mediator:	a person who attempts to make people involved in a conflict come to an agreement; a go-between.	from Latin medius "middle"	How does being a mediator link to the word middle?
Antagonist:	a person who actively opposes or is hostile to someone or something	from Late Latin antagonista, or from Greek antagonistes "competitor, opponent, rival,"	How does being an antagonist link to rival?

The play opens with the Capulet servants starting a fight with the Montague servants. We meet Tybalt Capulet (Juliet's cousin) who is aggressive and wants to prolong the fight and Benvolio Montague (Romeo's cousin) who tries to instil peace. The fight is eventually stopped by Prince Escalus. He gives the following speech in which he tells the audience there have been three other fights recently and if threatens that if another fight occurs the instigator will be put to death. He had complete power to decide punishments and so this was not an empty threat.

PRINCE ESCALUS

Rebellious subjects, enemies to peace,

Profaners of this neighbour-stained steel—

Will they not hear?—What ho, you men, you beasts!

That quench the fire of your pernicious rage

With purple fountains issuing from your veins—

On pain of torture, from those bloody hands

Throw your mistempered weapons to the ground,

And hear the sentence of your moved prince.

Three civil brawls, bred of an airy word,

By thee, old Capulet, and Montague,

Have thrice disturb'd the quiet of our streets,

And made Verona's ancient citizens

Cast by their grave beseeching ornaments

To wield old partisans, in hands as old,

Cank' red with peace, to part your cank' red hate;

If ever you disturb our streets again

Your lives shall pay the forfeit of the peace.

For this time all the rest depart away.

You, Capulet, shall go along with me,

And, Montague, come you this afternoon,

To know our farther pleasure in this case,

To old Free-town, our common judgment-place.

Once more, on pain of death, all men depart.

Glossary:

Profaners – disrespectful /ungodly

Pernicious - wicked

Mistempered – angry

Beseeming - fitting

Cank' red – corrupted (in this case the swords are rusted)

Context Corner:

In the 16th Century punishments were much harsher than today as they were meant to deter people from committing crimes or disobeying the orders of the ruler.

Hanging was a common method of punishment.

Writing Task:

What happens next?

Sherlock has jumped up and started hitting the bell pull. You are going to write what happens next.

Here are some ideas:

- Something drops down and attacks you
- Sherlock accidentally hits you
- Dr. Roylott runs in and confronts you
- You light a candle and see what Sherlock has attacked ...



Sentence starters:

I sprang up out of my seat and could hear ...

Quickly, I lit and candle and in front of me lay ...

There was a panic in Sherlock's voice I had not heard before ...

	WWW	EBI
Your spelling and basic punctuation is accurate – check capitals, full stops, commas and apostrophes		
Every sentence makes sense		
You have used interesting and ambitious vocabulary – highlight these		
You have structured your writing, including using paragraphs		
You have used a varied of figurative techniques e.g. similes		
Label these		
Specific target:		
You have varied your sentence openings – circle these		



3. Help to learn key words

Building on the previous tip, homework will involve learning key vocabulary meanings and spellings. You can use these (normally near the front of the booklets) to help build vocabulary at home.

4. Proof reading

Pupils are often reluctant to proofread work. Asking your son/daughter to read their work aloud at home will encourage them to identify any errors they have.

5. Support with homework

This can be through discussion of the tasks, encouragement to add more detail, or simply ensuring pupils have a calm and purposeful place to complete homework (encourage attendance to the library afterschool if this is not possible at home)



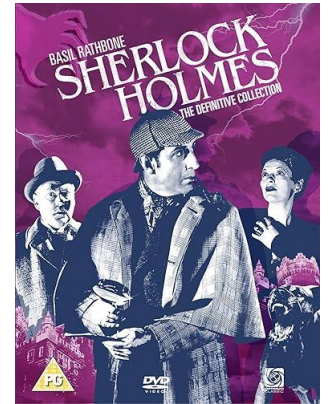
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6. Watch and discuss current affairs programmes or adaptations of books/plays

Students often succeed in English when they can see connections to the real world, and they have a confident awareness of the world around them.

You can watch the news together (age appropriate) or discuss current affairs such as global warming or developments in technology. This will help build their knowledge which may support their writing on such topics.

Another option is to watch versions of the texts being studied in class and discuss the events and characters to enhance and consolidate knowledge.





7. Use websites such as:

BBC bitesize for KS3 English or ixl.com/english/year-7

These have generic, but useful, hints and tips to help children to improve their English skills.

8. Encourage writing at home

The more pupils write, the more confident they will become with the process of planning, writing, checking. Pupils often love to write stories or poems but just need a little encouragement to do so. Asking pupils to write about their favourite part of a day trip or holiday or asking them to write a letter to a family friend or relative is a great way to foster a love or writing.

9. Building speaking skills

Part of the English curriculum is based around oracy and the ability to articulate ideas. The more children are encouraged to discuss their learning, what they are reading, or even what they are watching will help build their confidence in speaking in extended ways.



10. Enter competitions

If your son/daughter enjoys English, there are many local and national competitions which they can enter to share their work (and possibly receive rewards). A few annual competitions include:

- BBC 500 word story
- Orwell Youth prize
- Young Journalist Award

Throughout the year, there will also be internal competitions pupils can engage with.

What pupils have said about English since beginning at Higham Lane North Academy ...

I have really enjoyed studying Sherlock Holmes

I like doing the rapid recall as it helps me remember key information



Writing my Beowulf helped me to improve my vocabulary

I like reading aloud in class as it is helping my confidence