A Spot Light English

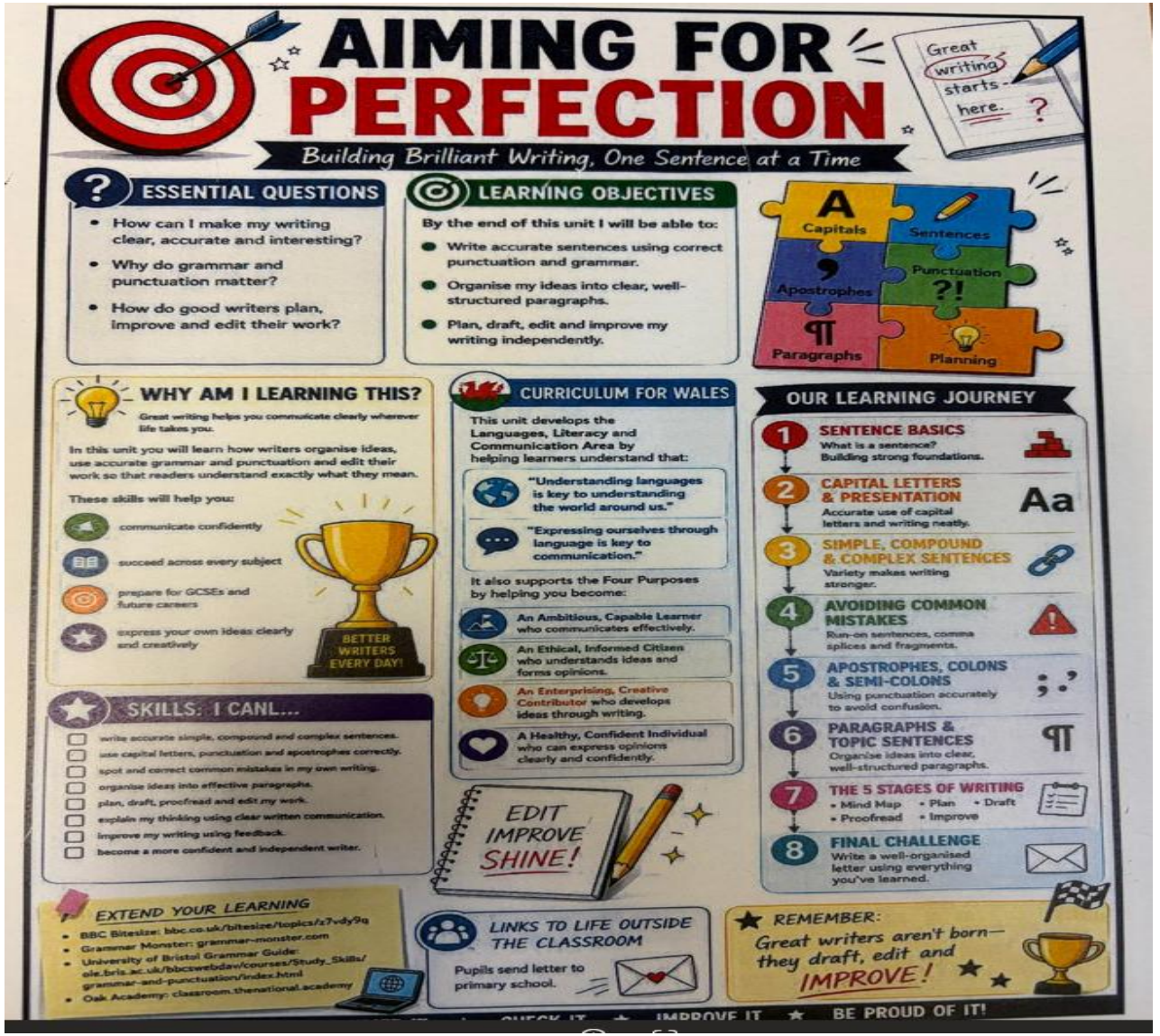
Sharing Good Practice at St Richard Gwyn Catholic High



YEAR 7

Aiming for perfection

A curriculum storyboard that makes the writing journey visible.



YEAR 8

Dystopian Literature

A curriculum storyboard that makes the writing journey visible.



YEAR 9

Fear, Darkness & Mystery

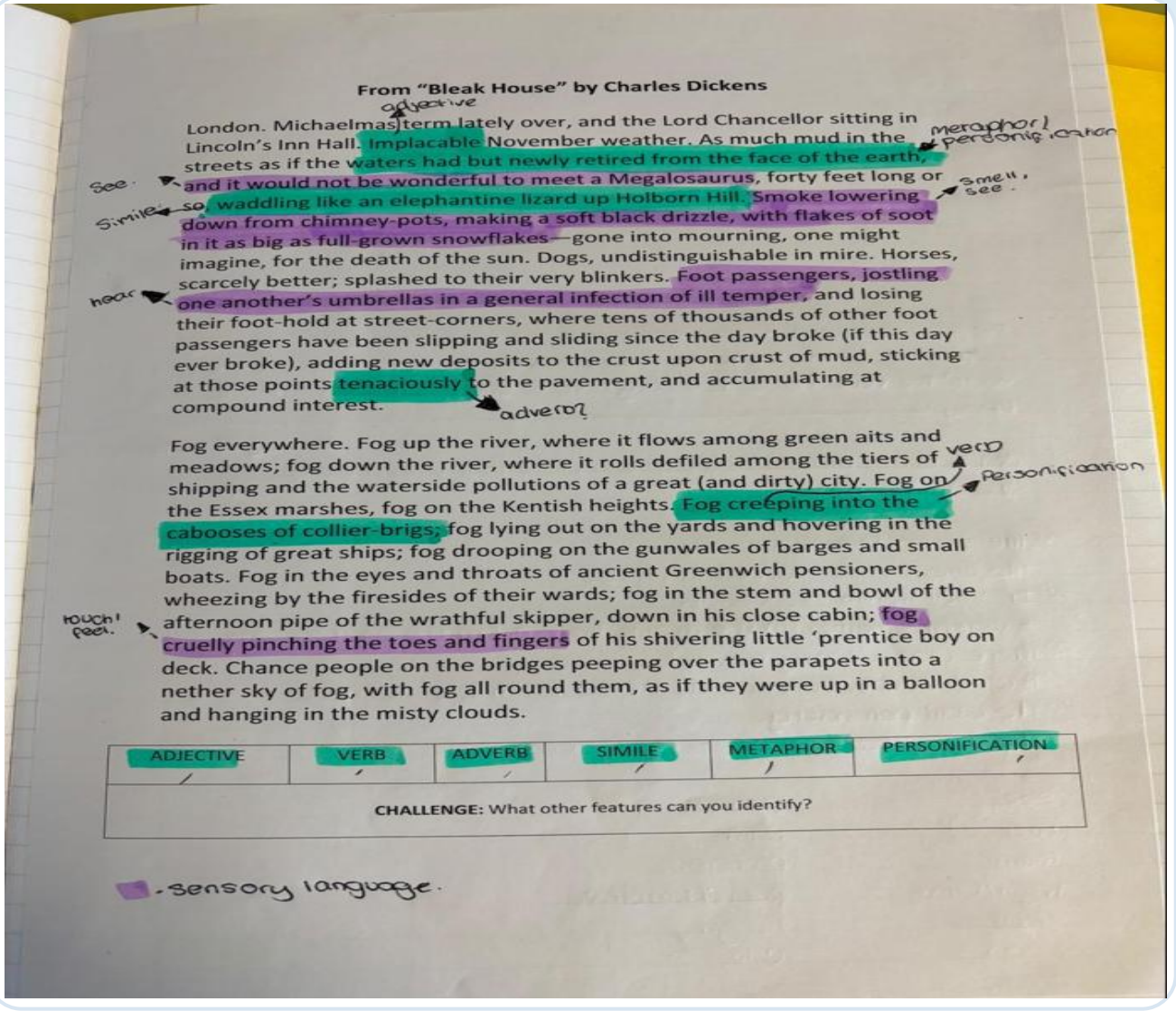
A thematic journey through suspense, atmosphere and powerful storytelling.



YEAR 9

Exploring the language

Close reading and annotation help students uncover writers' methods.



YEAR 9

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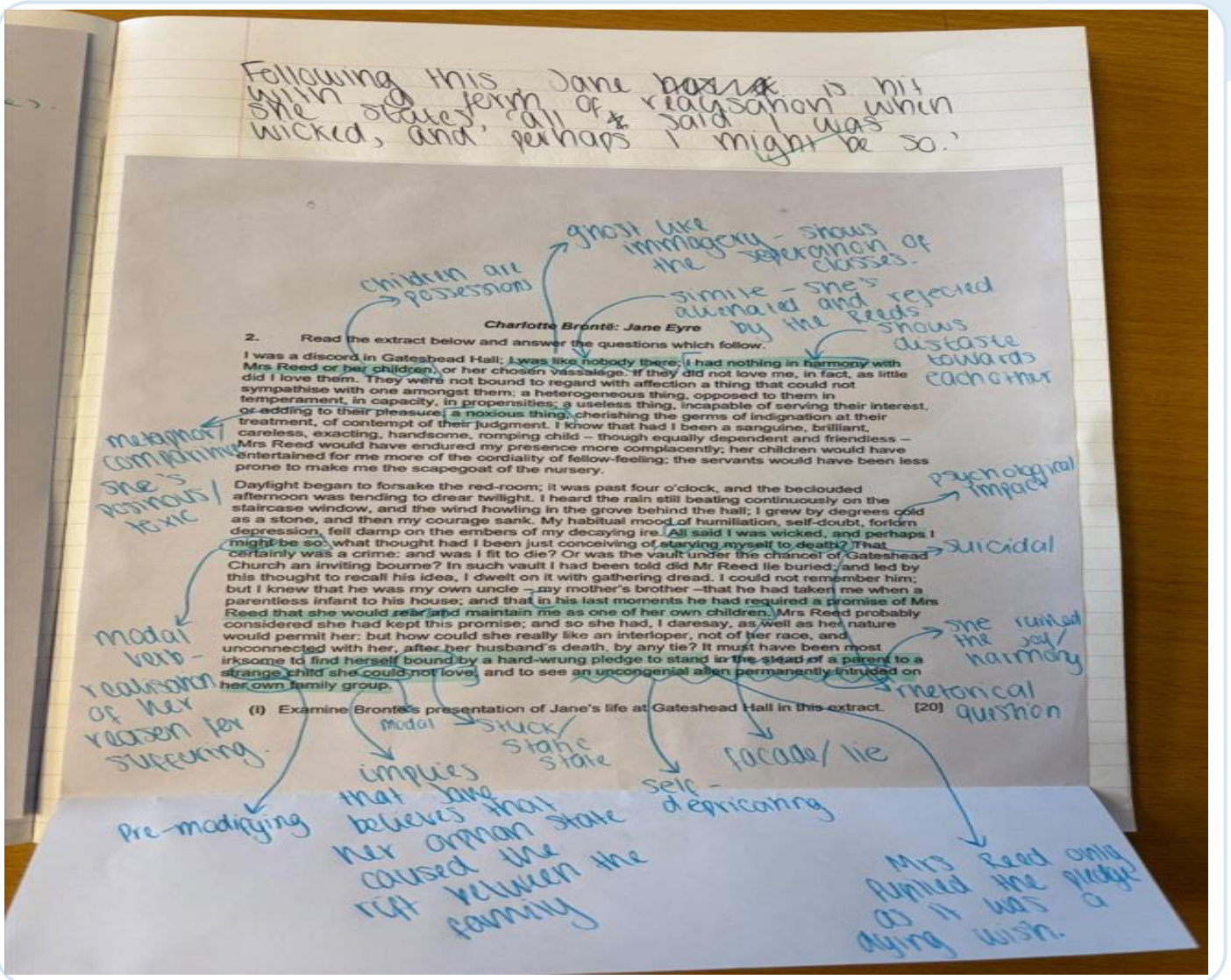
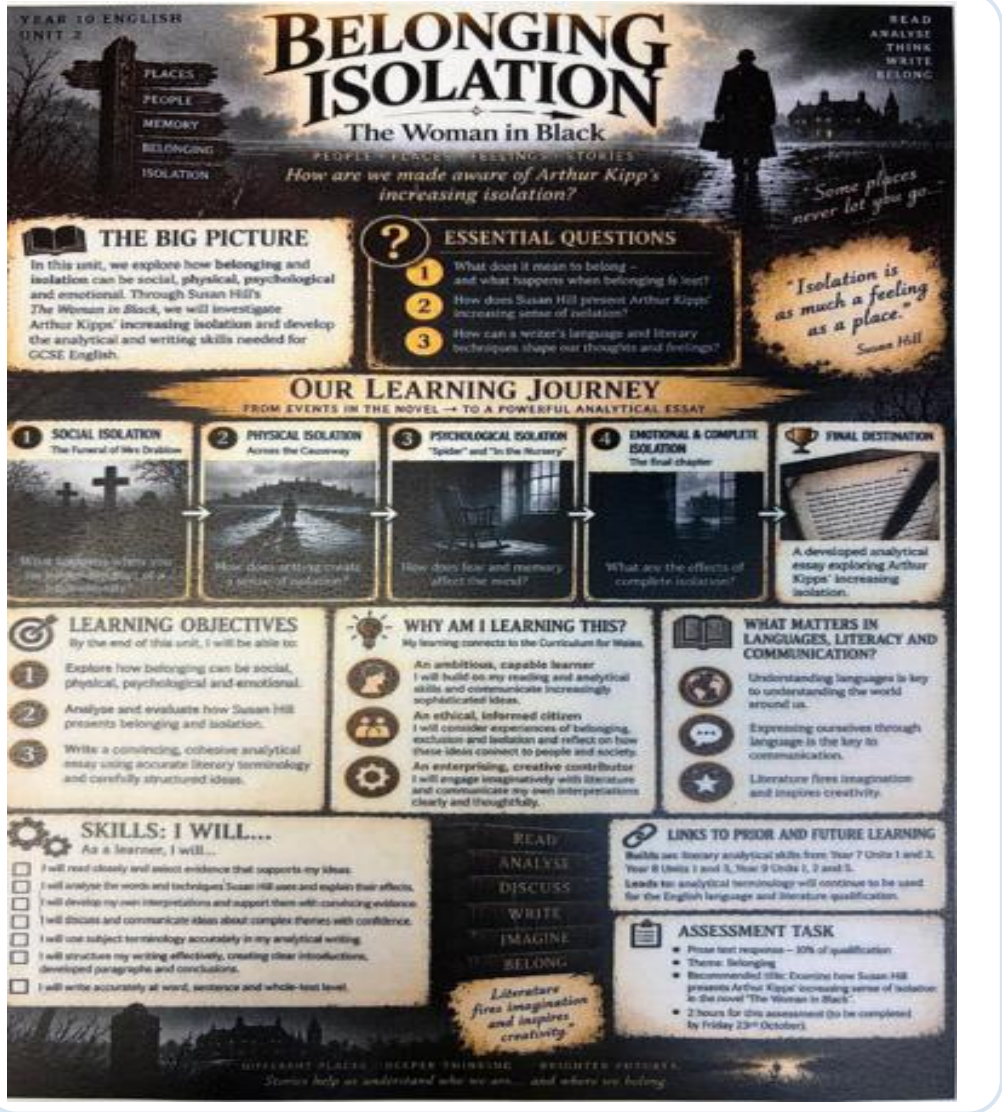


YEAR 10

Preparing for the NEA

Belonging and isolation: exploring ideas, context and analytical writing.



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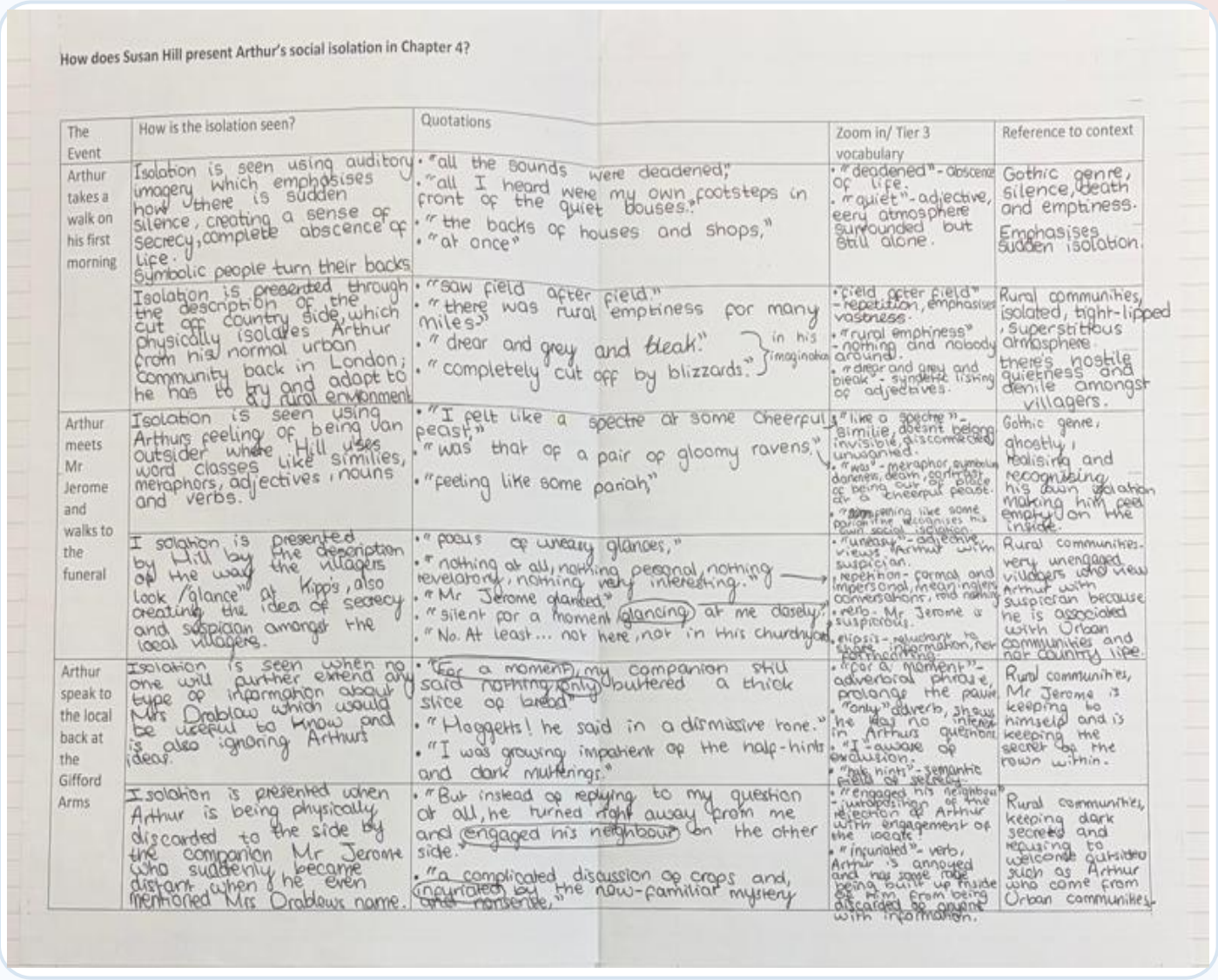


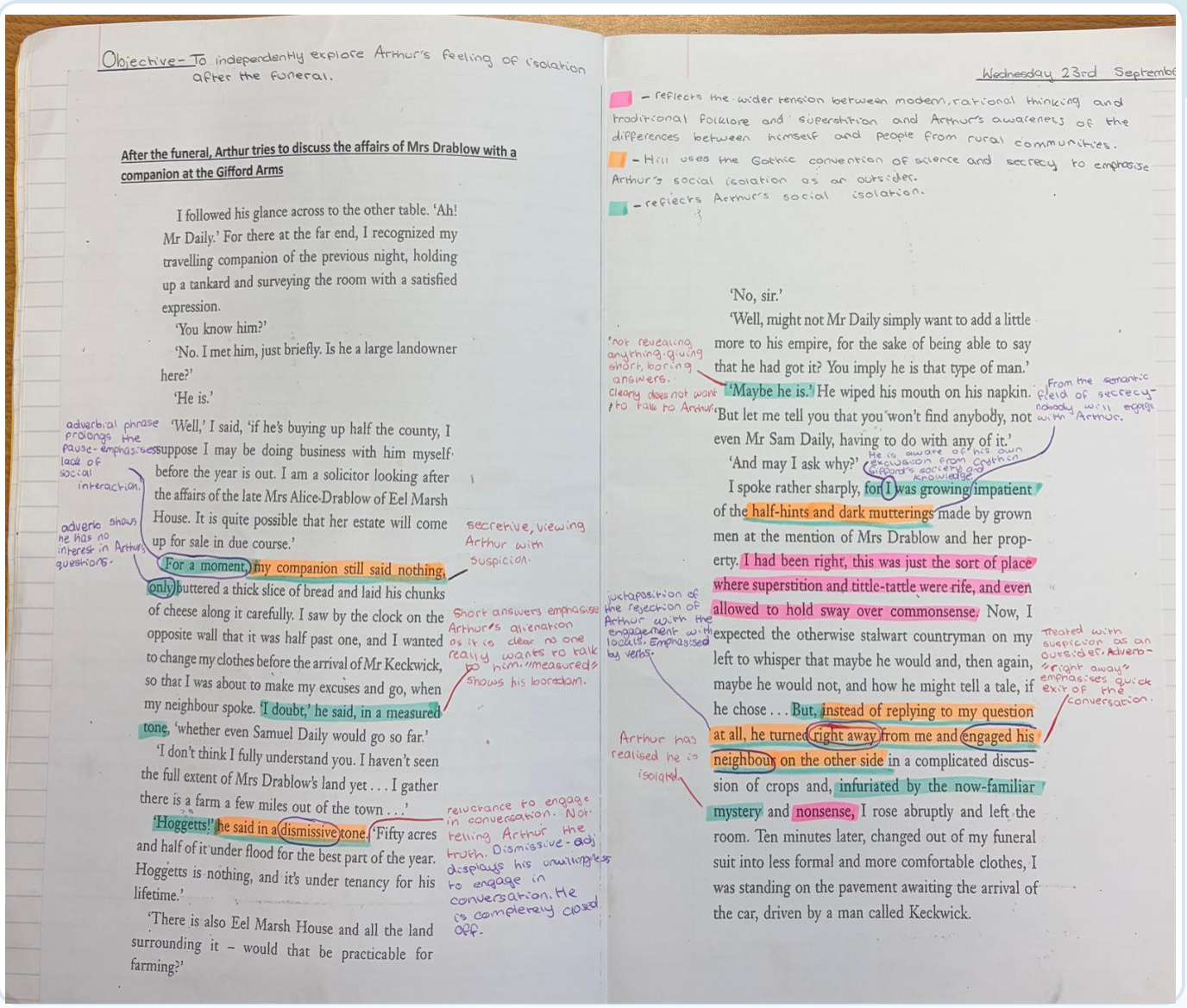
How does Susan Hill present Arthur's social isolation in Chapter 4?

The Event	How is the isolation seen?	Quotations	Zoom in/ Tier 3 vocabulary	Reference to context
Arthur takes a walk on his first morning	Isolation is seen using auditory imagery which emphasises how there is sudden silence, creating a sense of secrecy, complete abscence of life. Symbolic people turn their backs	• "all the sounds were deadened," • "all I heard were my own footsteps in front of the quiet houses." • "the backs of houses and shops," • "at once"	• "deadened" - abscence of life. • "quiet" - adjective, eery atmosphere surrounded but still alone.	Gothic genre, silence, death and emptiness. Emphasises sudden isolation.
	Isolation is presented through the description of the cut off country side, which physically isolates Arthur from his normal urban community back in London; he has to try and adapt to a rural environment	• "saw field after field." • "there was rural emptiness for many miles." • "drear and grey and bleak." • "completely cut off by blizzards." } in his imagination	• "field after field" - repetition, emphasises vastness. • "rural emptiness" - nothing and nobody around. • "drear and grey and bleak" - syndetic listing of adjectives.	Rural communities, isolated, tight-lipped, superstitious atmosphere. there's hostile quietness and denile amongst villagers.
Arthur meets Mr Jerome and walks to the funeral	Isolation is seen using Arthurs feeling of being an outsider where Hill uses word classes like similies, metaphors, adjectives, nouns and verbs.	• "I felt like a spectre at some cheerful feast," • "was that of a pair of gloomy ravens," • "feeling like some pariah,"	• "like a spectre" - similie, doesnt belong invisible, disconnected, unwanted. • "was" - metaphor, symbolic darkness, death, contrast of being out of place at a cheerful feast. • "feeling like some pariah" - he recognises his own social isolation.	Gothic genre, ghostly, realising and recognising his own isolation making him feel empty on the inside.
	Isolation is presented by Hill by the description of the way the villagers look "glance" at Kipp's, also creating the idea of secrecy and suspicion amongst the local villagers.	• "focus of uneasy glances," • "nothing at all, nothing personal, nothing revelatory, nothing very interesting." • "Mr Jerome glanced," • "silent for a moment glancing at me closely," • "No. At least... not here, not in this churchyard."	• "uneasy" - adjective, views Arthur with suspicion. • repetition - formal and impersonal, meaningless conversations, told nothing • verb - Mr Jerome is suspicious. • elipsis - reluctant to share information, not forthcoming.	Rural communities - very unengaged villagers who view Arthur with suspicion because he is associated with Urban communities and not country life.
Arthur speak to the local back at the Gifford Arms	Isolation is seen when no one will further extend any type of information about Mrs Drablow which would be useful to know and is also ignoring Arthurs ideas.	• "For a moment, my companion still said nothing only buttered a thick slice of bread" • "Hoggetts! he said in a dismissive tone." • "I was growing impatient of the half-hints and dark mutterings."	• "for a moment" - adverbial phrase, prolongs the pause. • "only" adverb, shows he has no interest in Arthurs questions. • "I" - aware of exclusion. • "half hints" - semantic field of secrecy.	Rural communities, Mr Jerome is keeping to himself and is keeping the secret of the town within.
	Isolation is presented when Arthur is being physically discarded to the side by the companion Mr Jerome who suddenly became distant when he even mentioned Mrs Drablows name.	• "But instead of replying to my question at all, he turned right away from me and engaged his neighbour on the other side." • "a complicated discussion of crops and, infuriated by the now-familiar mystery and nonsense,"	• "engaged his neighbour" - juxtaposition of the rejection of Arthur with engagement of the locals. • "infuriated" - verb, Arthur is annoyed and has some rage being built up inside of him from being discarded of anyone with information.	Rural communities, keeping dark secrets and refusing to welcome outsiders such as Arthur who come from Urban communities.

YEAR 10

Close reading in action

Students annotate literary extracts to develop thoughtful interpretations.



Objective- To independently explore Arthur's feeling of isolation after the funeral.

Wednesday 23rd September

After the funeral, Arthur tries to discuss the affairs of Mrs Drablow with a companion at the Gifford Arms

I followed his glance across to the other table. 'Ah! Mr Daily.' For there at the far end, I recognized my travelling companion of the previous night, holding up a tankard and surveying the room with a satisfied expression.

'You know him?'

'No. I met him, just briefly. Is he a large landowner here?'

'He is.'

'Well,' I said, 'if he's buying up half the county, I suppose I may be doing business with him myself before the year is out. I am a solicitor looking after the affairs of the late Mrs Alice-Drablow of Eel Marsh House. It is quite possible that her estate will come up for sale in due course.'

For a moment, my companion still said nothing, only buttered a thick slice of bread and laid his chunks of cheese along it carefully. I saw by the clock on the opposite wall that it was half past one, and I wanted to change my clothes before the arrival of Mr Keckwick, so that I was about to make my excuses and go, when my neighbour spoke. 'I doubt,' he said, in a measured tone, 'whether even Samuel Daily would go so far.'

'I don't think I fully understand you. I haven't seen the full extent of Mrs Drablow's land yet . . . I gather there is a farm a few miles out of the town . . .'

'Hoggetts!' he said in a dismissive tone. 'Fifty acres and half of it under flood for the best part of the year. Hoggetts is nothing, and it's under tenancy for his lifetime.'

'There is also Eel Marsh House and all the land surrounding it – would that be practicable for farming?'

'No, sir.'

'Well, might not Mr Daily simply want to add a little more to his empire, for the sake of being able to say that he had got it? You imply he is that type of man.'

'Maybe he is.' He wiped his mouth on his napkin. 'But let me tell you that you won't find anybody, not even Mr Sam Daily, having to do with any of it.'

'And may I ask why?'

I spoke rather sharply, for I was growing impatient of the half-hints and dark mutterings made by grown men at the mention of Mrs Drablow and her property. I had been right, this was just the sort of place where superstition and tittle-tattle were rife, and even allowed to hold sway over commonsense. Now, I expected the otherwise stalwart countryman on my left to whisper that maybe he would and, then again, maybe he would not, and how he might tell a tale, if he chose . . . But, instead of replying to my question at all, he turned right away from me and engaged his neighbour on the other side in a complicated discussion of crops and, infuriated by the now-familiar mystery and nonsense, I rose abruptly and left the room. Ten minutes later, changed out of my funeral suit into less formal and more comfortable clothes, I was standing on the pavement awaiting the arrival of the car, driven by a man called Keckwick.

- reflects the wider tension between modern, rational thinking and traditional folklore and superstition and Arthur's awareness of the differences between himself and people from rural communities.
- Hill uses the Gothic convention of silence and secrecy to emphasise Arthur's social isolation as an outsider.
- reflects Arthur's social isolation.

adverbial phrase prolongs the pause - emphasises lack of social interaction.

adverb shows he has no interest in Arthur's questions.

secretive, viewing Arthur with suspicion.

Short answers emphasise Arthur's alienation as it is clear no one really wants to talk to him. "measured" shows his boredom.

reluctance to engage in conversation. Not telling Arthur the truth. Dismissive - adj displays his unwillingness to engage in conversation. He is completely closed off.

'not revealing anything - giving short, boring answers. Clearly does not want to talk to Arthur.

From the semantic field of secrecy - nobody will engage with Arthur.

He is aware of his own exclusion from Gifford's society and knowledge

juxtaposition of the rejection of Arthur with the engagement with locals. Emphasised by verbs.

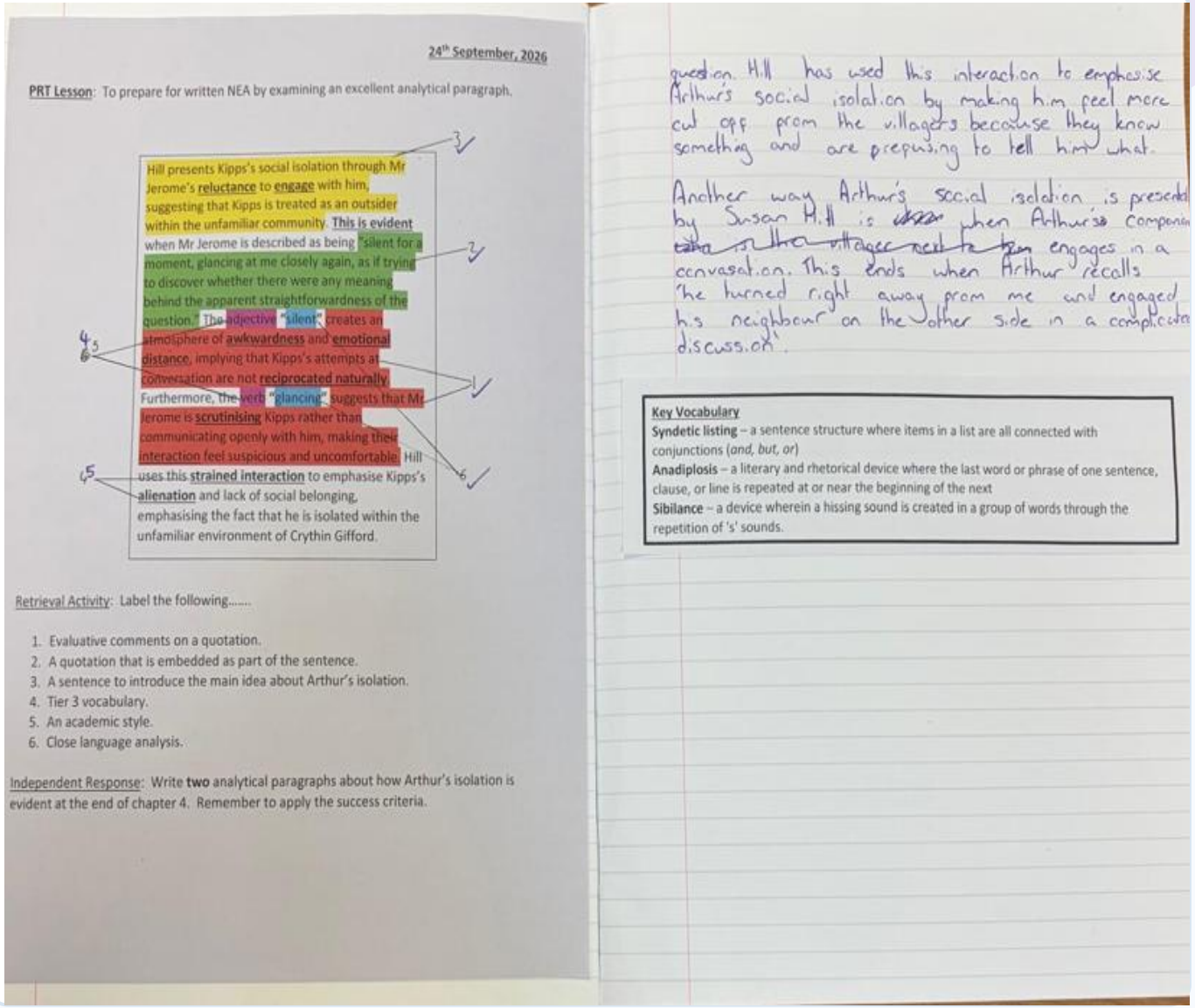
Arthur has realised he is isolated.

Treated with suspicion as an outsider. Adverb - 'right away' emphasises quick exit of the conversation.

YEAR 10

From model to mastery

Using worked examples, precise vocabulary and independent analytical writing.



24th September, 2026

PRT Lesson: To prepare for written NEA by examining an excellent analytical paragraph.

Hill presents Kipps's social isolation through Mr Jerome's reluctance to engage with him, suggesting that Kipps is treated as an outsider within the unfamiliar community. This is evident when Mr Jerome is described as being "silent for a moment, glancing at me closely again, as if trying to discover whether there were any meaning behind the apparent straightforwardness of the question." The adjective "silent" creates an atmosphere of awkwardness and emotional distance, implying that Kipps's attempts at conversation are not reciprocated naturally. Furthermore, the verb "glancing" suggests that Mr Jerome is scrutinising Kipps rather than communicating openly with him, making their interaction feel suspicious and uncomfortable. Hill uses this strained interaction to emphasise Kipps's alienation and lack of social belonging, emphasising the fact that he is isolated within the unfamiliar environment of Crythin Gifford.

Retrieval Activity: Label the following.....

1. Evaluative comments on a quotation.
2. A quotation that is embedded as part of the sentence.
3. A sentence to introduce the main idea about Arthur's isolation.
4. Tier 3 vocabulary.
5. An academic style.
6. Close language analysis.

Independent Response: Write **two** analytical paragraphs about how Arthur's isolation is evident at the end of chapter 4. Remember to apply the success criteria.

question. Hill has used this interaction to emphasise Arthur's social isolation by making him feel more cut off from the villagers because they know something and are preparing to tell him what.

Another way Arthur's social isolation is presented by Susan Hill is when Arthur's companion engages in a conversation. This ends when Arthur recalls 'he turned right away from me and engaged his neighbour on the other side in a complicated discussion'.

Key Vocabulary

Syndetic listing – a sentence structure where items in a list are all connected with conjunctions (*and, but, or*)

Anadiplosis – a literary and rhetorical device where the last word or phrase of one sentence, clause, or line is repeated at or near the beginning of the next

Sibilance – a device wherein a hissing sound is created in a group of words through the repetition of 's' sounds.

YEAR 11

An Inspector Calls

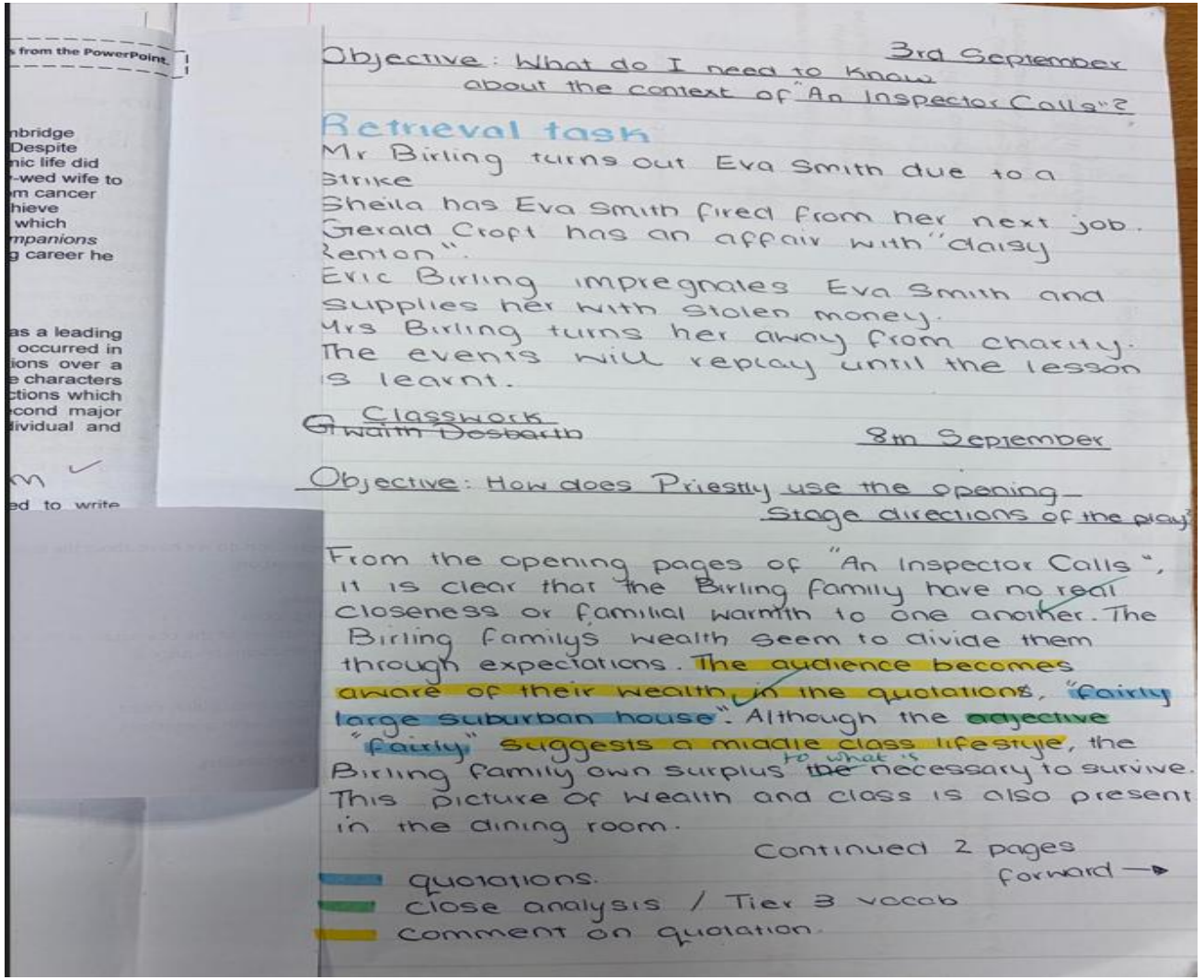
Exploring power, responsibility and change through Priestley's play.



YEAR 11

Building interpretations

From retrieval and evidence to clear, supported analytical responses.



YEAR 11

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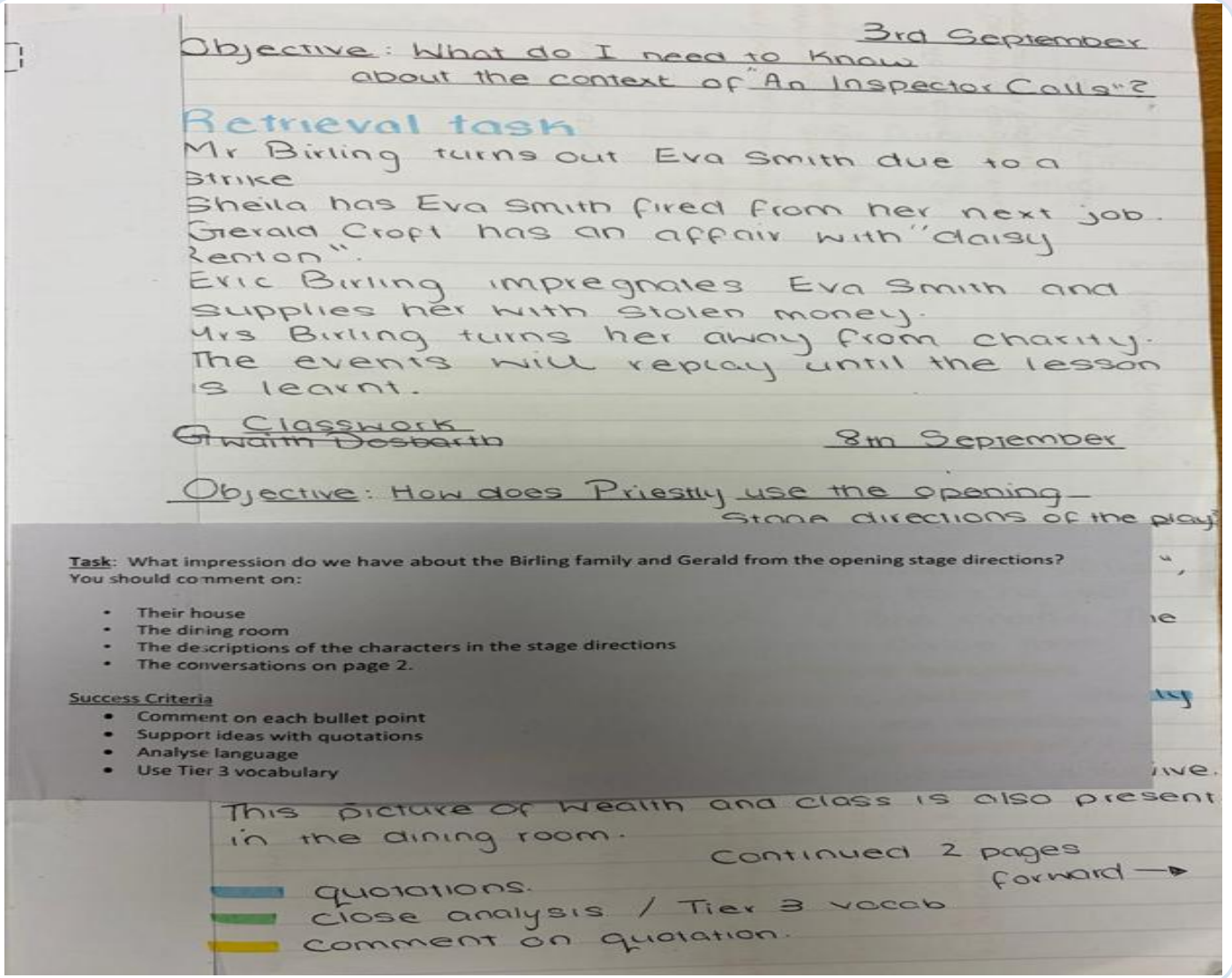


3rd September

Objective: What do I need to know about the context of "An Inspector Calls"?

Retrieval task

Mr Birling turns out Eva Smith due to a strike
Sheila has Eva Smith fired from her next job.
Gerald Croft has an affair with "daisy Renton".
Eric Birling impregnates Eva Smith and supplies her with stolen money.
Mrs Birling turns her away from charity.
The events will replay until the lesson is learnt.

Classwork

8th September

Objective: How does Priestly use the opening stage directions of the play?

Task: What impression do we have about the Birling family and Gerald from the opening stage directions?
You should comment on:

- Their house
- The dining room
- The descriptions of the characters in the stage directions
- The conversations on page 2.

Success Criteria

- Comment on each bullet point
- Support ideas with quotations
- Analyse language
- Use Tier 3 vocabulary

This picture of wealth and class is also present in the dining room.

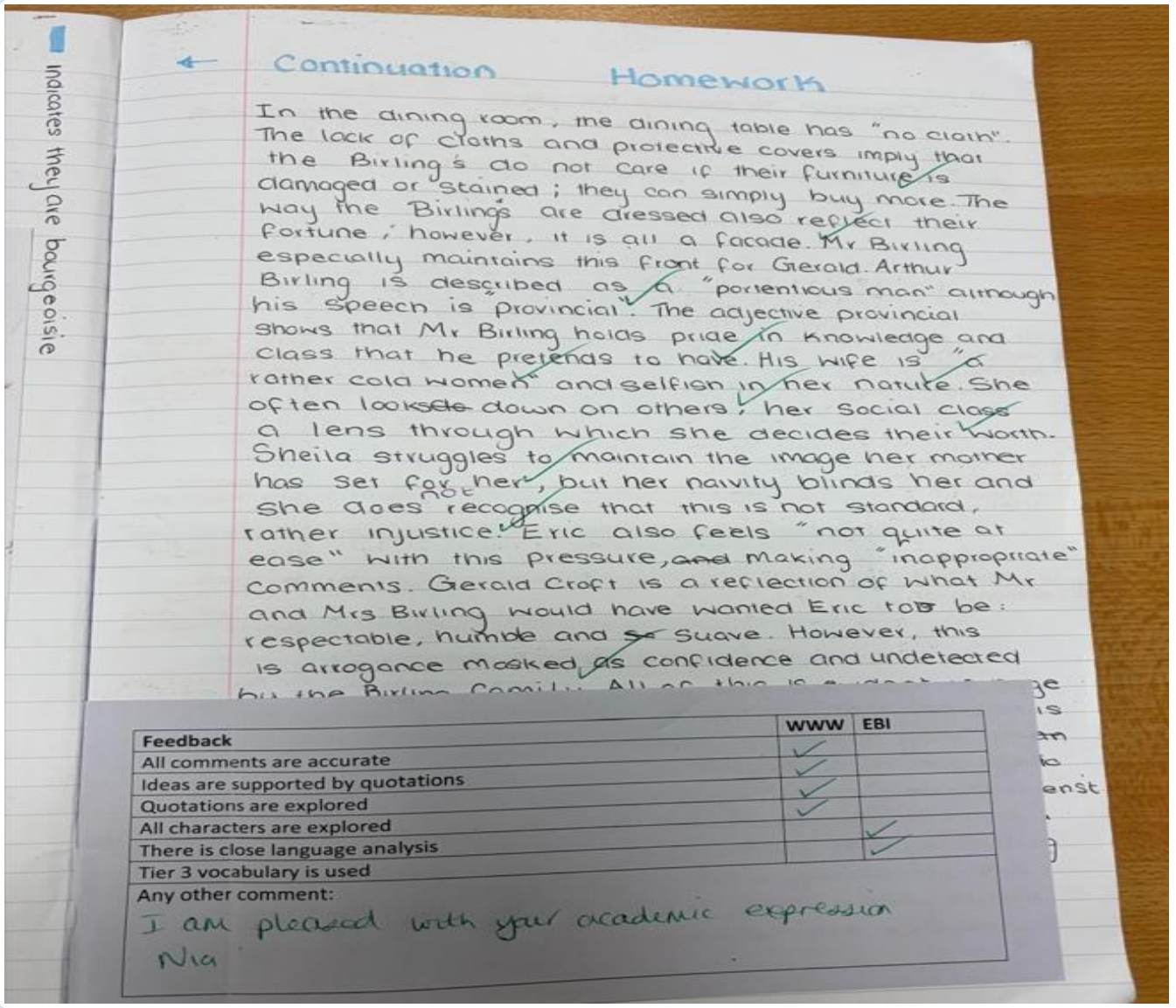
Continued 2 pages forward →

quotations.
close analysis / Tier 3 vocab
comment on quotation.

YEAR 11

Feedback that moves learning forward

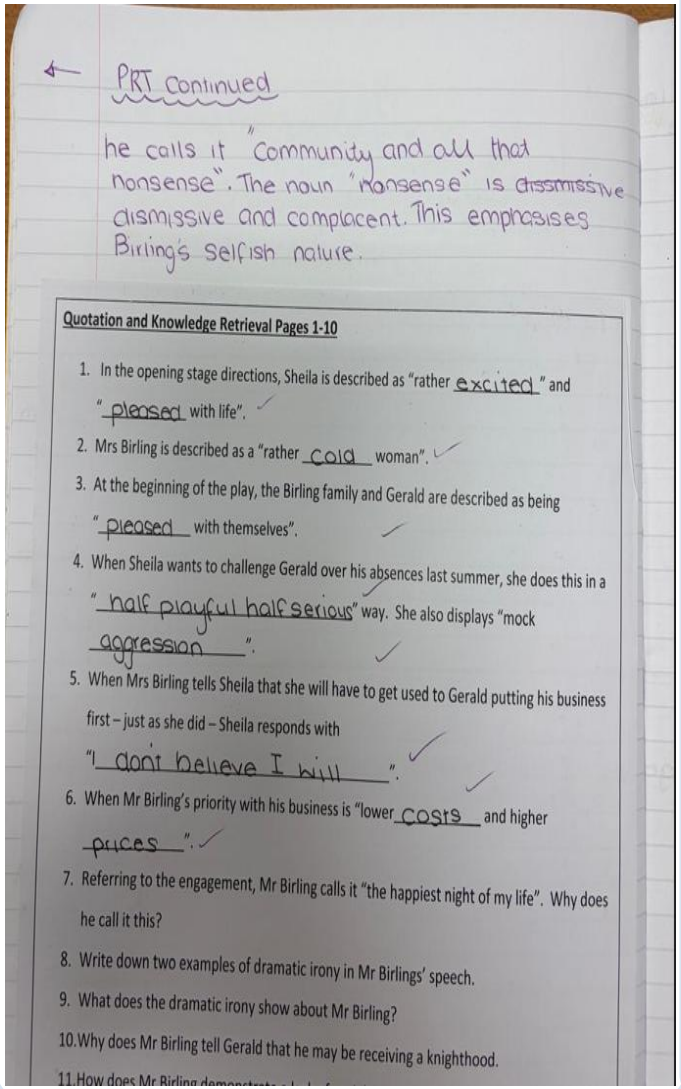
Students respond to guidance, refine analysis and improve their work.



YEAR 11

Thinking critically

Close textual analysis, retrieval practice and discussion of social responsibility.

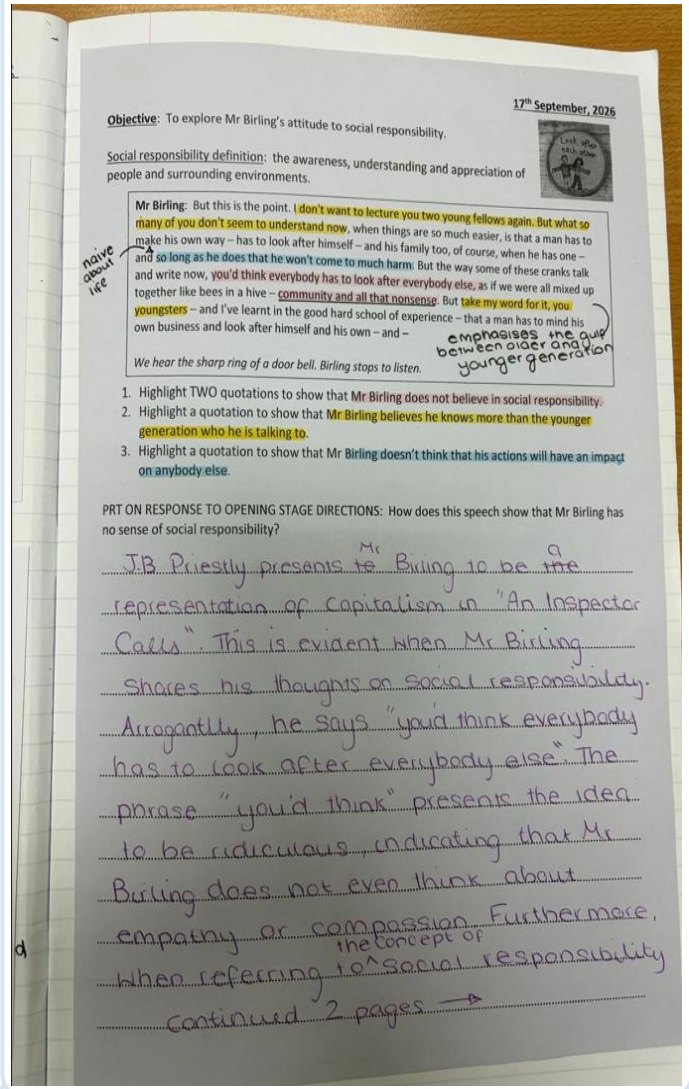


PRT continued

he calls it "community and all that nonsense". The noun "nonsense" is dismissive dismissive and complacent. This emphasises Birling's selfish nature.

Quotation and Knowledge Retrieval Pages 1-10

1. In the opening stage directions, Sheila is described as "rather excited" and "pleased with life".
2. Mrs Birling is described as a "rather cold woman".
3. At the beginning of the play, the Birling family and Gerald are described as being "pleased with themselves".
4. When Sheila wants to challenge Gerald over his absences last summer, she does this in a "half playful half serious" way. She also displays "mock aggression".
5. When Mrs Birling tells Sheila that she will have to get used to Gerald putting his business first – just as she did – Sheila responds with "I don't believe I will".
6. When Mr Birling's priority with his business is "lower costs and higher prices".
7. Referring to the engagement, Mr Birling calls it "the happiest night of my life". Why does he call it this?
8. Write down two examples of dramatic irony in Mr Birlings' speech.
9. What does the dramatic irony show about Mr Birling?
10. Why does Mr Birling tell Gerald that he may be receiving a knighthood.
11. How does Mr Birling



17th September, 2026

Objective: To explore Mr Birling's attitude to social responsibility.

Social responsibility definition: the awareness, understanding and appreciation of people and surrounding environments.

Mr Birling: But this is the point. I don't want to lecture you two young fellows again. But what so many of you don't seem to understand now, when things are so much easier, is that a man has to make his own way – has to look after himself – and his family too, of course, when he has one – and so long as he does that he won't come to much harm: But the way some of these cranks talk and write now, you'd think everybody has to look after everybody else, as if we were all mixed up together like bees in a hive – community and all that nonsense. But take my word for it, you youngsters – and I've learnt in the good hard school of experience – that a man has to mind his own business and look after himself and his own – and –

naive about life

emphasises the gap between older and younger generation

We hear the sharp ring of a door bell. Birling stops to listen.

1. Highlight TWO quotations to show that Mr Birling does not believe in social responsibility.
2. Highlight a quotation to show that Mr Birling believes he knows more than the younger generation who he is talking to.
3. Highlight a quotation to show that Mr Birling doesn't think that his actions will have an impact on anybody else.

PRT ON RESPONSE TO OPENING STAGE DIRECTIONS: How does this speech show that Mr Birling has no sense of social responsibility?

JB Priestly presents Mr Birling to be a representation of Capitalism in "An Inspector Calls". This is evident when Mr Birling shares his thoughts on social responsibility. Arrogantly, he says "you'd think everybody has to look after everybody else". The phrase "you'd think" presents the idea to be ridiculous, indicating that Mr Birling does not even think about empathy or compassion. Furthermore, when referring to the concept of social responsibility

continued 2 pages →

WHAT DO STUDENTS SAY?

POSITIVE ABOUT ENGLISH

Pupils spoke positively about English and felt they were making progress.

BECOMING INDEPENDENT

They recognise how teaching specific skills supports independence.

FEEDBACK THAT HELPS

They value vocabulary teaching, whole-class feedback and opportunities to redraft.

STRUCTURE & ACCURACY

What, How and Why supports written responses; spelling and punctuation matter.