



Year 10 English Lecture Series

Dear Parents/Carers,

I would like to address recent enquiries regarding last term's Year 10 Lecture Series.

As a faculty, we pride ourselves on a curriculum that does not merely "cover" a specification, but master's it. Far from being a diversion, these sessions were a sophisticated pedagogical tool designed to elevate your daughter's performance in AQA GCSE English Language and Literature. They were carefully thought through to enhance your child's learning at Key Stage 4.

Primarily, each lecture delivered is precision-engineered to dismantle the complexities of the AQA mark scheme. For example, *The Writer's Camera* was not a general talk on film; it was a targeted masterclass in Paper 1, Question 3 (structure) and Question 5 (creative writing), teaching students to "zoom" and "pan" through a text with the technical accuracy examiners demand.

Similarly, 'The Truth about Tone' was aimed to directly equip students with the nuanced vocabulary needed for Paper 2, Question 4, where comparing a writer's perspective is the difference between a mid-range grade and a Grade 9.

Further, moving beyond the standard classroom setting allows students to develop powerful knowledge. These sessions facilitate higher-order thinking by bridging the gap between familiar concepts and complex linguistic analysis. By framing structural techniques through a cinematic lens, we are helping students build the cognitive schemas necessary to tackle unseen texts with the confidence of an expert.

In a high-achieving environment, it is vital that students move from 'pupil' to 'scholar'. Hearing their English teachers deliver on ideas ranging from 'Literature: the story of us' to the difference between tone and mood, exposes them to a range of academic voices. This mimics the undergraduate experience, fostering independence and ensuring they do not become over-reliant on a single perspective—a trait of the most sophisticated candidates.

These lectures were also strategically timed to embed core curriculum content. The external performance of *Jekyll and Hyde*, for example, serves as high-impact retrieval practice, lifting the text from the page to help students internalise the visceral tension and Victorian context required for their Literature Paper 1 essays.

Finally, I wish to reassure you that these were not passive experiences. Every member of the English faculty was present and embedded within the cohort. Throughout the hour, students engaged in 'mini-tasks'—short, sharp bursts of analytical writing and retrieval test—overseen by their regular class teachers. This ensured immediate accountability and allowed staff to live-monitor the students' grasp of these vital exam skills.

Therefore, with these lectures we are not missing curriculum time, rather we are intensifying it with a sophisticated, synoptic understanding that AQA examiners crave.

Please do contact me with any questions.

Yours faithfully,

Kelly Harrison

Head of English and Media Studies.