

ENGLISH

Staff

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|---------------------------------|----------------------|
| Dr P. Dean (Head of Department) | V, UR, RB, 3H and 2H |
| Mrs J. S. Bishop | 2B |
| Mr J.H. Bush | 5L, 5C, RB, U3 |
| Mrs D. J. Cheater | 1C, 1S |
| Mr P. R. Cheater | 5H, RL |
| Miss E. L. Collings | Myn |
| Mr J. A. S. Pugsley | 3S, 3W, 2P |
| Mrs M. L. Stoop | 1P |
| Mr J. W. Woodcock | RE |

Weekly Lessons

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| V | 6 |
| 5L | 6 |
| 5C | 7 |
| 5H | 7 |
| UR | 6 |
| RL | 6 |
| RE | 6 |
| RB | 6 |
| U3 | 6 |
| 3S | 7 |
| 3W | 7 |
| 3H | 7 |
| 2H | 6 |
| 2P | 8 |
| 2B | 8 |
| 1C | 7 |
| 1S | 7 |
| 1P | 7 |
| Myn | 9 |

(Preps 1 from 2nd Year, ½ for 1st Year, Mynors have weekly homework)

Curriculum Outline

English teaching at Summer Fields has a number of basic aims:

- To ensure that each boy reads, writes and speaks the English language with maximum fluency, accuracy and style.
- To promote the enjoyment of English literature through the reading and discussion of the widest possible generic and chronological range of books.
- To train boys to think critically about what they read, to form taste and justify preferences, to make discriminating use of media, and to be aware of the complex relationship between language, literature and society.

The curriculum for each year at the school attempts to strike a balance, varying with the boys' maturity, between linguistic and literary study. In Mynors, the First Year, and the Second Year, the emphasis is inevitably on developing a clear joined hand, the acquisition of basic literacy, and the re-enforcement of the rules of spelling, punctuation and grammar. Personal reading is monitored through Library periods. Drama is also taught as a separate timetabled subject in the First and Second Years.

In the Third Year the curriculum becomes more adventurous, with a wider, more challenging selection of class readers, the introduction of basic literary-critical skills, and a greater variety of genres: non-fiction as well as fiction; poetry and plays as well as novels and short stories. (That is not to say that poetry, for instance, has been excluded in earlier years!)

The Remove and Fifth Year are best viewed as a continuous course leading to Common Entrance or Scholarship examinations. These are sharply distinct in their requirements. Common entrance tests proficiency in four areas: comprehension of non-fictional prose; comprehension of an unseen poem; the writing of a literary essay on a given theme, referring to a text studied during the course; the writing of an original composition on a title selected from a given number. Scholarship examinations have no set syllabus but commonly consist of critical analysis questions on unseen passages of prose and verse, of a high literary quality; some, but not all, senior schools also ask for a piece of imaginative writing.

Winchester College has its own Entrance Examination, which consists of two papers, one testing response to unseen passages of prose and verse, the other a choice of titles for composition. This examination is midway between Common Entrance and Scholarship in difficulty, and is not taught separately, although teachers of forms containing Winchester candidates will differentiate their prep from time to time.