

KS3 - 2026-27

		HT1	HT2	HT3	HT4	HT5	HT6		
7	Reading		Novel Darkside	Rhetoric and speeches	Poetry Voices and Identity	Short Stories Gothic Genre	End of year assessment preparation - unseen reading (Gothic Genre paper)		
	Writing	Descriptive Writing and Grammar Basics		Speeches - non- fiction writing				Gothic Writing	
	Assessment	Reading comprehension assessment Writing assessment		Short Reading and writing assessment - Non-fiction	Poetry assessment Island Man			End of year assessment - Reading: Gothic exam paper Writing: Gothic writing	
8	Reading	Novel A Monster Calls		Non- Fiction Articles	War and conflict poetry. Voices from the front line.		Romeo and Juliet	End of year assessment preparation - unseen reading (Conflict Fiction paper)	Romeo and Juliet
	Writing		Descriptive Writing and Grammar Basics	Non- fiction writing		Conflict writing			
	Assessment	Reading assessment based on an extract		Short Non-fiction Reading and writing assessment	Unseen conflict poem assessment	Writing extended description and premise		Romeo and Juliet reading extract assessment	End of year exams - Reading: unseen Conflict fiction exam paper
9	Reading	20th Century Drama An Inspector Calls		The Tempest	19 century - themes and ideas		Other Cultures Unseen reading	End of Year unseen reading assessment preparation	20th Century Drama Blood Brothers
	Writing		Writing narrative Character and voice		Creative writing inspired by 19th century Context				
	Assessment	Reading Mini Literature character assessment	Writing Character assessment		Reading assessment - 19th century extract Writing Assessment - creating convincing description				End of year reading assessment: Unseen language and Structure analysis

KS4 2026-27

Yr 10	HT1	HT2	HT3	HT4	HT5	HT6	
	Christmas Carol Teaching the text and single text literature exam preparation		Power and Conflict Poetry Group1	Macbeth Teaching the text and single text literature exam preparation		End of year mock exam preparations	Spoken language writing and preparation
	Paper 1 Reading and writing fiction		Language Paper 1 skills development and reflection	Paper 2 Reading and writing non-fiction			Spoken Language Performance and delivery
		Mock exam Language Paper 1 and Christmas Carol single text Literature exam	Feedback on Paper 1 with directed improvement and development time and formative assessment of an element of poetry (Poetry assessment - knowledge and task?)	Formative assessment of Paper 2 skills (specific questions)	Formative assessment of Macbeth essay	Mock exam in week 2 Mock Exam in Week 1	

Yr 11	HT1		HT2		HT3	HT4		HT5
	Power and Conflict Poetry Group 2		Mock exam Literature Paper 2 (minus unseen poetry)	Revision of A Christmas Carol: Developing critical Literary analysis responses	Reading and writing unseen fiction and non-fiction Paper 1 and paper 2 reflection, revision and development.		Literature exam preparations	
	Reading and writing unseen fiction and non-fiction. Language Paper 1 and paper 2	Revision of Blood Brothers and developing critical Literary responses	Mock exam Final Paper 1 and Paper 2 Language		Revision of Macbeth: Developing critical Literary analysis responses	Unseen Poetry and Literature exam preparation	Paper 1 and Paper 2 English Language exam preparation	
			Mock exam Paper 1 and 2 English language Week 1; Paper 2 Literature week 2			Mock exam Paper 1 and 2 English language Week 1; Paper 1 Literature week 2		GCSE Examinations

Mock exams	
Year 10 December - English language paper 1; English literature A Christmas Carol	Year 10 July - English Language Paper 2; English Literature paper 2 (Macbeth - Lady Macbeth)
Year 11 November - English Language Paper 1 and 2; English Literature Paper 2 (Poetry and Blood Brothers)	Year 11 March - English language Paper 1 and 2; English Literature Paper 1 (Macbeth and Christmas Carol)

KS3 Curriculum Progression

Reading in KS3			
Skill Focus	Understanding Inference <i>Introduction to analysis</i>	Understanding Inference <i>Developing Analysis</i> Evaluation <i>Beginning to consider social historical context</i>	Understanding Inference Developed Analysis Evaluation Understanding of social historical context <i>Beginning to explore writer's purpose</i>
Text and context	- Students will begin with an engaging novel. They will track the development of a character and explore the way that the writer creates engaging settings and tension. There is initially a focus on understanding and inference, which later begins to draw in some exploration of the writer's deliberate language choices. - The novel Darkside is a fantasy novel with supernatural features, a gateway to a hidden world and a mix of 19th century and 20th century settings. It is driven by a plot that is engaging, action packed and fantastical, while also being relatable. The 19th century backdrop of Darkside itself introduces students to 19th century imagery that will be developed in later years. The language is challenging, but the ideas and themes are relatively less complex than in year 8 and 9. The focus is predominantly of plot, setting and character development rather than deeper complex themes. - After working on fiction for the first part of the year students will explore non-fiction, in particular, focussing on effective persuasive speeches. They will	- Students will begin the year again with an engaging novel. They will track more complex characterisation and more challenging themes. Students will be encouraged to make inferences and increasingly support these with analytical proof. They will begin to evaluate contrasting perspectives. - The novel 'A Monster Calls' is a challenging novel for its thematic and emotional subtlety. While the main characters age and contemporary context will be familiar and relatable for all students, some of the themes and issues that the text explores are more subtle and challenging dealing with the death of a parent, the grief of a child and the power of stories in helping us to come to terms with injustice in the world. The language is deceptively simple, but the issues created are highly complex. The focus is predominantly on the psychological and emotional features of character. - Students will then return to non-fiction building on their work from the previous year, but exploring written articles, each based around a wider range of complex	- Again, the year begins with an engaging text: J.B. Priestley's An Inspector Calls. Students will explore social historical context, issues of class and patriarchy and explore critical perspectives such as feminism and marxism. They will primarily explore the development of character and they will be encouraged to evaluate the nuance and complexity of character. - This text has proven to be a popular choice with students despite the clearly challenging context and complex characters. Students are beginning to step up towards GCSE study with this unit as they explore context, theme, language, structure and writer's intention. Students are not yet expected to deal with an entire text, but do explore changes and transitions across the play through a narrowed focus on a character evaluation. - Students then continue to look at a dramatic text. This time they explore Shakespeare's The Tempest. The focus of this unit of work is on themes of Power and free will. Students will explore the

	learn to track an argument, consider the effect of language choices, and essential oracy skills required in the delivery of a speech. They will explore some foundational rhetorical devices and methodology such as Logos, Pathos, Ethos, and devices such as repetition, rhetorical questions and anecdote. • The non-fiction texts students explore begin with a talk given by a young boy in a persuasive speaking competition. They then explore speeches on issues such as feminism and the environment. In each case the speakers are young and recognisable voices (Emma Watson and Greta Thunberg) encouraging the students to see the relevance of persuasive speaking to their lives as a tool for expressing ideas. • Having looked at the performative elements of rhetorical writing and speaking, the exploration of poetry in the next unit of work begins with poetry as a performance. The scheme aims to introduce students to the foundational elements of poetry and skills of annotating, while also ensuring that poetry is primarily perceived as a powerful, relevant and enjoyable form of expression. • The poems include a range of contexts and perspectives from different times and places. There are a range of styles explored from performance poetry and poetry with music, to poems that respond to events and traditional poems from the typical cannon. Poets that are then focussed on in more depth in this scheme include Dreadlock alien, Hollie McNish, Tony Walsh, and Simon Armitage. The poems have been selected to introduce students to engaging style, and to have a connection to experiences and places that students will be familiar with. • Students finish the year looking at the symbolism and imagery in Gothic writing across short stories and extracts. They explore the concept of genre, the conventions that may be drawn upon and the language that the writer uses to create	issues and themes. They will develop their understanding of rhetoric, but also explore perspective and purpose in more depth. They will develop their skills of tracking an argument and exploring the writer's language choices. They will develop their oracy this year as a tool for discussion rather than performance. • The non-fiction texts the students study this time around are based around socially relevant themes: homelessness, knife crime, Shakespeare on the school curriculum. The texts that students read in year eight have an increased complexity as a result of the writers taking more nuanced perspectives as they explore and discuss rather than persuade, or through their use of more complex tone and irony. • Following non-fiction, students will then explore poetry, but this year based more clearly around a theme of conflict. They will explore how poets present ideas around war and conflict with a particular, but not exclusive, focus on WW1 context. Students will revisit and develop their understanding of the fundamental skills and knowledge required for exploring a poem. They will also learn to consider alternative social historical and political perspectives as they compare different attitudes to the same issue or theme. • The poems that the students will study begin in world war one. Students will therefore have to consider different social and political attitudes from a different time period. The poetry includes 'Who's for the Game' and 'Dulce Et decorum est' and therefore represents a greater challenge in terms of complexity as the unit develops. Students will also then consider a more modern take on conflict through Simon Armitage's 'Out of the Blue'. This poem again, represents a greater challenge than the poems studied in year 7 through its social historical context, use of voice and methodology. • Students will end the year by exploring a Shakespearean text: Romeo and Juliet. They are introduced to Shakespeare's	presentation of character and consider questions around the contrasting attitudes of the past, considering how appropriate Shakespeare's portrayal of Caliban, in particular, is for a modern audience. Students will be encouraged to consider carefully the authors intentions based upon the language chosen. • This text is more challenging than the last Shakespeare text studied being based in a more abstract context with less obvious themes. Again, the teaching of this unit is supported by performances, but in this case, the reliance is on the staged versions with less visual clues or contemporary references. Students will look at power dynamics such as Patriarchy and Colonialism as they evaluate character and action. • Next, students will study 19th century perspectives on literature. The unit is based on themes of class and poverty, childhood and death. Students will explore a range of extracts from 19th century texts including Jane Eyre, Middlemarch, Oliver Twist, Little Women and Mary Barton. The will explore the writer's portrayal of each of the themes through language, imagery and symbolism and consider contrasting presentations. • The extracts chosen for this scheme explore key themes present in 19th century literature. The scheme covers a range of perspectives and looks at the way that writers work can be seen as a motivator for social change. As such the texts are complex and require clear understanding of social historical context and attitudes different from the contemporary world. Students are increasingly encouraged through this unit to tackle extracts independently from the wider knowledge of a full text. • Students will next develop their analytical skills. They will read read extracts from different contemporary cultural backgrounds. They will develop their
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	atmosphere and tension. The texts for this unit remain relatively short, but the content is more challenging due to the predominance of 19th century material and the stylistic approach including some more archaic language, complex extended sentences and 19th century social conventions. The bold imagery and conventions engage and support the students as they deal with this more challenging material at the end of the year. At this stage in the year students will be using language analysis and references to symbolism and metaphor in addition to their inference skills.	works as something that does not need to be feared. The focus is on the issues of conflict, love and responsibility and on the way that Shakespeare uses language to express complex human experiences. Students will be encouraged to engage with the characters and their dilemmas. The study of Romeo and Juliet offers opportunities to approach Shakespeare through themes that are closer to student experience: toxic masculinity, conflict, young love and family pressures. It is also a text that is supported by a range of film versions that offer different perspectives including Luhrmann's modern take with its clear visual excitement and the Globe's staged production, perhaps offering a more traditional experience. In this way the scheme provides the challenge of studying Shakespeare's work while emphasising its relevance and connection to contemporary experience.	independent reading skills, exploring the writer's method through structural and language analysis. This unit will feed directly into the end of KS3 reading exam. - In many ways the texts for this unit are more accessible than those studied during this year. However, the emphasis is on developing student independence as they move towards KS4 study. This unit considers different cultural experiences and touches on family, social hierarchies, marginalisation and belonging At the end of KS3 study, students return to a 20th century drama text. This is the introduction to their KS4 study. Students study the whole text beginning to develop skills for Literature text study. They will use the full range of skills developed over KS3 to explore the text.
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Writing in KS3			
Skill Focus	Clarity Variety <i>Introduction to creativity</i>	Clarity Variety Creativity <i>Some effect</i>	Clarity Variety Creativity Effect <i>Developing</i>
	Across Year 7 students will engage with a number of shorter tasks, usually approximately a paragraph long. SPAG Supported by the year 7 grammar booklet which is designed to embed core knowledge and develop skills: - Students will focus on using different sentence lengths and sentence types consistently. - They will concentrate on punctuating with full stops and commas, introducing wider examples of punctuation.	Students will be encouraged to develop their writing and sustain an atmosphere or argument. They will begin to develop pieces of approximately two paragraphs. SPAG Supported by the year 8 grammar booklet which is designed to revisit and embed core knowledge as well as developing skill level. Students will be expected to vary sentence starters and sentence lengths, but increasingly be challenged to develop sentences and consider effects.	Students will develop their writing, sustaining their description or argument towards a conclusion or cliff hanger. They will begin to work on developing over 3 paragraphs. SPAG - Students will be expected to vary sentence starters and sentence lengths and create effects. Increasingly students will be expected to select sentence structures to create effects and to use a full range of sentence structures. - Students will learn to include a range of

	Content - Description - Students will engage in relatively simple descriptive tasks with strong potential for imagery that builds tension. They will be supported by images and taught to use these as a scaffold for developing descriptive detail and show rather than tell. - They will begin to explore ways to develop descriptive detail considering - Noun and verb choice - Use of the senses - Simile - Metaphor - Semantic Fields and extended metaphor. - They will be introduced to the idea of a premise, withholding and revealing to engage an audience. Content Rhetoric - They will consider the use of rhetorical devices, emotive language and anecdote to engage a reader and express ideas. - They will use anecdote, anaphora and rhetorical devices to engage the reader. Again, students will attempt to introduce an argument and avoid simply stating their opinion.	- They will work on adding a variety of punctuation into their work. Content - Description - Students will first develop their writing skills using images and short tasks as in year 7. They will then move onto developing descriptive pieces with a sense of perspective and direction. These will be based around a conflict context, again offering lots of bold descriptive opportunities - Students will develop their use of - Students will learn to develop descriptions, and use details to reveal ideas. Content Rhetoric - Students will learn to develop an argument and begin to expand their reasoning. - They will use a range of rhetorical devices, emotive language and anecdote to engage a reader and express ideas. - Students will again re-visit anecdote, but also consider alternative approaches such as real life situations, use of reports and evidence and emotive description.	punctuation in their work wherever appropriate. Content - Description - Students will develop descriptive pieces that have a clearer concept of character. They will consider carefully the perspective and the tone appropriate to settings outside of their own experience, but with a much more subtle real world context. - Students will learn to use zooming in techniques and develop with a focus on symbolic details to reveal ideas. - Students will develop their use of
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KS4

At KS4 we follow the **AQA GCSE**

All students will study **two GCSEs: Language and Literature**

For their **language GCSE** they will be developing their skills to enable them to deal independently with fiction extracts and non-fiction articles and speeches. They will develop their writing skills writing description pieces, narratives and opinion pieces with a range of ideas developing over approximately six paragraphs.

For their **literature GCSE** they will study:

20th century play (Blood Brothers)

19th Century novel (A Christmas Carol)

Shakespearean text (Macbeth)

Poetry (Power and conflict poetry from the AQA anthology)

Specifications and Programs of Study can be found here

[English Language](#)

[English Literature](#)