

KS3 - 2025-26

		HT1	HT2	HT3	HT4	HT5	HT6
7	Reading		Novel Darkside	Rhetoric and speeches	Poetry Voices in time and place	Short Stories Gothic Genre	
	Writing	Descriptive Writing	Grammar basics short writing tasks	Speeches - non- fiction writing		Gothic Writing	
8	Reading	Novel A Monster Calls		Non- Fiction Articles	War and conflict poetry. Voices from the front line.	Romeo and Juliet	
	Writing	Writing descriptively		Non- fiction writing	Conflict narrative perspective writing		
9	Reading	20th Century Drama An Inspector Calls	The Tempest	Other Cultures Short Stories	19 century - themes and ideas		20th Century Drama Blood Brothers
	Writing	Writing narrative in the first person			Creative writing inspired by 19th century authors	Writing narrative in the first person	

KS4 2025-26

Yr 10	HT1	HT2	HT3	HT4	HT5	HT6		
	Christmas Carol		Mock Exam Week 2	Power and Conflict Poetry 1	Macbeth		1 week Exam Prep	Power and Conflict Poetry 2
	Paper 1 Reading and writing fiction		Mock Exam Week1	Language Skills development	Paper 2 Reading and writing non-fiction		Mock Exam in Week 2	Spoken language

Yr 11	HT1	HT2	HT3	HT4	HT5	HT 6	
	Power and Conflict Poetry 3	Responding to Blood Brothers	Reading and writing unseen fiction and non-fiction Paper 1 and paper 2		Literature exam preparations		
	Reading and writing unseen fiction and non-fiction Paper 1 and paper 2	Revising and responding to A Christmas Carol	Macbeth	Unseen Poetry and Literature exam preparation	Paper 1 and Paper 2 exam preparation		

Mock exams

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

KS3

Reading in KS3

Skill Focus	Understanding Inference <i>Introduction to analysis</i>	Understanding Inference <i>Developing Analysis Evaluation</i> <i>Beginning to consider social historical context</i>	Understanding Inference Developed Analysis Evaluation Understanding of social historical context
Text and context	<ul style="list-style-type: none"> • 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 through the narrative. • They will then look at some non-fiction exploring the creation of a persuasive voice through a range of speeches. • Next they will look at poetry a powerful and relevant form and how it is part of their lives. • They will finish the year looking at the symbolism and imagery in Gothic writing across short stories. <p>The texts are relatively more accessible. They are chosen to include more immediate, universal bold ideas. The novel Darkside is driven more by description and plot. The language is challenging, but the ideas are relatively less complex.</p>	<ul style="list-style-type: none"> • Students will begin the year again with an engaging novel. They will track more complex characterisation and more challenging themes. • They will then study non-fiction and explore a wider range of complex issues and themes. They will develop their understanding of rhetoric, but also perspective and purpose. • They will revisit poetry based around a theme and explore how poets explore ideas of war and conflict. • They will end the year by studying a Shakespearean text. <p>The texts in year eight represent a step up in terms of the complexity of the subject matter. More challenging issues and themes are explored through the novel.. The contexts for the text they study are also more removed from their own lives, providing challenge from the historical context and attitudes. Along with this, the language through these texts becomes increasingly challenging and nuanced.</p>	<ul style="list-style-type: none"> • Again, the year begins with an engaging text. This text provides a challenge through the social historical context, the language used and the themes. There is much more focus this time on the writer's purpose. • They will then study a second Shakespearean text, again providing opportunities to explore authorial intent as well as complex language. • Student will again study texts from a culture other than their own in the short stories scheme. They will look at applying the different reading skills of analysis, inference and evaluation independently. • Students will study a range of extracts from 19th century novels and exploring the social historical context and attitudes • At the end of KS3 they will study a play from the beginning of the 20th century. <p>The texts in this final year of KS3 offer opportunities for dealing with more complex social and historical contextual issues. Students are immersed in the themes and ideas that will provide a base knowledge for tackling these texts and the texts at KS4. They explore literature from Shakespeare to the present day, touching on a range of different cultures and perspectives. There is an increased challenge to deal with all of the above as well as a full range of skills and challenging language. This year is designed to prepare students for the challenge of KS4.</p>

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>
	<p>Students will engage with a number of shorter tasks, usually between a sentence and a paragraph long.</p> <p>They will focus on using different sentence lengths and sentence types consistently.</p> <p>They will begin to explore ways to develop descriptive detail. They will be introduced to the idea of a premise, withholding and revealing to engage an audience.</p>	<p>Students will be encouraged to develop their skill to withhold and reveal as they develop longer pieces of writing of about two paragraphs.</p> <p>They will focus on expanding the techniques and vocabulary they use and on making choices with language and sentences to expand the variety of sentences, punctuation techniques and vocabulary.</p> <p>They will be encouraged to think more about choices made for effect as well as clarity.</p>	<p>Again, students will be encouraged to develop their ability to withhold and reveal, working from a premise that enables them to make choices about language. Their writing pieces will aim to stretch them to three or more paragraphs.</p> <p>They will focus on reinforcing their knowledge of language techniques and skill in applying them effectively. They will be encouraged to write in less familiar contexts and consider in greater depth the impact of perspective.</p> <p>They will be encouraged to develop the range and level of detail, considering the effectiveness of their choices.</p>

KS4

At KS4 we follow the **AQA GCSE**

Students will all 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)

Students will need to apply a full range of reading skills to the study of these whole texts. They will explore themes, ideas, authorial intention and respond to these texts in extended essays.