Kettlethorpe High School

'Together, be the best we can be.'

Present

Achieving

Excelling

English Curriculum

Subject Quote	*"No matter what anybody tells you, words and ideas can change the world."* *Robin Williams (as John Keating in Dead Poets Society)*
Curriculum Summary	At Kettlethorpe High School, we have a whole-school holistic curriculum model which seeks to plan for, teach, and assess progress against our core mission for pupils, our vision and ethos, as well as our cross-curricular 'golden threads' and our identified subject-specific knowledge and skills. Through our carefully planned curriculum maps, knowledge and skills are explicitly planned and taught in coherent and progressive steps. As pupils make progress through the curriculum, this is the main measure of success **in English. Our goal is to create successful critical thinkers with a wider view of the world ready to make valuable contributions to the global community.** Across English, our curriculum commits to fulfilling the 7 whole-school curriculum principles ensuring that what we deliver, and pupils receive is:
	<table><tr><td> - Broad and Balanced - Engaging - Personalised - Transformational </td><td> - Inclusive - Aspirational - Values-Based </td></tr></table>
Links to Life and Future Destinations (Careers)	English opens a door of opportunity into the working world. Careers in law, journalism, teaching, marketing, business, and even technical fields all embody clear communication and the ability to analyse and present ideas effectively. Employers look for people who can write accurately, speak confidently, and think critically—skills developed through English. Mastering English now gives a competitive edge in almost every profession and helps to succeed in everyday life.

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Your English Journey

Year 11

Language- English in the real world
Adventure, Fear, Death Zone, Africa, Aberfan

Literature- Thematic revision
Vulnerability, Relationships, Fear

Year 10

Language- Writing like a reader, reading like a writer
diverse voices, the human mind, contentious issues, learning to manipulate and intrigue others

Literature- Becoming a literary expert
Macbeth, An Inspector Calls, A Christmas Carol, Power & Conflict Anthology, Unseen Poetry

Year 9
The Gateway to GCSE

- **Macbeth:** What is the downfall of man?
- **A Christmas Carol:** are humans fundamentally good?
- **An Inspector Calls:** can we take responsibility for ourselves?
- **Anthology Poetry:** does absolute power corrupt absolutely?

Developing Expertise

Year 8
Identity and Justice

- **Gothic description:** Why are humans so fascinated with darkness?
- **Article writing:** Should we be wary of the media?
- **Language analysis:** How can poetry be used as a form of resistance?
- **Language analysis:** Where does injustice come from?
- **Speech writing:** Celebrities: a beacon of hope or a blight on our lives?
- **Presentation:** How can poems help us understand others?
- **Language analysis:** Blood Brothers- who decides who we are?
- **Formal letter writing:** Why do we deserve a second chance?
- **Presentation:** Who am I?

Skills Mastery

Year 7
Right and Wrong

- **Mythical story writing:** What did the Greeks do for us?
- **Article writing:** Who are the most influential people in our lives?
- **Presentation:** Is heroism subjective or objective?
- **Language analysis:** Is all fair in love and war?
- **Speech writing:** How is love connected to conflict?
- **Language analysis:** How can poetry help us explore inner conflict?
- **Descriptive writing:** Frankenstein: doctor or monster?
- **Formal letter writing:** Why do we need to understand our impact on nature?
- **Speaking and listening:** How can we use words to change the world?

Skills Mastery

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English – Curriculum Overview

Purpose:

- **Develops Communication and Expression Skills**
  Learning English helps students express thoughts clearly and confidently, both in speech and writing.
- **Encourages Critical Thinking and Understanding of Ideas**
  Engaging with texts and discussions in English sharpens analysis, interpretation, and comprehension.
- **Inspires Creativity through Literature and Storytelling**
  Exposure to diverse texts and writing styles fuels imagination and personal expression.
- **Builds Cultural Awareness and Empathy**
  Reading stories and viewpoints from around the world fosters deeper understanding of other people and cultures.
- **Strengthens Skills for Future Learning and Careers**
  English equips students with the language and skills needed to succeed in further education and the global workplace.

Aims:

- To foster a love of reading by exposing pupils to a wide range of literature including 19th century and modern texts.

- To promote cultural awareness and empathy by exploring diverse voices, perspectives and experiences in literature.

- To take manageable yet aspirational steps to build knowledge of the language and a range of skills so that pupils can understand and apply it in a range of contexts.

- To enhance pupils' vocabulary and language accuracy for effective communication in academic and real-world contexts.

- To prepare pupils for further education and employment by equipping them with essential literacy and comprehension skills for the future.

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English Department Knowledge Expectations

Year 7

Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Heroes and Villains – Myths and Legends Anthology	Heroes and Villains – Myths and Legends Anthology	Heroes and Villains – Non Fiction Writing, Poetry Love and Conflict – Shakespeare's Most Evil Villain	Love and Conflict – Non Fiction Writing, Love and Conflict Poetry	Man and Nature – Frankenstein	Man and Nature – Non Fiction Writing Speaking and Listening

Year 8

Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
The Other – Gothic Literature Anthology	The Other – Non-Fiction Writing, The Other Poetry	Social Injustice – Romeo and Juliet	Social Injustice – Non-Fiction Writing, Social Injustice Poetry	Identity – Blood Brothers	Identity – Non-Fiction Writing Speaking and Listening

Year 9

Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Macbeth: What is evil and where does it come from?	Macbeth: What is evil and where does it come from?	A Christmas Carol: How does the world shape our actions and our beliefs? Effective creative writing	A Christmas Carol: How does the world shape our actions and our beliefs? Effective creative writing	An Inspector Calls: What is it like to feel disempowered? Poetry - Unseen Poetry	An Inspector Calls: What is it like to feel disempowered? Poetry - Unseen Poetry

Year 10

Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Language Of Mice and Men: Language Paper 1 **Literature**	**Language** Of Mice and Men: Language Paper 1	*Language* *Human Psychology* *Paper 2*	**Language** Diverse Voices Paper 1 *Literature*	**Language** **Paper 1 and 2 Revision** **Literature**	Language Speaking and Listening **Literature**

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Power and Conflict Poetry – Physical Conflict A Christmas Carol	*Literature* A Christmas Carol Unseen poetry	*Literature* *Macbeth* *Power and Conflict – Psychological Conflict*	*Macbeth* *Power and Conflict – Psychological Conflict*	An Inspector Calls Power and Conflict – Power of Nature/Identity Unseen Poetry	An Inspector Calls Power and Conflict – Power of Nature/Identity Unseen Poetry

Year 11					
Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Language: Themes linked to exam revision with a variety of texts – adventure, fear **Literature:** Themes linked to all three literature texts – power, social class, guilt, morality Anthology Poetry – Identity/Memory	Language: Themes linked to exam revision with a variety of texts – adventure, fear Literature: Themes linked to all three literature texts – gender, supernatural, nature Unseen Poetry	Language: **Paper 1 and 2 consolidation and revision** Literature: Themes linked to all three literature texts – responsibilty, poverty, family Anthology Poetry - Conflict	Language: Paper 1 and 2 consolidation and revision Literature: Paper 1 and 2 consolidation and revision	**Final exams and revision**	**Final exams and revision**

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English – Golden Threads Mapping

SMSC				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
• Spiritual = Encourages students to explore human experiences, beliefs, and values through literature, poetry, and drama. • Moral = Develops empathy and critical thinking by exploring characters' choices and motivations. • Social = Encourages understanding of social contexts and relationships within texts and real life. • Cultural = Develops appreciation for cultural diversity and literary heritage (e.g., Shakespeare, world literature, contemporary voices).	• Spiritual = Encourages students to explore human experiences, beliefs, and values through literature, poetry, and drama. • Moral= Develops empathy and critical thinking by exploring characters' choices and motivations. • Social = Encourages understanding of social contexts and relationships within texts and real life. • Cultural = Develops appreciation for cultural diversity and literary heritage (e.g., Shakespeare, world literature, contemporary voices).	• Spiritual = Encourages students to explore human experiences, beliefs, and values through literature, poetry, and drama. • Moral= Develops empathy and critical thinking by exploring characters' choices and motivations. • Social = Encourages understanding of social contexts and relationships within texts and real life. • Cultural = Develops appreciation for cultural diversity and literary heritage (e.g., Shakespeare, world literature, contemporary voices).	• Spiritual = Encourages students to explore human experiences, beliefs, and values through literature, poetry, and drama. • Moral= Develops empathy and critical thinking by exploring characters' choices and motivations. • Social = Encourages understanding of social contexts and relationships within texts and real life. • Cultural = Develops appreciation for cultural diversity and literary heritage (e.g., Shakespeare, world literature, contemporary voices).	• Spiritual = Encourages students to explore human experiences, beliefs, and values through literature, poetry, and drama. • Moral= Develops empathy and critical thinking by exploring characters' choices and motivations. • Social = Encourages understanding of social contexts and relationships within texts and real life. • Cultural = Develops appreciation for cultural diversity and literary heritage (e.g., Shakespeare, world literature, contemporary voices).
Personal Development				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
• **Builds Confidence and Communication Skills**: Through speaking, listening, reading, and writing, students learn to express themselves clearly and confidently.	• **Builds Confidence and Communication Skills**: Through speaking, listening, reading, and writing, students learn to express themselves clearly and confidently.	• **Enhances Articulation and Persuasion**: Students refine their ability to argue, analyse, and present ideas with clarity and sophistication—skills vital for adult life and future careers.	• **Enhances Articulation and Persuasion**: Students refine their ability to argue, analyse, and present ideas with clarity and sophistication—skills vital for adult life and future careers.	• **Enhances Articulation and Persuasion**: Students refine their ability to argue, analyse, and present ideas with clarity and sophistication—skills vital for adult life and future careers.

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• **Develops Empathy and Emotional Awareness**: Literature exposes students to diverse perspectives and experiences, fostering understanding and compassion. • **Promotes Critical Thinking and Independence**: Analytical tasks and creative challenges encourage reflection, resilience, and independent learning.	• **Develops Empathy and Emotional Awareness**: Literature exposes students to diverse perspectives and experiences, fostering understanding and compassion. • **Promotes Critical Thinking and Independence**: Analytical tasks and creative challenges encourage reflection, resilience, and independent learning.	• **Deepens Empathy and Ethical Awareness**: Exploring complex texts and themes (e.g. power, identity, injustice) encourages mature reflection on human behaviour and societal issues. • **Strengthens Resilience and Independence**: Increased challenge in content and assessment fosters critical thinking, self-motivation, and the ability to manage workload and feedback constructively.	• **Deepens Empathy and Ethical Awareness**: Exploring complex texts and themes (e.g. power, identity, injustice) encourages mature reflection on human behaviour and societal issues. • **Strengthens Resilience and Independence**: Increased challenge in content and assessment fosters critical thinking, self-motivation, and the ability to manage workload and feedback constructively.	• **Deepens Empathy and Ethical Awareness**: Exploring complex texts and themes (e.g. power, identity, injustice) encourages mature reflection on human behaviour and societal issues. • **Strengthens Resilience and Independence**: Increased challenge in content and assessment fosters critical thinking, self-motivation, and the ability to manage workload and feedback constructively.

Numeracy

Year 7	Year 8	Year 9	Year 10	Year 11
• **Data Interpretation and Presentation**: Students analyse and create non-fiction texts that include statistics, graphs, and factual data—enhancing their ability to read, interpret, and evaluate numerical information critically.	• **Data Interpretation and Presentation**: Students analyse and create non-fiction texts that include statistics, graphs, and factual data—enhancing their ability to read, interpret, and evaluate numerical information critically.	• **Data Interpretation and Presentation**: Students analyse and create non-fiction texts that include statistics, graphs, and factual data—enhancing their ability to read, interpret, and evaluate numerical information critically.	• **Interpreting and Creating Graphs**: Students use **tension-time graphs** to visually track the rising and falling tension in a narrative, developing skills in data representation and interpretation. • **Analysing Patterns and Structure**: Plotting key events against a time axis	• **Interpreting and Creating Graphs**: Students use **tension-time graphs** to visually track the rising and falling tension in a narrative, developing skills in data representation and interpretation. • **Analysing Patterns and Structure**: Plotting key events against a time axis

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			encourages logical sequencing, pattern recognition, and understanding of narrative structure—core elements of effective storytelling.	encourages logical sequencing, pattern recognition, and understanding of narrative structure—core elements of effective storytelling.
• **Logical Thinking and Sequencing**: Structuring arguments, organising ideas, and analysing patterns in language and literature develop logical reasoning and step-by-step thinking skills. • **Timing and Measurement**: Activities such as timed presentations, planning written tasks, and analysing poetic meter or syllable counts support awareness of time, rhythm, and quantitative structure.	• **Logical Thinking and Sequencing**: Structuring arguments, organising ideas, and analysing patterns in language and literature develop logical reasoning and step-by-step thinking skills. • **Timing and Measurement**: Activities such as timed presentations, planning written tasks, and analysing poetic meter or syllable counts support awareness of time, rhythm, and quantitative structure.	• **Logical Thinking and Sequencing**: Structuring arguments, organising ideas, and analysing patterns in language and literature develop logical reasoning and step-by-step thinking skills. • **Timing and Measurement**: Activities such as timed presentations, planning written tasks, and analysing poetic meter or syllable counts support awareness of time, rhythm, and quantitative structure.	• **Quantifying Literary Techniques**: Comparing tension curves across different texts or drafts helps students make informed, measurable decisions about pacing and impact in their own writing.	• **Quantifying Literary Techniques**: Comparing tension curves across different texts or drafts helps students make informed, measurable decisions about pacing and impact in their own writing.

Cultural Capital				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
• **Exposure to Literary Heritage**: Students study classic texts, such as Shakespeare and 19th-century fiction, developing knowledge of influential works that shape British and global culture. • **Understanding Diverse Voices**: The curriculum includes a range of	• **Exposure to Literary Heritage**: Students study classic texts, such as Shakespeare and 19th-century fiction, developing knowledge of influential works that shape British and global culture. • **Understanding Diverse Voices**: The curriculum includes a range of	• **Exploration of Literary Heritage**: Core texts like *Macbeth* and *A Christmas Carol* expose students to key works of British literature, enriching their understanding of historical language, values, and traditions. • **Understanding Social and Moral Contexts**: *An*	• **Exploration of Literary Heritage**: Core texts like *Macbeth* and *A Christmas Carol* expose students to key works of British literature, enriching their understanding of historical language, values, and traditions. • **Understanding Social and Moral Contexts**: *An*	• **Exploration of Literary Heritage**: Core texts like *Macbeth* and *A Christmas Carol* expose students to key works of British literature, enriching their understanding of historical language, values, and traditions. • **Understanding Social and Moral Contexts**: *An*

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contemporary and multicultural texts, promoting awareness of different cultures, identities, and worldviews. • **Developing Critical and Cultural Awareness**: Through discussion and analysis of themes like power, justice, and identity, students engage with historical, social, and ethical contexts—broadening their understanding of the world.	contemporary and multicultural texts, promoting awareness of different cultures, identities, and worldviews. • **Developing Critical and Cultural Awareness**: Through discussion and analysis of themes like power, justice, and identity, students engage with historical, social, and ethical contexts—broadening their understanding of the world.	*Inspector Calls* challenges students to consider themes of responsibility, class, and social justice—encouraging critical thinking about society and ethics. • **Engagement with History and Conflict**: The *Power and Conflict* poetry cluster introduces diverse perspectives on war, identity, and human experience, connecting students to major historical events and cultural responses.	*Inspector Calls* challenges students to consider themes of responsibility, class, and social justice—encouraging critical thinking about society and ethics. • **Engagement with History and Conflict**: The *Power and Conflict* poetry cluster introduces diverse perspectives on war, identity, and human experience, connecting students to major historical events and cultural responses.	*Inspector Calls* challenges students to consider themes of responsibility, class, and social justice—encouraging critical thinking about society and ethics. • **Engagement with History and Conflict**: The *Power and Conflict* poetry cluster introduces diverse perspectives on war, identity, and human experience, connecting students to major historical events and cultural responses.

Substantive Knowledge				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
• **Core Literary Content**: Students gain knowledge of significant texts, including novels, plays, and poetry from a range of historical periods and cultures, developing understanding of plot, character, theme, and context. • **Language and Grammar**: The curriculum teaches key grammar rules, sentence	• **Core Literary Content**: Students gain knowledge of significant texts, including novels, plays, and poetry from a range of historical periods and cultures, developing understanding of plot, character, theme, and context. • **Language and Grammar**: The curriculum teaches key grammar rules, sentence	• **In-depth Study of Core Texts**: Students develop basic knowledge of GCSE set texts such as *Macbeth*, *An Inspector Calls*, *A Christmas Carol*, and the *Power and Conflict* poetry cluster, including plot, characters, themes, and historical context and how this links to other themes through the use of the Gateway booklet.	• **In-depth Study of Core Texts**: Students develop detailed knowledge of GCSE set texts such as *Macbeth*, *An Inspector Calls*, *A Christmas Carol*, and the *Power and Conflict* poetry cluster, including plot, characters, themes, and historical context. • **Advanced Language and Grammar**: The curriculum	• **In-depth Study of Core Texts**: Students develop detailed knowledge of GCSE set texts such as *Macbeth*, *An Inspector Calls*, *A Christmas Carol*, and the *Power and Conflict* poetry cluster, including plot, characters, themes, and historical context. • **Advanced Language and Grammar**: The curriculum

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structures, and vocabulary, helping students understand how language works and how meaning is constructed. • **Genre and Form**: Pupils learn the features of different text types (e.g. persuasive writing, narrative, drama), building a secure foundation in how texts are shaped for purpose and audience.	structures, and vocabulary, helping students understand how language works and how meaning is constructed. • **Genre and Form**: Pupils learn the features of different text types (e.g. persuasive writing, narrative, drama), building a secure foundation in how texts are shaped for purpose and audience.	• **Advanced Language and Grammar**: The curriculum reinforces and expands understanding of complex language features, grammar, and rhetorical devices to support sophisticated analysis and effective writing. • **Text Types and Writing Skills**: Pupils master a range of written forms—such as argumentative essays, descriptive and narrative writing—building precise knowledge of structure, style, and audience expectations.	reinforces and expands understanding of complex language features, grammar, and rhetorical devices to support sophisticated analysis and effective writing. • **Text Types and Writing Skills**: Pupils master a range of written forms—such as argumentative essays, descriptive and narrative writing—building precise knowledge of structure, style, and audience expectations.	reinforces and expands understanding of complex language features, grammar, and rhetorical devices to support sophisticated analysis and effective writing. • **Text Types and Writing Skills**: Pupils master a range of written forms—such as argumentative essays, descriptive and narrative writing—building precise knowledge of structure, style, and audience expectations.

Disciplinary Knowledge				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
• **Developing Analytical Skills**: Students learn to explore and interpret texts by identifying language, form, and structure techniques and considering their effects on meaning and audience.	• **Developing Analytical Skills**: Students learn to explore and interpret texts by identifying language, form, and structure techniques and considering their effects on meaning and audience.	• **Developing Analytical Skills**: Students learn to explore and interpret texts by identifying language, form, and structure techniques and considering their effects on meaning and audience.	• **Advanced Textual Analysis**: Students critically analyse language, form, and structure in set texts like *Macbeth*, *An Inspector Calls*, *A Christmas Carol*, and *Power and Conflict* poetry, exploring how writers create meaning and effect.	• **Advanced Textual Analysis**: Students critically analyse language, form, and structure in set texts like *Macbeth*, *An Inspector Calls*, *A Christmas Carol*, and *Power and Conflict* poetry, exploring how writers create meaning and effect.

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• **Critical Thinking and Evaluation**: Pupils practice forming and justifying personal responses, comparing different interpretations, and engaging in discussion and debate about texts. • **Understanding the Writing Process**: The curriculum encourages planning, drafting, revising, and editing, helping students develop skills in crafting and refining their own writing for purpose and audience.	• **Critical Thinking and Evaluation**: Pupils practice forming and justifying personal responses, comparing different interpretations, and engaging in discussion and debate about texts. • **Understanding the Writing Process**: The curriculum encourages planning, drafting, revising, and editing, helping students develop skills in crafting and refining their own writing for purpose and audience.	• **Critical Thinking and Evaluation**: Pupils practice forming and justifying personal responses, comparing different interpretations, and engaging in discussion and debate about texts. • **Understanding the Writing Process**: The curriculum encourages planning, drafting, revising, and editing, helping students develop skills in crafting and refining their own writing for purpose and audience.	• **Comparative and Evaluative Skills**: Pupils compare texts, evaluate differing interpretations, and construct coherent arguments supported by textual evidence, reflecting the exam's emphasis on critical thinking. • **Refined Writing and Communication**: The curriculum develops precise writing skills for various purposes and audiences, with a focus on planning, drafting, and tailoring language—mirroring the GCSE assessment objectives.	• **Comparative and Evaluative Skills**: Pupils compare texts, evaluate differing interpretations, and construct coherent arguments supported by textual evidence, reflecting the exam's emphasis on critical thinking. • **Refined Writing and Communication**: The curriculum develops precise writing skills for various purposes and audiences, with a focus on planning, drafting, and tailoring language—mirroring the GCSE assessment objectives.

Subject-specific Skills

Year 7	Year 8	Year 9	Year 10	Year 11
• At KS3, pupils begin to formulate opinions and strengthen arguments, write with flair and create inferences based on pieces of text with some analysis.	• At KS3, pupils begin to formulate opinions and strengthen arguments, write with flair and create inferences based on pieces of text with some analysis. •	• At KS4, pupils begin to apply skills such as analysing, creating inferences, writing to argue, writing with flair, evaluating and thinking critically based on specific components of literature.	• At KS4, pupils begin to apply skills such as analysing, creating inferences, writing to argue, writing with flair, evaluating and thinking critically based on specific components of literature. •	• At KS4, pupils can apply skills such as analysing, creating inferences, writing to argue, writing with flair, evaluating and thinking critically based on specific components of literature.

British Values

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Year 7	Year 8	Year 9	Year 10	Year 11
• **Promotes Respect and Tolerance** through diverse fiction, non-fiction, and poetry that explore different cultures, beliefs, and perspectives. • **Encourages Critical Thinking and Individual Liberty** by allowing students to express their views, analyse moral dilemmas, and engage in debate and discussion. • **Celebrates British Heritage and the Rule of Law** through the study of Shakespeare and texts that examine justice, power, and society.	• **Promotes Respect and Tolerance** through diverse fiction, non-fiction, and poetry that explore different cultures, beliefs, and perspectives. • **Encourages Critical Thinking and Individual Liberty** by allowing students to express their views, analyse moral dilemmas, and engage in debate and discussion. • **Celebrates British Heritage and the Rule of Law** through the study of Shakespeare and texts that examine justice, power, and society.	• **Democracy and Individual Liberty**: *An Inspector Calls* encourages students to consider the importance of having a voice in society and the impact of individual actions, promoting active citizenship and personal responsibility. • **Rule of Law and Justice**: In *Macbeth* and *A Christmas Carol*, students explore the consequences of breaking moral and legal codes, reinforcing the importance of justice, accountability, and ethical decision-making. • **Mutual Respect and Tolerance**: The *Power and Conflict* poetry cluster introduces diverse perspectives on war, identity, and oppression, fostering empathy, cultural awareness, and respect for different experiences and beliefs.	• **Democracy and Individual Liberty**: *An Inspector Calls* encourages students to consider the importance of having a voice in society and the impact of individual actions, promoting active citizenship and personal responsibility. • **Rule of Law and Justice**: In *Macbeth* and *A Christmas Carol*, students explore the consequences of breaking moral and legal codes, reinforcing the importance of justice, accountability, and ethical decision-making. • **Mutual Respect and Tolerance**: The *Power and Conflict* poetry cluster introduces diverse perspectives on war, identity, and oppression, fostering empathy, cultural awareness, and respect for different experiences and beliefs.	• **Democracy and Individual Liberty**: *An Inspector Calls* encourages students to consider the importance of having a voice in society and the impact of individual actions, promoting active citizenship and personal responsibility. • **Rule of Law and Justice**: In *Macbeth* and *A Christmas Carol*, students explore the consequences of breaking moral and legal codes, reinforcing the importance of justice, accountability, and ethical decision-making. • **Mutual Respect and Tolerance**: The *Power and Conflict* poetry cluster introduces diverse perspectives on war, identity, and oppression, fostering empathy, cultural awareness, and respect for different experiences and beliefs.

Life Skills				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
• **Effective Communication**: Through speaking, listening,	• **Effective Communication**: Through speaking, listening,	• **Advanced Communication Skills**: Students refine their	• **Advanced Communication Skills**: Students refine their	• **Advanced Communication Skills**: Students refine their

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reading, and writing, students learn to express ideas clearly, listen actively, and engage confidently in discussions—skills essential for everyday life and future careers.	reading, and writing, students learn to express ideas clearly, listen actively, and engage confidently in discussions—skills essential for everyday life and future careers.	ability to articulate complex ideas clearly and persuasively in both written and spoken forms, preparing them for higher education and the workplace.	ability to articulate complex ideas clearly and persuasively in both written and spoken forms, preparing them for higher education and the workplace.	ability to articulate complex ideas clearly and persuasively in both written and spoken forms, preparing them for higher education and the workplace.
• **Critical Thinking and Problem Solving**: Analysing texts and constructing arguments encourages students to think independently, evaluate information critically, and make informed decisions. • **Empathy and Social Awareness**: Exploring diverse characters and perspectives fosters understanding, respect, and emotional intelligence, helping students navigate social situations and cultural differences.	• **Critical Thinking and Problem Solving**: Analysing texts and constructing arguments encourages students to think independently, evaluate information critically, and make informed decisions. • **Empathy and Social Awareness**: Exploring diverse characters and perspectives fosters understanding, respect, and emotional intelligence, helping students navigate social situations and cultural differences.	• **Critical Analysis and Decision Making**: Engaging with challenging texts and diverse viewpoints hones critical thinking, problem-solving, and the ability to assess arguments rigorously. • **Cultural and Ethical Awareness**: Exploring themes of power, identity, and conflict encourages empathy and a deeper understanding of social issues, fostering responsible and informed citizenship.	• **Critical Analysis and Decision Making**: Engaging with challenging texts and diverse viewpoints hones critical thinking, problem-solving, and the ability to assess arguments rigorously. • **Cultural and Ethical Awareness**: Exploring themes of power, identity, and conflict encourages empathy and a deeper understanding of social issues, fostering responsible and informed citizenship.	• **Critical Analysis and Decision Making**: Engaging with challenging texts and diverse viewpoints hones critical thinking, problem-solving, and the ability to assess arguments rigorously. • **Cultural and Ethical Awareness**: Exploring themes of power, identity, and conflict encourages empathy and a deeper understanding of social issues, fostering responsible and informed citizenship.
Careers				
• **Communication and Literacy**: Building strong reading, writing, and speaking skills equips	• **Communication and Literacy**: Building strong reading, writing, and speaking skills equips	• **Advanced Communication Skills**: Refining persuasive writing, critical analysis,	• **Advanced Communication Skills**: Refining persuasive writing, critical analysis,	• **Advanced Communication Skills**: Refining persuasive writing, critical analysis,

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students for careers such as journalism, marketing, law, teaching, and public relations, where clear and effective communication is essential. • **Critical Thinking and Problem Solving**: Analysing texts and constructing arguments develop skills valued in professions like research, finance, management, and technology, which require logical reasoning and decision-making. • **Collaboration and Presentation**: Group discussions, presentations, and teamwork activities build interpersonal skills and confidence important for roles in sales, customer service, project management, and media.	students for careers such as journalism, marketing, law, teaching, and public relations, where clear and effective communication is essential. • **Critical Thinking and Problem Solving**: Analysing texts and constructing arguments develop skills valued in professions like research, finance, management, and technology, which require logical reasoning and decision-making. • **Collaboration and Presentation**: Group discussions, presentations, and teamwork activities build interpersonal skills and confidence important for roles in sales, customer service, project management, and media.	and articulate speaking prepares students for careers in law, journalism, marketing, politics, and education. • **Critical Thinking and Analytical Skills**: Engaging with complex texts and arguments develops problem-solving abilities essential for careers in finance, research, consultancy, and technology. • **Leadership and Collaboration**: Presentations, debates, and group projects cultivate teamwork and leadership skills valuable in management, media, public relations, and business.	and articulate speaking prepares students for careers in law, journalism, marketing, politics, and education. • **Critical Thinking and Analytical Skills**: Engaging with complex texts and arguments develops problem-solving abilities essential for careers in finance, research, consultancy, and technology. • **Leadership and Collaboration**: Presentations, debates, and group projects cultivate teamwork and leadership skills valuable in management, media, public relations, and business.	and articulate speaking prepares students for careers in law, journalism, marketing, politics, and education. • **Critical Thinking and Analytical Skills**: Engaging with complex texts and arguments develops problem-solving abilities essential for careers in finance, research, consultancy, and technology. • **Leadership and Collaboration**: Presentations, debates, and group projects cultivate teamwork and leadership skills valuable in management, media, public relations, and business.

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Literacy				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
• **Reading Development**: Students engage with a variety of texts—fiction, non-fiction, poetry, and drama—to build comprehension, vocabulary, and inference skills. • **Writing Skills**: The curriculum teaches sentence structure, grammar, punctuation, and spelling alongside creative, descriptive, and transactional writing to enhance clarity and accuracy. • **Speaking and Listening**: Activities like discussions, presentations, and group work strengthen oral communication, active listening, and confidence. • **Language Awareness**: Pupils learn how language choices affect meaning and tone, developing their ability to analyse and use language effectively across different contexts.	• **Reading Development**: Students engage with a variety of texts—fiction, non-fiction, poetry, and drama—to build comprehension, vocabulary, and inference skills. • **Writing Skills**: The curriculum teaches sentence structure, grammar, punctuation, and spelling alongside creative, descriptive, and transactional writing to enhance clarity and accuracy. • **Speaking and Listening**: Activities like discussions, presentations, and group work strengthen oral communication, active listening, and confidence. • **Language Awareness**: Pupils learn how language choices affect meaning and tone, developing their ability to analyse and use language effectively across different contexts.	• **Advanced Reading Skills**: Students analyse complex texts, exploring themes, language, and structure to deepen comprehension and critical interpretation. • **Sophisticated Writing Skills**: The curriculum develops precise control of grammar, punctuation, and vocabulary, with a focus on crafting coherent, persuasive, and analytical writing. • **Oral Communication**: Through debates, presentations, and spoken language assessments, students enhance their clarity, persuasion, and confidence in formal and informal contexts. • **Language Awareness and Application**: Pupils refine their understanding of how language choices shape meaning, adapting style and tone effectively for different audiences and purposes.	• **Advanced Reading Skills**: Students analyse complex texts, exploring themes, language, and structure to deepen comprehension and critical interpretation. • **Sophisticated Writing Skills**: The curriculum develops precise control of grammar, punctuation, and vocabulary, with a focus on crafting coherent, persuasive, and analytical writing. • **Oral Communication**: Through debates, presentations, and spoken language assessments, students enhance their clarity, persuasion, and confidence in formal and informal contexts. • **Language Awareness and Application**: Pupils refine their understanding of how language choices shape meaning, adapting style and tone effectively for different audiences and purposes.	• **Advanced Reading Skills**: Students analyse complex texts, exploring themes, language, and structure to deepen comprehension and critical interpretation. • **Sophisticated Writing Skills**: The curriculum develops precise control of grammar, punctuation, and vocabulary, with a focus on crafting coherent, persuasive, and analytical writing. • **Oral Communication**: Through debates, presentations, and spoken language assessments, students enhance their clarity, persuasion, and confidence in formal and informal contexts. • **Language Awareness and Application**: Pupils refine their understanding of how language choices shape meaning, adapting style and tone effectively for different audiences and purposes.

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Digital Literacy (to engage confidently with technology, the various digital platforms, and the vast amount of online information which now exists)				
Year 7	Year 8	Year 9	Year 10	Year 11
• Pupils use Sparx Reader to improve reading comprehension, stamina and fluency.	• Pupils use Sparx Reader to improve reading comprehension, stamina and fluency.	• Pupils use Sparx Reader to improve reading comprehension, stamina and fluency.	• Pupils use GCSE Pod to improve reading comprehension, stamina and analytical skills.	• Pupils user GCSE Pod to improve reading comprehension, stamina and analytical skills.

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English – KS3 Assessment

Aims of Assessment at KS3

- To provide a balance between knowledge and skills

- Set the foundation for GCSE style questioning to reduce time teaching skills within KS4 and provide more time to teach and develop deeper understanding of key grammar and vocabulary.

- To give pupils a rich diet of assessment across key areas of our thematic approaches – Fiction/ Non-fiction/Poetry

- To assess specific skills in each assessment
  - Fiction: To assess pupils' ability to write creatively with flair & to write creatively with accuracy. Pupils to focus on their ability to recreate a mixture of narrative writing with descriptive writing using a range of structural and language features for effect.
  - Poetry: To assess pupils' ability to understand the structures of poetry & the poet's choices of language devices. Pupils will be assessed on their ability to analyse the poet's choices, explaining the effect on the reader/audience.
  - Non-fiction: To assess pupils' ability to recreate different forms of non-fiction writing – covering Articles/Speeches/Letters (key features for the KS4 AQA examinations) Pupils will be tested on their ability to craft the content of their writing, considering things such as tone, purpose, awareness of audience and use of rhetorical devices, plus the ability to write creatively with accuracy.

- To give pupils experience of completing questions with similar/adapted criteria to the AQA English Language/Literature exams.

- To have opportunities for extended writing questions within the lesson with a focus on different themes and contexts.

- Opportunity to gain understanding of pupils' knowledge and abilities and see any gaps in knowledge that need to be addressed.

- Baseline testing used to support the transition of new Y7 pupils when joining from KS3.

- SPaG assessments in mastery/skills lessons used to support curriculum lessons by building a foundation of key subject terminology and the accuracy of writing.

- To prepare pupils for the time constraints of assessments ready for KS4

- Two assessments in the year are centred around the opportunity for Speaking and Listening – to build pupil oracy and understanding of its long-term importance.

- To allow pupils to have clear checkpoints for progress – use of this data is essential to inform parents/carers.

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- To allow students the opportunity to self-reflect upon answers using scaffolded pupil friendly mark schemes as well as peer assess each other and WAGOLL answers to build clear assessment for learning.

  - To allow time for verbal feedback/assessment and discussion of learning goals to push independence and ownership.

Context

- The use of KS3 assessments in English are to set test pupils on a foundation of key skills that are essential to the further development and progress of KS4. Across curriculum and mastery lessons, the assessments and curriculum are designed to develop essential skills of reading, writing, speaking and listening, whilst also continuing to foster the love of English. Through a wide variety of tasks, and carefully chosen thematic texts, pupils will explore the key foundations of language, structure, speech, and writing, to be able to carefully craft their understanding of other authors' work and to build their own writing with accuracy.

- Assessment scores are converted into percentages to indicate progress across tasks. These assessments focus on the continuous development and refinement of English skills rather than knowledge recall; therefore, lower percentage scores at the beginning of the year, do not necessarily represent weaker performance. Consistent use of mark schemes throughout KS3 ensures that pupils demonstrate gradual improvement and progression over time.

Assessment

Low Stakes Testing

- Utilising online homework weekly to test pupils reading and comprehension abilities, with a range of different skills and settings that can be applied to boost progress.

- Use of weekly Spellings and Grammar tests across all KS3 lessons to check understanding and to boost vocabulary/ SPaG accuracy.

- Pupils receive recall learning through starters/teacher input to reinforce key learning from previous lessons.

- Each lesson teachers' presentations include Tier 2 vocabulary through carefully formatted templated throughout the curriculum.

- Knowledge organisers are used to support pupil writing and accuracy – ambitious skills and strategies deployed to adapt learning and challenge HAP pupils.

High Stakes Testing

- Pupils have three key checkpoint curriculum assessments throughout the year – testing pupils on our three key areas of skills – Fiction/Poetry/Non-fiction

- Pupils have three key checkpoint mastery/skills assessments throughout the year – testing pupils on the SPaG that has been learned from weekly Spelling/Grammar tests.

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- Pupils have formative assessments throughout the year that reinforce and practice the skills leading to these assessments that are peer/self assessed using pupil friendly mark schemes.

- Pupils work on preparation for the assessments that then take place in formal exam conditions.

- New Y7 pupils will be tested in September using a Baseline test in mastery/skills lessons to support teacher understanding of pupils/abilities and skills.

- Supporting the Literacy lead(s), Reading tests are taken across the year to inform teachers/pupils/parents of pupils reading ages – interventiosn can then be set accordingly with this information.

- Assessment scores are converted into percentages to indicate progress across tasks. Each data collection/pupil report's percentage is an accumulation of at least 2 different assessments. Curriculum Key Checkpoint Assessments are weighted at 70%, whereas Mastery Skills tests are weighted at 30%

Tracking

Teacher Tracking

- Use of departmental trackers to record the results across the year. These can be analysed and common misunderstanding(s) can be identified.
- Tracking of targets and common misconceptions within the exercise books.
- Purple reflection time used at the end of each module assessment with pupils setting clear targets for improvement.
- Teacher grab files keep a record of all assessments, reported and predicted grades as well as intervention.
- Tracking of pupil Reading Ages through tests (supporting the Literacy lead(s).

Teacher Intervention

- Adapt planning and teaching and learning to provide meaningful/tailored lessons to groups.
- Diagnostic marking to inform students of future targets.
- Intervention classes after school offered to improve on both literature and language skills. Classes are organised based on targets.

Department Tracking

- Tracker includes assessments both for Curriculum and Mastery/Skills assessments.
- SISRA is used to monitor the performance of groups against targets/focus groups against targets.
- Grab files kept up to date with assessment scores, predicted and reported grades and a record of any intervention undertaken and its impact.
- Student concerns raised and discussed within departmental meetings.

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Targets for 2025-2026
- To continue to challenge, motivate and stretch the HAP pupils at KS3.   - Supporting school-wide CPD development, to promote more "Purple Zone" pupil reflection and improvement time at KS3 and following assessments.   - To ensure consistent use of ThinkPink marking, and pupil response in exercise books.   - To continue to input intervention for pupils needing support (reading ages/ Ready for KS4)   - Develop use of knowledge organisers with lessons.

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English – KS4 Assessment

Aims of Assessment at KS4

- To provide a balance between knowledge and skills

- To assess all GCSE skills in line with AQA specification covering all assessment objectives:

    - AO1: Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts.
    - AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
    - AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
    - AO4: Evaluate texts critically and support this with appropriate textual references
    - AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
    - AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
    - Speaking and listening:
    - AO7: Demonstrate presentation skills in a formal setting
    - AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations
    - AO9: Use spoken Standard English effectively in speeches and presentations.

- To allow opportunities for low stakes testing of skills throughout the course to allow students to build upon skills and address mistakes and identify targets for students to work on.

- Prepare students for the time constraints of the examinations by using strictly timed assessment in class.

- To allow students the opportunity to self-reflect upon answers using mark schemes as well as peer assess each other and WAGOLL answers to build clear assessment for learning.

- To allow time for verbal feedback/assessment and discussion of learning goals to push independence and ownership.

Context

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- The English Language course is designed to help students develop the essential skills of reading, writing, speaking, and listening. Through a wide range of texts and writing tasks, students will explore how language works, how writers communicate ideas, and how to craft their own effective and imaginative writing.

Assessment

Low Stakes Testing

- Lessons will have recall questions that support their prior learning. This may be the activity used in the starter or from learning undertaken in the lesson.

High Stakes Testing

- There are assessments throughout the year linked to reading, writing and speaking that are due to take place during the academic year.

- Pupils work on preparation for the assessments that then take place in formal exam conditions.

- The assessments will support the work throughout the year.

- Mock exams will take place in the sports hall at the end of year 10 and then again in year 11 on two separate occasions prior to the formal GCSE exam period.

Tracking and Intervention

Teacher Tracking

- Use of departmental trackers to record the results across the year. These can be analysed and common misunderstanding(s) can be identified.

- Tracking of targets and common misconceptions within the exercise books.

- Purple reflection time used at the end of each module assessment with pupils setting clear targets for improvement.

- Teacher grab files keep a record of all assessments, reported and predicted grades as well as intervention.

Teacher Intervention

- Adapt planning and teaching and learning to provide meaningful/tailored lessons to groups.

- Diagnostic marking to inform students of future targets.

- Intervention classes after school offered to improve on both literature and language skills. Classes are organised based on targets.

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Department Tracking

- Tracker includes assessments.

- SISRA is used to monitor the performance of groups against targets/focus groups against targets.

- Grab files kept up to date with assessment scores, predicted and reported grades and a record of any intervention undertaken and its impact.

- Student concerns raised and discussed within departmental meetings.

Department intervention

- After school revision to build upon skills with target groups.

- Contact with parents, liaison with SLT and pastoral team to create an action plan for specific pupils.

- Homework based on skills being taught in the lessons is given weekly on GCSE Pod.

Targets for 2025-2026

- Continue to push the HAPS and move more pupils to the higher grades.

- Review success of year 10 mocks once completed. Set up any intervention.

- Develop use of knowledge organisers in lessons.

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