

# CoDA Curriculum

ENGLISH 2025-26



*Improving the life chances of all students*

## English Curriculum Intent

We aim to deliver a curriculum that will give students the confidence, knowledge and skills that they will need in order to:

- Be able to use English to communicate with different audiences, in a range of situations, in any written or spoken form.
- To have the confidence and ability to question and evaluate the world as it is presented to them.
- To have an appreciation of literature that allows students to see the world through the eyes of others and to use literature as a way to explore their own experiences and emotions.
- To have an understanding, appreciation and ability to analyse the craft of the writer.
- Ensure all students leave CODA with proficiency in reading, writing and spoken language and through these, they develop communication skills for education and for working with others: in school, in training and at work.

At Key Stage 4 students will follow the specifications:

AQA, Level 2, Subject

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| <b>GCSE ENGLISH LANGUAGE will encourage and enable students to:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"><li>• Read a wide range of texts, fluently and with good understanding</li><li>• Read critically, and use knowledge gained from wide reading to inform and improve their own writing</li><li>• Write effectively and coherently using Standard English appropriately</li><li>• Use grammar correctly, punctuate and spell accurately</li><li>• Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.</li><li>• Listen to and understand spoken language</li><li>• Use spoken Standard English effectively</li></ul>                                                  |                                                                                                                                                                                                                                                                          |
| <b>Students will be taught and assessed on their ability to:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                          |
| <b>AO1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Identify and interpret explicit and implicit information and ideas<br>select and synthesise evidence from different texts                                                                                                                                                |
| <b>AO2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 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                                                                                               |
| <b>AO3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts                                                                                                                                                                     |
| <b>AO4</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Evaluate texts critically and support this with appropriate textual references                                                                                                                                                                                           |
| <b>AO5</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.<br>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts |
| <b>AO6</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation                                                                                                                                |
| <b>AO7</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Demonstrate presentation skills in a formal setting                                                                                                                                                                                                                      |
| <b>AO8</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Listen and respond appropriately to spoken language, including to questions and feedback on presentations                                                                                                                                                                |
| <b>AO9</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Use spoken Standard English effectively in speeches and presentations                                                                                                                                                                                                    |
| <b>GCSE ENGLISH LITERATURE will encourage and enable students to:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"><li>• read a wide range of classic literature fluently and with good understanding, and make connections across their reading</li><li>• read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas</li><li>• develop the habit of reading widely and often</li><li>• appreciate the depth and power of the English literary heritage</li><li>• write accurately, effectively and analytically about their reading, using Standard English</li><li>• acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read</li></ul> |                                                                                                                                                                                                                                                                          |
| <b>Students will be taught and assessed on their ability to:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                          |
| <b>AO1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Read, understand and respond to texts. Students should be able to: - maintain a critical style and develop an informed personal response<br>- use textual references, including quotations, to support and illustrate interpretations.                                   |
| <b>AO2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.                                                                                                                          |
| <b>AO3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Show understanding of the relationships between texts and the contexts in which they were written.                                                                                                                                                                       |
| <b>AO4</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.                                                                                                                                               |

# English - Year 7

|                                   | TERM ONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                       | TERM TWO                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                           | TERM THREE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| Topic                             | Island Project – Descriptive Writing (5 weeks)                                                                                                                                                                                                                                                                                                                                                                                                                                       | Historical Novel + non-fiction context (Once) (9 weeks UNTIL Christmas)                                                                                                                                                                                                                               | Myths and Legends (6 weeks)                                                                                                                                                                                                                                                                                                                                              | Dickens / Oliver + non-fiction context Presentation/ research (5 weeks UNTIL EASTER)                                                                                                                                                                                      | Survivor stories (7-8 weeks)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Poetry From Around the World (5-6 weeks)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| End Points (Knowledge and Skills) | <p>WRITING TO DESCRIBE</p> <ol style="list-style-type: none"> <li>Written in sentences using capitals and full stops. Spelt accurately.</li> <li>Written in complete sentences.</li> <li>Used a range of connectives.</li> <li>Used a variety of noun phrases.</li> <li>You have used sensory imagery to describe the island/plane crash.</li> <li>Used sensory imagery.</li> <li>Used similes in description.</li> <li>Used ambitious vocab.</li> <li>Used paragraphing.</li> </ol> | <p>READING FOR MEANING / EFFECT</p> <ol style="list-style-type: none"> <li>Understanding of plot</li> <li>Selecting quotes</li> <li>Explain quotes</li> <li>Inference</li> <li>Identifying nouns + verbs</li> <li>Language / structure</li> <li>Writer's surname</li> <li>Introduce Quotes</li> </ol> | <p>WRITING TO DESCRIBE</p> <ol style="list-style-type: none"> <li>Sentence accuracy and use of commas</li> <li>Sentence length / clauses</li> <li>Variety of sentence openings</li> <li>Variety of verbs</li> <li>Sensory Imagery</li> <li>Descriptive techniques</li> <li>Ambitious vocabulary</li> <li>Paragraphing</li> <li>Clear beginning / middle / end</li> </ol> | <p>ORACY (speeches)</p> <ol style="list-style-type: none"> <li>Volume and pronunciation</li> <li>Expression</li> <li>Body language</li> <li>Vocabulary</li> <li>Structure</li> <li>Formality</li> <li>Interesting</li> <li>Active listening</li> <li>Confident</li> </ol> | <p>WRITING TO PERSUADE</p> <ol style="list-style-type: none"> <li>Sentence accuracy</li> <li>Sentence openings</li> <li>Variety of punctuation</li> <li>Persuasive devices</li> <li>Appropriate tone / form</li> <li>Interesting details</li> <li>Ambitious vocabulary</li> <li>Paragraphing</li> <li>Discourse markers</li> </ol> <p>READING FOR UNDERSTANDING / EFFECT (non-fiction)</p> <ol style="list-style-type: none"> <li>Finding information</li> <li>Selecting quotes</li> <li>Explain quotes</li> <li>Inference</li> <li>Identify language techniques</li> <li>Comment on effect of language</li> <li>Zoomed in on individual word</li> <li>Academic verb</li> <li>Topic sentence</li> <li>Introduced quote</li> </ol> | <p>READING FOR MEANING / EFFECT</p> <ol style="list-style-type: none"> <li>You show that you have ideas about the thoughts/feelings in the poem.</li> <li>You have explained your thoughts.</li> <li>Selecting quotes</li> <li>Identified some poetic techniques.</li> <li>Commented on effect of language.</li> <li>Commented on structure of the poem.</li> </ol> <p>ORACY</p> <ol style="list-style-type: none"> <li>Reading with fluency.</li> <li>Pronounce the words in your poem.</li> <li>Use body language to perform your poem.</li> <li>Tell someone about the poem you've performed.</li> </ol> |
| What is assessed                  | Short crafted descriptive writing. (BASELINE WRITING)                                                                                                                                                                                                                                                                                                                                                                                                                                | Reading assessment. AO1 / AO2 – short tasks style                                                                                                                                                                                                                                                     | Writing assessment- mythical creature destroying a village. (AO5, AO6)                                                                                                                                                                                                                                                                                                   | Spoken presentations / group discussions<br><br>Oracy in English. Skills for talking about the subject. Use of formal English.<br><br>Research skills                                                                                                                     | Non-fiction reading assessment and writing assessment (lang paper 2 style).<br><br>Reading: AO1 / AO2- Jaws article.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | NOT ASSESSED- Analyse a poem and analyse the language of the poem (in class).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|                                                                  |                                                                                                                                                                            |                                                                                                                                                                                               |                                                                                                                                                                                 |                                                                                                                                                                                                         | Writing: AO5, AO6 (should people take part in dangerous activities?)                                                                                                                                           |                                                                                                              |
| <b>Key Vocabulary</b>                                            | 1. Location<br>2. Remote<br>3. Noun Phrase<br>4. Stranded<br>5. Catastrophe<br>6. Loneliness<br>7. Connective<br>8. Anxiety<br>9. Isolation<br>10. Stranded<br>11. Sensory | 1. Conflict<br>2. Protagonist<br>3. Inference<br>4. Society<br>5. empathy<br>6. Compassion<br>7. Epiphany<br>8. Pathetic Fallacy<br>9. Displacement<br>10. Context<br>11. Career<br>12. Moral | 1. Heroic<br>2. Villain<br>3. Realm<br>4. Ancient<br>5. Glory<br>6. Chaotic<br>7. Tentatively<br>8. Tinged<br>9. Metaphor<br>10. Simile<br>11. Onomatopoeia<br>12. Alliteration | 1. Society<br>2. Hierarchy<br>3. Social-Class<br>4. Poverty<br>5. Reform<br>6. Charity<br>7. Industrialisation<br>8. Workhouse<br>9. Pace<br>10. Audible<br>11. Presentation<br>12. Tone<br>13. Fluency | 1. Bias<br>2. Perspective<br>3. Exaggeration<br>4. Anecdote<br>5. Facts<br>6. Opinion<br>7. Rhetorical Question<br>8. Emotive Language<br>9. Inference<br>10. Triplets<br>11. Repetition<br>12. Direct Address | 1. Stanza<br>1. Rhyme<br>2. Rhythm<br>3. Imagery<br>4. Diversity<br>5. Heritage<br>6. Identity<br>7. Dialect |
| <b>Literacy Skills Developed (Writing/Oracy)</b>                 | Writing - Descriptive                                                                                                                                                      | Writing – Academic Writing                                                                                                                                                                    | Writing - Descriptive                                                                                                                                                           | Oracy – Presentation Skills                                                                                                                                                                             | Writing – Academic Writing<br>Writing to argue skills                                                                                                                                                          | Oracy – Presentation skills<br>Reading- Analysing poems                                                      |
| <b>Career Links (Employability Skills, Career Opportunities)</b> | Career Pathway – Travel and Tourism (link to H/W project)<br><br>Employability Skills – Independence/Creativity                                                            | Career Pathway – Law, historian<br><br>Employability Skills – Independence/Creativity                                                                                                         | Career Pathway – Author, artist, writer<br><br>Employability Skills – Independence/Creativity                                                                                   | Career Pathway- Presenter, researcher<br><br>Employability Skills – Teamwork/Communication/Resilience                                                                                                   | Career Pathway – Journalism<br><br>Employability Skills – Independence                                                                                                                                         | Career – Travel journalism / diplomat / translator<br><br>Employability skills - Resilience                  |
| <b>SMSC Links (Spiritual, Moral, Social and Cultural)</b>        | Social – the values and ethics a society needs to function.                                                                                                                | Moral – War Discussion and Holocaust                                                                                                                                                          | Cultural – Myths and Legends within different cultures.<br><br>Spiritual – Importance of Gods in different mythologies.                                                         | Moral – Social Justice<br><br>Social – Discussion about class<br><br>Cultural – Impact of Dickens on English Literature                                                                                 | Social – Learning about news/fake news.<br>Cultural- Where do we find out true news.                                                                                                                           | Cultural – Learning about identity and stereotypes                                                           |

# English Year 8

| Topic                                | <u>Modern Societal Issues: Novel</u><br><u>Ghost Boys (11 weeks)</u>                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                          | <u>Short Stories (6 Weeks)</u><br><u>(THREE WEEKS TERM ONE AND</u><br><u>THREE WEEKS AFTER</u><br><u>CHRISTMAS)</u>                                                                                                                                                                                                         | <u>Much Ado About Nothing (9 weeks)</u><br><u>(1 Week after Easter)</u>                                                                                                                                                                                                                                                                        | <u>Frankenstein/Gothic</u><br><u>(8 weeks)</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <u>Voices of Youth in Poetry</u><br><u>(4 Weeks)</u>                                                                                                                                                                                                                                                                      |
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| End Points<br>(Knowledge and Skills) | WRITING TO PERSUADE<br>1) <b>Sentence accuracy</b><br>2) Sentence openings<br>3) Variety of punctuation<br>4) <b>Letter writing</b><br>5) Appropriate tone / form<br>6) <b>Persuasive devices</b><br>7) Modal verbs<br>8) Ambitious vocabulary<br>9) Paragraphing<br>10) Discourse markers | READING FOR MEANING / EFFECT<br>1) Understanding of plot<br>2) Selecting + explain quotes<br>3) <b>Inference</b><br>4) Identifying language techniques<br>5) <b>Commenting on effect</b> of words<br>6) Comment on structure<br>7) <b>Explore theme of racism</b><br>8) Academic verb<br>9) Writer's surname<br>10) Topic sentence<br>11) Embedded quote | WRITING TO DESCRIBE<br>1) <b>Accurate sentences</b><br>2) Variety of sentence openings<br>3) Variety of punctuation<br>4) <b>Show not tell</b><br>5) Sensory imagery<br>6) <b>Descriptive techniques</b><br>7) Ambitious vocabulary<br>8) <b>Accurate paragraphing</b><br>9) Paragraphs for effect<br>10) Included a climax | READING FOR MEANING / EFFECT / ANALYSIS<br>1) Understanding of plot<br>2) Selecting + explain quotes<br>3) <b>Inference</b><br>4) <b>Character development</b><br>5) Effect of language techniques<br>6) <b>Explore themes of marriage, love, gender</b><br>7) Academic verb<br>8) Writer's surname<br>9) Topic sentence<br>10) Embedded quote | READING FOR MEANING / EFFECT / ANALYSIS- Not Assessed (moved to poetry HT6)<br>1) Understanding of plot<br>2) Selecting + explain quotes<br>3) <b>Inference</b><br>4) <b>Effect of language techniques</b><br>5) Effect of structure<br>6) Explore themes of responsibility / treatment of others<br>7) Academic verb<br>8) Writer's surname<br>9) Topic sentence<br>10) Embedded quote<br><br>WRITING TO DESCRIBE- ASSESSED<br>1) <b>Accurate sentences</b><br>2) Variety of sentence openings<br>3) Variety of punctuation<br>4) Show not tell<br>5) Sensory imagery<br>6) <b>Descriptive techniques</b><br>7) Ambitious vocabulary<br>8) Accurate paragraphing<br>9) Paragraphs for effect<br>10) <b>Included a motif</b> | ORACY (speeches)<br>1) <b>Volume and pronunciation</b><br>2) Expression<br>3) Body language<br>4) Pace + pauses<br>5) Vocabulary<br>6) Structure<br>7) Formality<br>8) Rhetorical devices<br>9) <b>Interesting ideas</b><br>10) Supported ideas<br>11) Audience awareness<br>12) <b>Active listening</b><br>13) Confident |
| What is assessed                     | Paper 2 Writing to President Trump about racism in Amerca.                                                                                                                                                                                                                                 | Reading assessment on chapter one of Ghost Boys.                                                                                                                                                                                                                                                                                                         | Writing to describe (Showing not telling) – Last Woman on Earth.                                                                                                                                                                                                                                                            | Scaffolded Lit style: Change in Beatrice + Benedict's relationship                                                                                                                                                                                                                                                                             | Reading + Writing<br>Writing- Description of haunted house<br>Reading- Frankenstein extract and analysis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | NOT FORMALLY ASSESSED- spoken language on challenges of being a teenager (either in presentation form or written poem form).                                                                                                                                                                                              |
| Key Vocabulary                       | 1. Empathy<br>2. Discrimination<br>3. Injustice                                                                                                                                                                                                                                            | 1. Civil rights<br>2. Preliminary<br>3. Tone<br>4. Segregation                                                                                                                                                                                                                                                                                           | 1. Culture<br>2. Desolation<br>3. Isolation<br>4. Daunted                                                                                                                                                                                                                                                                   | 1. Stagecraft<br>2. Insults<br>3. Conflict<br>4. Plot                                                                                                                                                                                                                                                                                          | 1. Gothic<br>2. Motif<br>3. Uncanny<br>4. Pathetic Fallacy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Stanza<br>Rhyme<br>Rhythm<br>Metaphor                                                                                                                                                                                                                                                                                     |

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|                                                              | 4. Inequality<br>5. Racial tensions<br>6. Fairness<br>7. Solidarity<br>8. Factual<br>9. Statistics<br>10. Address<br>11. Respectful<br>12. Influential | 5. Celebration<br>6. Society<br>7. Afterword | 5. Exposition<br>6. Rising Action<br>7. Climax<br>8. Falling Action<br>9. Resolution<br>10. Dialogue<br>11. Sinister         | 5. Hierarchy<br>6. Argumentative<br>7. Presents<br>8. Analyse<br>9. Yoke<br>10. Dramatic Irony<br>11. Deception<br>12. Explore<br>13. Manipulate<br>14. Gender<br>15. Develop | 5. Isolation<br>6. Supernatural<br>7. Imagery<br>8. Tension<br>9. Cemetery<br>10. Grotesque<br>11. Monstrosity<br>12. Pursuit<br>13. Consequence<br>14. Creation | Challenges<br>Stereotypes                                                                          |
| Literacy Skills Developed<br>(Writing/Oracy)                 | Writing – Writing a formal letter                                                                                                                      | Writing – Academic writing                   | Writing – creative (structure)                                                                                               | Oracy – speaking Shakespeare out loud<br>Writing - Academic                                                                                                                   | Writing – Creative (building atmosphere).<br>Writing – Academic                                                                                                  | Oracy – Presentation skills                                                                        |
| Career Links<br>(Employability Skills, Career Opportunities) | Career Pathway – Law, Journalist, Social Activist<br>Employability Skills – Independence/Creativity                                                    |                                              | Career Pathway – Writer / careers that involve knowledge of other cultures<br>Employability Skills – Independence/Creativity | Career Pathway – Theatre<br>Employability skills -                                                                                                                            | Career – Explorer / pathologist / scientist                                                                                                                      | Advocate for issues for young people<br>Public Speaker<br>Poet- Using Steven Camden as inspiration |
| SMSC Links                                                   | Moral – Social Justice                                                                                                                                 |                                              | Social – coping with changes in society<br>Moral – support others                                                            | Social – roles of women / stereotypes                                                                                                                                         | Moral – Do we judge too quickly?<br>Spiritual – What makes a human?                                                                                              | Learning about identity and perspectives of a young person.                                        |

# English - Year 9

| Topic                                | Homeless Writing (3 weeks)                                                                                                                                                                                                                                                                                     | Of Mice and Men (11 weeks)<br>UP UNTIL CHRISTMAS                                                                                                                                                                                                                                                   |                                     | Macbeth (9 weeks)                                                                                                                                                                                                                                                                                              | Social Justice Non-fiction (9 weeks)<br>(Writing assessment before Easter. Speech research / assessment after)                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                          | Troubled Times (7 weeks)<br>3 Weeks Writing<br>4 Weeks unseen Poetry                                                                                                                                                                                                                                                                        |                                                                                                                 |
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| End Points<br>(Knowledge and Skills) | WRITING TO ARGUE<br>1) Sentence accuracy<br>2) Sentence openings<br>3) Variety of punctuation<br>4) Article Writing<br>5) Appropriate tone / form<br>6) Rhetorical devices<br>7) Modal verbs<br>8) Ambitious vocabulary<br>9) Paragraphing for effect<br>10) Clear intro / conclusion<br>11) Discourse markers | READING TO EVALUATE<br>1) Decide opinion<br>2) Select quotes<br>3) Inference<br>4) Comment on language techniques<br>5) Zoom in on key words<br>6) Comment on structure<br>7) Evaluated reader response<br>8) Writer's surname<br>9) Academic verb<br>10) Embedded quote<br>11) Tentative language |                                     | READING FOR ANALYSIS<br>1) Understanding of plot<br>2) Selecting + explain quotes<br>3) Inference<br>4) Character development<br>5) Effect of language techniques<br>6) Explore themes of gender<br>7) Writer's purpose<br>8) Writer's surname<br>9) Academic verb<br>10) Topic sentence<br>11) Embedded quote | ORACY (speeches)<br>1) Volume and pronunciation<br>2) Expression + tone<br>3) Body language + eye contact<br>4) Pace + pauses<br>5) Vocabulary<br>6) Structure<br>7) Formality + grammar<br>8) Rhetorical devices<br>9) Interesting<br>10) Supported ideas<br>11) Audience awareness<br>12) Time management<br>13) Active listening + responding<br>14) Confidence + flair | WRITING TO ARGUE<br>1) Sentence accuracy<br>2) Sentence openings<br>3) Sentence types inc appositives<br>4) Variety of punctuation<br>5) Speech Writing<br>6) Balanced emotion/logic/facts<br>7) Considered audience<br>8) Rhetorical devices<br>9) Ambitious vocabulary<br>10) 5 part structure<br>11) Discourse markers<br>12) Paragraphing for effect | WRITING TO DESCRIBE<br>1) Accurate sentences<br>2) Variety of sentence openings<br>3) Sentence types for effect<br>4) Variety of punctuation<br>5) Show not tell: nouns<br>6) Sensory imagery<br>7) Descriptive techniques<br>8) Ambitious vocabulary<br>9) Accurate paragraphing for effect<br>10) Narrative hooks<br>11) Included a motif | Approaching an Unseen poem<br>1) Predict<br>2) Clarify / understand<br>3) Identify methods<br>4) Explore themes |
| What is assessed                     | Article Writing : Q5 P2 (all about Homelessness)                                                                                                                                                                                                                                                               | Crooks Q4<br>Lang Paper 1                                                                                                                                                                                                                                                                          | Curley's wife<br>Q4 as fix it (WCF) | Lady Macbeth – Lit P1 style about her development across the play.                                                                                                                                                                                                                                             | -Writing Q5 P2- "Is the UK safe, fair and equal"?<br>Spoken Lang speech- Students choose topic.                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                          | Descriptive Writing- Based on a war video.                                                                                                                                                                                                                                                                                                  | Reading (NOT ASSESSED)<br>Class analytical skills formatively assessed.                                         |
| Key Vocabulary                       | 1. Homelessness<br>2. Squalor<br>3. Refuge<br>4. Slum<br>5. Desolation<br>6. Vulnerable                                                                                                                                                                                                                        | 1. Foreshadowing<br>2. Connotation<br>3. Symbol<br>4. Migrant<br>5. Ranch<br>6. Discrimination<br>7. Companionship<br>8. Isolation<br>9. Depression<br>10. American Dream                                                                                                                          |                                     | 1. Context (recap)<br>2. Patriarchy<br>3. Tragedy<br>4. Connotation (recap)<br>5. Ambitious<br>6. Stereotype<br>7. Manipulative<br>8. Controlling<br>9. Soliloquy                                                                                                                                              | 1. Inequality<br>2. Selfish<br>3. Advocacy<br>4. Empathy<br>5. Discrimination<br>6. Injustice<br>7. Prejudice<br>8. Activism<br>9. Pace<br>10. Fluency<br>11. Audible                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                          | 1) Characterisation<br>2) Protagonist<br>3) Chronological<br>4) In media res<br>5) Stanza<br>6) Narrative voice                                                                                                                                                                                                                             | 1. Patriotism<br>2. Futility<br>3. Connotation<br>4. Semantic field<br>5. Rhythm<br>6. Monologue                |

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|                                                           |                                                               | (+ vocabulary addressed from text using reciprocal reader / AfL approach) | 9. Guilt<br>10. usurp<br>11. Evoke<br>12. Tyrant<br>13. Insanity<br>14. Performance<br>15. Conscience | 12. Ethos<br>13. Pathos<br>14. Logos                                             |                                                                                     |                                                                     |
| Literacy Skills Developed (Writing/Oracy)                 | Writing – journalism / articles                               | Writing – Evaluative writing<br>Oracy - Discussion                        | Writing – Academic writing<br>Oracy – speaking<br>Shakespeare aloud                                   | Writing – Persuasive Writing<br>Oracy – Persuasive speech                        | Oracy – discussion / debate / role play<br>Writing – Descriptive / characterisation | Writing – Academic Writing / Comparison                             |
| Career Links (Employability Skills, Career Opportunities) | Careers – Journalist / Activist                               | Careers – Law / Estate agent, writer                                      | Careers – Actor, playwright                                                                           | Careers – politician / activist / public speaker / journalist                    | Careers – Poet/writer/journalist                                                    | Careers – Poet/writer/journalist                                    |
| SMSC Links                                                | Social / Moral – What can society do to help homeless people? | Social – loneliness, racism, isolation<br>Moral – What is justice?        | Social – Role of women<br>Moral – When does ambition become problematic?                              | Social – Is society fair and just?<br>Moral – What can we do to improve society? | Society – Does war help or hinder society?                                          | Cultural – Why do we study poetry? What is the purpose to conflict? |

## English - Year 10 (2025-2026 Cohort)

| Topic                                   | P1 Reading (Baseline)<br>3 Power and Conflict Poems<br>(5 Weeks)                                                                                                                                                                                                                                                                        |                                                                                                                                               | Romeo and Juliet<br>(9 weeks)<br>2 weeks on plot and<br>characters before Oct half<br>term then 7 weeks studying<br>the play.                                                                                                        | Paper 1 Writing<br>(2 weeks)                                                                                                                                                                                                                                                                                                | An Inspector Calls (9<br>weeks) (until Easter)                                                                                                                                                                                     | Paper 1 Revision<br>5 Poems<br>(6 weeks)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                  | MOCKS<br>(2 weeks<br>pre<br>mocks)                                                                                                             | Power and Conflict<br>(Finish the poems)<br>(4 weeks)                                                                                         |
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| End Points<br>(Knowledge<br>and Skills) | <u>P1 Reading:</u><br>READING TO EVALUATE<br>1) Decide opinion<br>2) Select quotes<br>3) Inference<br>4) Comment on<br>language<br>techniques<br>5) Zoom in on key<br>words<br>6) Comment on<br>structure<br>7) Evaluated reader<br>response<br>8) Writer's surname<br>9) Academic verb<br>10) Embedded quote<br>11) Tentative language | <u>Poetry:</u><br>Approaching an<br>Unseen poem<br>1) Predict<br>2) Clarify /<br>understand<br>3) Identify<br>methods<br>4) Explore<br>themes | - Core knowledge of<br>character / plot<br>- + AO1/2/3<br>- + Academic writing<br><br>(SEE RAG)<br><br>(Focus is on students getting<br>it right – knowing what an<br>essay looks like and being<br>supported to construct one)<br>- | <u>AO5:</u><br>- Organisation<br>- Paragraphing<br>- Zoom in<br>- Zoom out<br>Motif<br><br><u>AO6:</u><br>- Sentence<br>punctuation<br>- Sentence forms<br>- Punctuation<br>marks<br>- Accurate spelling<br>AO5: Content<br>- Clarity<br>- Sensory Imagery<br>- Techniques<br>- Vocabulary<br>- Showing not<br>telling<br>- | - Core knowledge of<br>character / plot<br>- + AO1/2/3<br>- + Academic writing<br><br>(SEE RAG)<br><br>(Focus now<br>shifting to students<br>knowing how to<br>plan an essay and<br>being able to write<br>in timed<br>conditions) | <u>Paper 1: AO6:</u><br>1) Sentence<br>punctuation<br>2) Sentence forms<br>3) Punctuation<br>marks<br>4) Accurate spelling<br><br>AO5: Content<br>5) Clarity<br>6) Sensory Imagery<br>7) Techniques<br>8) Vocabulary<br>9) Showing not<br>telling<br><br>AO5: Organisation<br>10) Paragraphing<br>11) Developed<br>structure (e.g. 6<br>part)<br>12) Motif<br><br>Reading:<br>1) Decide opinion<br>2) Select quotes<br>3) Inference<br>4) Comment on<br>language<br>techniques<br>5) Zoom in on<br>key words<br>6) Comment on<br>structure<br>7) Evaluated<br>reader<br>response<br>8) Writer's<br>surname<br>9) Academic verb<br>10) Embedded<br>quote | <u>Poetry:</u><br>Approaching<br>a poem<br>1) Predict<br>2) Clarify /<br>underst<br>and<br>3) Identify<br>method<br>s<br>4) Explore<br>themes<br><br>Exploring<br>how to<br>compare<br>poems from<br>the cluster<br>and essay<br>writing skills. | Preparati<br>on for<br>the<br>literature<br>mocks<br>(revising<br>literature<br>texts and<br>skills)<br>and<br>recappin<br>g lang 1<br>skills. | <u>Poetry:</u><br>Approaching an Unseen<br>poem<br>1. Predict<br>2. Clarify /<br>understand<br>3. Identify<br>methods<br>4. Explore<br>themes |

|                                                           |                                                                                                                              |                                                                                              |                                                                                                                                                                   |                                                                                        |                                                                                                                                                                               |                                                                                                                                                   |                                                                                              |                                                                        |                                                                                              |
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|                                                           |                                                                                                                              |                                                                                              |                                                                                                                                                                   |                                                                                        |                                                                                                                                                                               | 11) Tentative language                                                                                                                            |                                                                                              |                                                                        |                                                                                              |
| What is assessed                                          | P1 Reading (not assessed)- Q4 practice in books using Little Match Girl. Poetry- only content of poems taught (not assessed) |                                                                                              | Romeo and Juliet in class response (Lord Capulet in Act 3 Scene 5 and question on parenthood)                                                                     | Baseline creative writing (Q5 Nov 2021)                                                | In class essay on Mr Birling or social class.                                                                                                                                 | Paper 1 Lang Mock Hybrid Mock – AIC + Love and Relationships Poetry                                                                               |                                                                                              | MOCKS- Paper 1 Lang Mock Hybrid Mock – AIC + Power and Conflict Poetry | In class comparison practice (single poem Q) NOT FORMALLY ASSESSED                           |
| Key Vocabulary                                            | 1 Explicit<br>2. Implicit<br>3. Connotations.<br>4. Symbolise<br>5. Structure<br>6. Evaluate                                 | 1.Enjambement<br>2. Stanza<br>3. Volta<br>4. Caesura<br>5. Ballad<br>6. Couplet<br>7. Sonnet | 1. Theme<br>2. Conflict<br>3. Feud<br>4. Fate<br>5. Desire<br>6. Impulsive<br>7. Loyalty<br>8. Dignity<br>9. Fickle<br>10. Soliloquy<br>11. Sonnet<br>12. Imagery | 1. Motif<br>2.Sibilance<br>3.Symbolism<br>4.Imagery<br>5. Metaphorical<br>6. Structure | 1. Responsibility<br>2. Morality<br>3. Consequences<br>4. Class divide<br>5. Social justice<br>6. Props<br>7. Social Hierarchy<br>8. Economic<br>9. Advocacy<br>10. Prejudice | 1) Narrative Shift<br>2) Structure<br>3) Connotations<br>4) Symbolises<br>5) Climax<br>6) Resolution<br>7) Tension<br>8) Motif<br>9) Metaphorical | 1.Enjambement<br>2. Stanza<br>3. Volta<br>4. Caesura<br>5. Ballad<br>6. Couplet<br>7. Sonnet | N/A                                                                    | 1.Enjambement<br>2. Stanza<br>3. Volta<br>4. Caesura<br>5. Ballad<br>6. Couplet<br>7. Sonnet |
| Literacy Skills Developed (Writing/Oracy)                 | Reading – How to evaluate and analysis language in a story/poem                                                              |                                                                                              | Writing – Essay skills                                                                                                                                            | Creative Writing Skills                                                                | Oracy – Debate Writing – Essay skills including academic writing                                                                                                              | Writing – Creative Oracy – Evaluation (discussion)                                                                                                |                                                                                              | N/A                                                                    | Oracy – Reading poetry / shared exploration                                                  |
| Career Links (Employability Skills, Career Opportunities) | Career – writer (author + travel writer) Employability - Creativity                                                          |                                                                                              | Career – lawyer Employability – Resilience / Communication / Independence                                                                                         | Career- Writer Employability- Creativity                                               | Career – Social activist / politician Employability – Resilience / Communication                                                                                              | Career – writer (author + travel writer) Employability - Creativity                                                                               |                                                                                              | N/A                                                                    | Career – Teacher<br><br>Employability: Teamwork/Communication/Resilience                     |
| SMSC Links                                                | Spiritual – How does reading support your mental health?<br>What is the purpose of war and conflict?                         |                                                                                              | Social – How are young people treated in society?<br>What are the issues with violence in society?                                                                | How can writing support your mental health?                                            | Social – What are the issues in different models of society (communist / socialist)?                                                                                          | Moral – How should we treat others?                                                                                                               |                                                                                              | N/A                                                                    | Spiritual – How can poetry support your mental health?                                       |

## English - Year 11 (2025-26 Cohort)

| Topic                                                        | Language Paper 2<br>(7 Weeks)                                                                                                                                                    | NOVEMBER MOCKS<br><br>W/C 3 <sup>RD</sup> November 2025<br><br>-Full Lang Paper 2<br>-Full Lit Paper 2 | Christmas Carol<br>(9 weeks)                                                                                                                                  | FEBRUARY MOCKS<br><br>W/C 2 <sup>nd</sup> February 2026<br><br>-Full Literature paper 1<br>-Lang paper 1 and 2 | Finish Poetry (5) Any Missed Poems<br><br>(5 weeks)<br><br>+ Fix it                          | Revision (FOCUSED ON<br>CLASSES TARGETS) |
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|                                                              | Poetry (5 poems)                                                                                                                                                                 |                                                                                                        | Power and Conflict poetry (8 poems)                                                                                                                           |                                                                                                                |                                                                                              |                                          |
| End Points<br>(Knowledge and Skills)                         | P2 Writing RAG grid<br><br>Poetry – Core knowledge of content + AO1/2/3                                                                                                          |                                                                                                        | - Core knowledge of character / plot<br>- + AO1/2/3<br>+ Academic writing                                                                                     |                                                                                                                | - Poetry – Core knowledge of content + AO1/2/3<br>- Poetry essay skills                      |                                          |
| What is assessed                                             | MOCKS                                                                                                                                                                            |                                                                                                        | MOCKS                                                                                                                                                         |                                                                                                                | Poetry response- practice in class<br>Unseen practice in class                               |                                          |
| Key Vocabulary                                               | 1. Controversial<br>2. Detestable<br>3. Problematic<br>4. Perspective<br>5. Emotive<br>6. Introduction<br>7. Connotation<br>8. Anecdote<br>9. Counter Argument<br>10. Conclusion |                                                                                                        | 1. Greed<br>2. Redemption<br>3. Solitary<br>4. Isolation<br>5. Transformation<br>6. Morose<br>7. Generosity<br>8. Ignorance<br>9. Supernatural<br>10. Avarice |                                                                                                                | 1.Enjambement<br>2. Stanza<br>3. Volta<br>4. Caesura<br>5. Ballad<br>6. Couplet<br>7. Sonnet |                                          |
| Literacy Skills Developed<br>(Writing/Oracy)                 | Writing- Argumentative skills<br>Reading skills- inference, comparison and analysis skills.<br>Poetry- knowledge of content of poems.                                            |                                                                                                        | Literature paper 1 skills- essay writing skills                                                                                                               |                                                                                                                | Essay writing skills<br>Revision strategies                                                  |                                          |
| Career Links<br>(Employability Skills, Career Opportunities) | CAREER- journalist, writer, poet                                                                                                                                                 |                                                                                                        | Career- Reporter, social activist, writer                                                                                                                     |                                                                                                                | Career- Poet, Writer                                                                         |                                          |
| SMSC Links                                                   | Social- Looking at issues in society such as the environment, education and poverty.                                                                                             |                                                                                                        | Moral- Who are we responsible for?<br>Social- Social issues of the Victorian era.                                                                             |                                                                                                                | Moral- What is the purpose of war?<br>How can poetry help with your mental health?           |                                          |