



KS3 New Curriculum 2025

Curriculum Mapping and Assessment Overview:

Assessment Objectives

English Language - Reading

AO1: Reading, understanding and responding to texts:

- 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

Spoken Language Endorsement

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

English Literature:

AO1: Read, understand and respond to texts. Students should be able to:

- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations.

AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3: Show understanding of the relationships between texts and the contexts in which they were written.

AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.



Year	Autumn	Assessment Tasks	AOs/GCSE Links	Spring	Assessment Tasks	AOs/GCSE Links	Summer	Assessment Tasks	AOs/GCSE Links
7	The World of Storytelling: The Girl of Ink and Stars	READING 1. Comprehension (AO1) 2. Frayer models (AO1) 3. Quote annotation (AO2) 4. Extended response (WHW) How does the writer present Governor Adori? Adaptive support – increasing rigour, skills build in complexity through assessment. Quote preselected for (3.). Scaffold provided for (4.) as this is a brand new skill.	AO1 / AO2	Shakespeare: Macbeth	READING 1. Comprehension 2. Frayer models 3. WHW – Act 1 Sc7 In this extract, how does Shakespeare present Lady Macbeth to subvert Jacobean expectations of women? You could write about: ▪ The ways in which Lady Macbeth subverts expectations ▪ The methods that Shakespeare uses ▪ The context of Jacobean England Adaptive support – increasing rigour, skills build in complexity through assessment. Quote preselected for (3.). Scaffold provided for (4.) if needed	AO1 / AO2 / AO3/ AO4	Poetry Across Time	READING 1. Comprehension 2. Frayer models 3. WHW - Compare the ways William Blake presents his ideas in ‘The Lamb’ and ‘The Tyger’ You could write about: ▪ The language he uses in each poem ▪ The structure of the two poems ▪ How the poems reflect his own views and the time period in which he was writing Adaptive support – increasing rigour, skills build in complexity through assessment. Quote preselected for (3.). Scaffold provided for (4.) if needed	AO1 / AO2 / AO3/ AO4
		WRITING Write the opening of a story inspired by Gromera and the magic realism genre. Adaptive support: ALL STUDENTS TO USE NARRATIVE STORY STRIPS all to only produce the hook, character intro with Development section as extension.			AO5 / AO6			WRITING Write a speech for Macbeth where he must persuade his men to keep fighting for him and to stay loyal as he fights to keep the crown. Adaptive support: ALL STUDENTS TO USE OPINION STRIPS	



8	Novel: Lord of the Flies	READING 1. Section A: Comprehension 2. Section B: WHAT HOW WHY analysis (write this into your assessment book) How does Golding use language to present the theme of power in this extract? Adaptive support – increasing rigour, skills build in complexity through assessment. Prep lesson to guide students through preparing their extract – planning in prep lesson to reduce cognitive load. Scaffold provided – sentence starters only for least able	AO1 / AO2 / AO4	Heroes and villains in literature	READING Read both extracts. Compare how the writers present the characters in the extracts as villains. (Sikes and Roylett) In your answer, you could: ✓ Compare what makes the characters villains ✓ Compare the methods they use to present the characters as villains ✓ Support your ideas with references to both texts Adaptive support – increasing rigour, skills build in complexity through assessment. Prep lesson to guide students through preparing their extract – planning in prep lesson to reduce cognitive load. Scaffold provided – sentence starters only for least able	AO1 / AO2 / AO3 / AO4	Linguistic detectives: Language and communication	WRITING 'Netspeak is destroying our language' Write an article for a school magazine in which you explain your view on the statement above Adaptive support: Planning guided and structured to support students in using appropriate features and article structure. Additional scaffold provided for least able.	AO5 / AO6
		WRITING Task: Write a letter from Ralph to his father, set after Piggy's death while he is hiding in the forest. Adaptive support: Week of lessons building skills, lots of modelling, identifying key features, success criteria, WAGOLs. Scaffold provided – sentence starters only for least able	AO5 / AO6		WRITING Write a description of the moment that a teacher enters a room. You will need to hook the reader in and develop a description of: • her appearance • her movements and interactions • her speech • the way other characters and the environment reacts to her Adaptive support – increasing rigour, skills build in complexity through assessment. Prep lesson to guide students through preparing their extract – planning in prep lesson to reduce cognitive load. Previous lessons on imitating style and generating ideas. Scaffold provided – sentence starters only for least able	AO5 / AO6		READING Compare how the writers of text A and text B convey their different attitudes towards gender. In your answer, you could: • compare what attitudes they have towards gender • compare the methods the writers use to convey their different attitudes • support your response with references to both texts. Adaptive support – increasing rigour, skills build in complexity through assessment. Prep lesson to guide students through preparing their sources – planning in prep lesson to reduce cognitive load. Scaffold provided – sentence starters only for least able	AO5 AO6



9	Understanding Myself and Others	READING Compare how the writers convey their <u>thoughts and feelings</u> about their childhood experiences. (Akala + Maya Angelou) In your answer, you could write about: - How adults treated the writers - How this impacted the writers' perspectives on their identity - How ideas about pride, reclamation, and representation are explored in each source. Adaptive support: Week of lessons building skills, lots of modelling, identifying key features, success criteria, WAGOLs. Scaffold provided – sentence starters only for least able	AO1, AO2, AO3, AO4	The Last Paper Crane	READING Using the extract and your knowledge of the novel, how does Drewery develop the character of Ichiro? In your answer you must: - Discuss different aspects of Ichiro's character – you must use the extract and other moments in the novel - Support your ideas with relevant quotations - Analyse language and structure choices Make links to the social and historical context of the novel Adaptive support: skills built through the unit, guided quotation selection, discussion during prep lesson, scaffold for expected response, sentence starters for least able and reduced response + planning support	AO1 AO2 AO3 AO4	The detective genre MOVE TO GCSE ASSESSMENT STYLE	WRITING <u>Section B: Writing Assessment</u> A magazine has asked for contributions for their creative writing page. Either: Write an opening narrative based on this crime scene at night, as suggested by this picture [40 marks] Or: Write a story that includes the sentence: 'I/he/she could smell the blood...' [40 marks] (24 marks for content and organisation and 16 marks for technical accuracy)	A05/A06
		WRITING Fast Fashion, sweat shops and slave labour: they are wearing out our world. Write a letter to a clothing company of your choice, in which you explain your point of view on this statement. Adaptive support: Week of lessons building skills, lots of modelling, identifying key features, success criteria, WAGOLs. Scaffold provided – sentence starters only for least able	AO5 / AO6		Write a description of a Spring day inspired by this image  Adaptive support – vocab banks, models given, success criteria, prompts in planning, guided planning lesson	AO5 / AO6	An Inspector Calls	READING Exam Essay Task: How does Priestley present the Birling family in the opening of 'An Inspector Calls'? (30 marks + 4 marks for SPAG)	AO1 AO2 AO3 AO4 Literature Paper 2


Literacy/English Enrichment Curriculum – 1 lesson per week

Year 7: aims			Year 8: aims			Year 9: aims			
TERM	Writing		Reading		Writing		Reading		
	▪ Students should understand the basic structure of the narrative / opinion / descriptive writing frameworks		▪ Students should understand what is meant by <i>analysis</i> , and how to apply this to language and structure ▪ Students should understand the structure of an analytical response, and be able to form responses when supported with scaffolds		▪ Students should be able to use the writing frameworks independently ▪ Students should be given the opportunity to engage with texts that cover a wide range of topics and themes		▪ Students should be able to apply linguistic and structural analysis to a range of texts ▪ Students should be able to make independent choices when analysing texts. For example, students should be confident when choosing evidence independently, and should be increasingly able to analyse texts without detailed scaffolds		
Autumn	The Girl of Ink and Stars	Autumn 1: SPAG focus – students will recap and revise key SPAG skills from KS2 and will practise their handwriting alongside spelling digraphs and letter strings	Intent	Lord of the Flies	Autumn 1 Heroes and Villains in Shakespeare – Study of The Tempest with a focus on Prospero and Caliban	Intent	Understanding Myself and Others	Autumn 1 & 2 Lord of the Flies (13+) 2025/2026 ONLY Richard III – unit to be written in 2025 for Sept 2026 teaching	Intent
		Autumn 2: Students will explore different characters and stories from Greek mythology to accompany the classical allusions that are explored when studying <i>The Girl of Ink and Stars</i> . They will also continue to develop handwriting and spelling knowledge	✓ To help close any gaps in learning. ✓ To build confidence and accuracy in writing and to allow teachers to assess literacy needs. ✓ To recap and reinforce key phonics knowledge ✓ To provide opportunities to improve handwriting skills ✓ To provide students with an engaging start to KS3 ✓ To provide students with a reference point for key historical and literary sources		Autumn 2 Creative writing: Students explore their own writing skills using The Lord of the Flies as stimuli and inspiration.	✓ To reinforce key comprehension and decoding skills. ✓ To improve students' literary and contextual knowledge of other time periods ✓ To provide opportunities for students to study challenging texts ✓ To develop students' linguistic and structural analysis skills Reading for Pleasure			Intent
Spring	Macbeth	SPRING1 - WRITING to Narrate – Students will be introduced to narratives that are based on James Booker's seven story archetypes.	Intent	Heroes and Villains	Spring 1&2 - Noughts and Crosses – PLAY SCRIPT Malorie Blackman adapted by Dominic Cooke	Intent	The Last Paper Crane	Spring 1 Students will practise their descriptive writing skills, with each lesson focussing on a specific topic or focus.	Intent
		SPRING 2 – Reading Exploring texts - Gothic Writing	✓ Provide students with a 'story overlay' that they can use in narrative writing ✓ To give students the opportunity to engage with a range of texts, spanning different time periods and genres ✓ To allow students to experiment with different story structures and to introduce them to the narrative writing frame ✓ To expose children to a range of texts within literature. ✓ To foster a love of reading ✓ To understand the conventions of a range of texts			✓ To improve students' literary and contextual knowledge of other cultures ✓ To provide opportunities for students to study challenging texts ✓ To develop students' linguistic and structural analysis skills ✓ To allow students to study a full drama text for pleasure ✓ To develop students' understanding of topical issues such as race relations ✓ To familiarise students with the conventions of a playscript.			✓ To provide students with further opportunities to practise the descriptive writing framework from years 7 and 8 ✓ To give students the opportunity to engage with a range of challenging model texts ✓ To provide a clear transition to the GCSE English Language course ✓ To build confidence in decoding and comprehending unseen poetry in preparation for GCSE literature. ✓ To remove the stigma and 'fear' of poetry by looking at it through the lens of song lyrics. ✓ To give poetry an modern feel and appeal.
Summer	Poetry across time	Summer 1: Short Stories/Speaking and listening/discussion/debate	Intent	Language and communication	Summer 1 – Speaking and Listening Students learn about effective speaking and listening skills, including how to work effectively in a group and how to be an effective public speaker.	Intent	Narrative Writing – Detective Fiction	Summer 1 and 2 Students will read <i>Animal Farm</i> , and focus on reading comprehension and thematic study. This will lead to a series of debating lessons to develop confidence in speaking and listening skills	Intent
		Summer 2: Writing to describe – focus on developing a whole text	✓ To give students opportunities to write for extended periods of time ✓ To promote oracy and confidence in public speaking ✓ To expose students to a range of text types and purposes ✓ To provide students with further opportunities to practise the descriptive writing framework from earlier in year 7 ✓ To give students the opportunity to refine each section of the describe 'bookmark' structure			Summer 2 – Real World Writing Recap of the opinion writing genre but also an exploration of a range of other written genres with a focus on 'functional written skills'			✓ To allow students to develop their verbal communication skills ✓ To encourage students to present a clear viewpoint, making links with the skills required for opinion writing ✓ To encourage students to produce writing for different purposes independently ✓ To encourage students to form a clear opinion on topical issues ✓ To teach grammar through model texts ✓ To give students opportunities to write for extended periods of time

KS4 English- Skills needed at KS4*

English Language - Reading

AO1: Reading, understanding and responding to texts:

- 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

English Language - Writing

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. (This requirement must constitute 20% of the marks for each specification as a whole.)

Spoken Language Endorsement

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

English Literature:

AO1: Read, understand and respond to texts. Students should be able to:

- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations.

AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3: Show understanding of the relationships between texts and the contexts in which they were written.

AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

*(Year 10 and 11 overviews should be read in conjunction with this document)

Our KS3 curriculum is designed in such a way that students build confidence in all skills required for the successful study of English, leaving space to focus more deeply on content at GCSE, revisiting and fully embedding the skills listed above.



Year 9 (transition year) Where the knowledge and skills from Year 9 are utilised	TERM	Year 10		Year 11	
		Task AND skill	How it builds on previous task/Links to KS5	Task AND skill	How it builds on previous task/Links to KS5
In the summer term year 9 focus on narrative writing, which links to Language Paper 1 Section B, allowing us to build on GCSE writing skills.	Autumn One	AQA GCSE English Language Paper One, Explorations in Creative Reading and Writing. All students sit a full paper one in timed conditions: 1 hour 45 mins /80 marks. <i>Students complete a section A ‘AQA practice paper’ and staff mark Q4. Students reflect on Q 1, 2 and 3 using models and teacher feedback/top tips.</i> <i>Students complete a full section B ‘in house practice question’ and staff deep mark and give teacher feedback and targets.</i> Key skills: AO1: Reading, understanding and responding to texts. AO2: Analysing writers’ methods AO4: Evaluating a text AO5/AO6: With a focus on narrative and descriptive writing. <i>Key reading skills evidenced in Year 10 will be the ability to respond to a text with appropriate quotations, using key language terms to unpick powerful words and comment on their impact. The mark criteria categorise these as the following:</i> <i>Limited, some evidence, clear and relevant, thoughtful and perceptive. We focus on explicitly teaching a ‘READING TOOLKIT’ to help with the deconstruction of texts.</i> <i>Key writing skills evidenced in Year 10 will be the ability to write for a specified audience and purpose using the bookmark structures explored in KS3. Writing to describe and/or narrate is the focus for this exam unit.</i> <i>Other key skills evidenced in Year 10 will be exam technique and timings. Students at this stage may not fully complete tasks and this is a progression we focus on in year 11.</i>	Our GCSE English Language unit of work is designed to build upon and enable progression from the skills embodied in our Key Stage 3 curriculum: extracts from texts with higher reading ages (including extracts from A level texts) and exam technique explicitly taught (reading toolkit and WTM as examples), training students to be independent readers; these are core skills needed for KS5 learning.	AQA GCSE English Literature Paper One: Shakespeare and the 19th Century Novel. Romeo and Juliet All students sit Section A of Lit P1 in timed conditions: 50 minutes, 34 marks. Explore how Shakespeare presents attitudes towards marriage in Romeo and Juliet. (act 1 scene 3) Key skills: AO1: Reading, understanding and responding to texts. AO2: Analysing writers’ methods AO3: Show understanding of the relationships between texts and the contexts in which they were written. AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation <i>Key literature skills in year 11 will mirror those reading analysis skills for language but students will explore and make links to contextual influences using WHAT HOW WHY to organise their ideas, drawing upon prior knowledge already introduced in KS3 when studying literature.</i>	This unit sees the end of all new content (knowledge) required for the GCSE examinations. Students finish learning new content in the autumn term, so that much time can be dedicated to revisiting texts, embedding skills and practising questions. The study of Romeo and Juliet builds on students’ prior knowledge of Shakespeare that they have been exploring since Y7, Y8 and Y9. Students also bring a wealth of knowledge from the Y10 project on Shakespeare’s World.
		AQA GCSE English Literature Paper One: Shakespeare and the 19th Century Novel. A Christmas Carol All students sit Section B of Lit P1 in timed conditions: 50 minutes, 30 marks. Starting with this extract, explore how Dickens presents the character of Scrooge. Write about: • how Dickens presents Scrooge in this extract • how Dickens presents Scrooge in the novel as a whole. <i>The assessment is differentiated for WBL/Set 4, so that students look at the extract first with the teacher, and consider key quotations. This scaffolding is removed when we revisit ACC in Year 11 as part of PPE revision.</i> Key skills: AO1: Reading, understanding and responding to texts. AO2: Analysing writers’ methods AO3: Show understanding of the relationships between texts and the contexts in which they were written. <i>Key literature skills in year 10 will mirror those reading analysis skills for language but students will explore and make links to contextual influences using the WHAT HOW WHT structure to organise their ideas, drawing</i>	GCSE English Language will prepare students for the study of Language and Literature at A-level by developing their skills of analysis and evaluation of literary texts, analysis and study of written and spoken language and adopting linguistic and literary approaches to a wide range of texts.	Revision of 19th Century text: A Christmas Carol as part of PPE preparation in class. - From week 7 until Christmas students are follow a revision schedule to aid memory and retention, working with key quotations, as well as revising the skills needed for analysing extracts and linking to the wider text all in preparation for their Year 11 Christmas PPE. Programme of mock revision, covering: - Language Paper 1 Section A and B - Literature Paper 1 Section A and B. All classes complete a Walking Talking Mock, that allows them to work through all of the key skills and knowledge needed for approaching these exam papers. Active use of knowledge organisers in class as well as at home. Online learning platforms utilised as part of this revision schedule.	This unit of work builds the love of (and breadth of) literature we are looking to cultivate in our pupils. Skills wise it revisits and explores the interpretation and analysis skills from other literature units This unit reminds students to look at the ‘big picture’ of texts as well as give them the opportunity to see their English exams as a whole. They will make memorable thematic links, historical parallels, spying character archetypes etc. all of which are used at KS5 Literature.
In Spring term, students study The Last Paper Crane as preparation for the study of the novel genre at GCSE Students will need to draw upon their knowledge of historical context, make memorable thematic links, historical parallels across texts, and will be encouraged to identify character archetypes whilst also recognising the way writers’ intentions vary from text to text. Students study ‘An Inspector Calls’ in summer term 2, embedding and solidifying understanding of all reading AOs (except comparison) and focusing on the skills required for GCSE language and literature courses.	Autumn two	AQA GCSE English Literature Paper One: Shakespeare and the 19th Century Novel. A Christmas Carol All students sit Section B of Lit P1 in timed conditions: 50 minutes, 30 marks. Starting with this extract, explore how Dickens presents the character of Scrooge. Write about: • how Dickens presents Scrooge in this extract • how Dickens presents Scrooge in the novel as a whole. <i>The assessment is differentiated for WBL/Set 4, so that students look at the extract first with the teacher, and consider key quotations. This scaffolding is removed when we revisit ACC in Year 11 as part of PPE revision.</i> Key skills: AO1: Reading, understanding and responding to texts. AO2: Analysing writers’ methods AO3: Show understanding of the relationships between texts and the contexts in which they were written. <i>Key literature skills in year 10 will mirror those reading analysis skills for language but students will explore and make links to contextual influences using the WHAT HOW WHT structure to organise their ideas, drawing</i>	Students study ACC on the run up to Christmas to allow for a thematic and real-world link. This is the second time students approach a GCSE Literature text (AIC-Y9), so students are drawing upon prior knowledge and reading decoding, interpretation and analysis skills. This text choice, also focused on social commentary, directly builds on ideas and concepts introduced in AIC. This scheme also develops learners’ ability to apply and integrate linguistic and literary approaches. *Set 1 have a greater focus on essay skills and wider reading, linking to core skills required in KS5.	Formal PPE period: Students sit two complete exams in examination conditions. Work is marked according to our department policy, and a robust system of feedback follows. <i>Key skills evidenced in Year 11 PPE and Mock exams will be the ability to respond to a text with appropriate and LINKED quotations, using a greater RANGE of SOPHISTICATED language terms to unpick powerful words and EVALUATE their impact. The mark criteria categorise these as the following:</i> <i>Limited, some evidence, clear and relevant, thoughtful and perceptive.</i> <i>Key writing skills evidenced in Year 11 will be the ability to write for a specified audience and purpose MANIPULATING the bookmark structures explored in KS3 for originality and effect.</i> <i>Other key skills evidenced in Year 11 will be exam technique and timings. Students as this stage should demonstrate greater AWARENESS of exam timings, completing longer responses and attempting all questions.</i> <i>In addition to all of the above, there is a more explicit focus on metacognition and building reflective learners – using past papers from Year 10 and progress checks alongside the A3 progress across time trackers to develop more reflective learners in preparation for the Year 11 mock examinations.</i>	Mastering the skills in English Language will enable students to speak, read and write fluently and communicate information and ideas with others. We see GCSE English Language as the key to successful learning, knowledge acquisition and understanding in all subjects. Command of English Language facilitates opportunities in every aspect of life, work, learning and experience. Being literate is at the heart of our creative thinking and development. It widens horizons and opens up a life-time of opportunities. It should exist not just as a distant aspiration, but as a real and tangible entitlement for all. GCSE English Language will prepare students for the study of Language and Literature at A-level by developing their skills of analysis and evaluation of literary texts, analysis and study of written and spoken language and adopting linguistic and literary approaches to a wide range of texts.



		<i>upon prior knowledge already introduced in KS3 when studying literature.</i>	This unit of work builds the rich, deep expertise we are looking to cultivate in our pupils. This unit encourages students to look at the ‘big picture’ of texts and the broader chronology of ideas throughout literature. They will make memorable thematic links, historical parallels, spying character archetypes etc. all of which are used at KS5 Literature.	Revision of Literature modern text for Paper 2: An Inspector Calls - A return to ‘An Inspector Calls’ (studied in year 9). Focus given to strategies to aid memory and retention, working with key quotations, as well as revising the skills needed for analysing extracts and linking to the wider text.	
In Y7 Summer term, students analysed a poem by William Blake, focussing on AO1, 2 and 3 context, as seen here. In Spring term of Y8, students were taught how to compare the presentation of character in two literary texts. In Autumn term of Y9, students have practised the skill of comparing viewpoints across two non-fiction texts Challenge of rigour provided to address texts through the study of texts in literacy lessons in Year 9 such as Of Mice and Men and Animal Farm. In Summer of Year 9 students study lyrical communication to explore writer’s views in songs/poetry	Spring one	AQA GCSE English Literature Paper Two: Modern texts: Love and Relationships Poetry. All students to sit a full Section B comparative response, and a timed Section C, answering two questions on unseen poetry: 1 hour and 30 minutes in total. Teachers co-teach Section B and Section C, working on the development of key skills needed for analysing poetry. Students develop their literary analysis skills whilst comparing across texts, and independently via the unseen element of this exam. Section B: Compare how poets present the complexities of love in ‘Winter Swans’ and one other poem of your choice from ‘Love and Relationships’. Section C: C1. In ‘How to Leave the World that Worships <i>Should</i>,’ how does the poet present ideas about the way we live and work in the modern world? C2. In both ‘The Rich Eat Three Full Meals’ and ‘How to Leave the World that Worships <i>Should</i>’ the speakers describe attitudes towards the world around us. What are the similarities and/or differences between the methods the poets use to present these attitudes? Key skills: AO1: <i>Reading, understanding and responding to texts.</i> AO2: <i>Analysing writers’ methods</i> AO3: <i>Show understanding of the relationships between texts and the contexts in which they were written.</i> AO3ii: <i>Here, students are adding in the skill of comparison across two texts.</i>	Whilst students are practised in the skills needed to analyse literary texts from the autumn term, we harness these skills further in this unit, adding in the skill of comparison across two texts. This unit will also start to link to the overall bigger picture of Lit P2, as students will see how their study of An Inspector Calls in Y9 feeds into this ‘Modern texts’ exam. At A-Level literature, students will be required to study a collection of poetry by Thomas Hardy for independent coursework, as well as the work of William Blake. The art of comparison is needed for both exam papers, as well as an ability to see the writer’s work as part of a bigger contextual picture. At A-Level Lang, students also have the opportunity to write creatively, using the texts encountered at GCSE and beyond as fitting inspiration.	Revision period ensues for February PPEs: Literature Paper 2 Section B and C revision: poetry. Language Paper 2 Section A and B: Writers’ Viewpoints and Perspectives. A programme of revision is followed but tailored to the Individual needs of each class, according to gaps in knowledge and skills. All staff create bespoke revision schedules which can be found here: All classes complete a Walking Talking Mock, that allows them to work through all of the key skills and knowledge needed for approaching these exam papers, continuing to develop metacognitive skills. Formal PPE period: Students sit two complete exams in examination conditions. Work is marked according to our department policy, and a robust system of feedback follows with DIRT lessons spanning two lessons to allow students to apply feedback.	
Y9 Understanding Myself and Others unit: lots of practise with non-fiction texts. Exposure to a range of challenging reading material across KS3 units. Throughout our KS3 schemes of work, students are taught different approaches to writing creatively and with a viewpoint. We use a ‘bookmark’ method to scaffold the writing process at all stages. Our KS4 curriculum is designed to build upon and enable progression from the skills embodied in our Key Stage 3 curriculum. The skills in	Spring two/Summer 1	AQA GCSE English Language Paper Two: Writers’ Viewpoints and Perspectives Students to sit full (in house) practice paper, but focus on SB first as it forms the cross over piece for the SLE. Full SA completed in timed conditions. Students self-assess Q1, 2 and 3 with written models and teacher feedback. Staff deep mark Q4 and provide detailed teacher feedback to address in DIRT lessons. <i>This assessment process now enables us to build exam resilience and the importance of timing.</i> Key skills: AO1: <i>Reading, understanding and responding to texts.</i> AO2: <i>Analysing writers’ methods</i> AO3: <i>Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts</i> AO5/AO6: <i>Writing with a viewpoint</i>	As the more complex of the two English Language papers, students come to this mid-way through Year 10. This takes into account the fact that they have already practised many of the key skills needed for this paper during autumn one, thus recapping them and further embedding. Once again, we acknowledge the fact that comparing writers’ viewpoints can be challenging, so this unit directly follows poetry study, where students were taught to compare two poems. The study of pre-C20 non-fiction links to A-Level Language. Paper 2 Q4 of the GCSE also prepares students for the comparative analysis questions as well as a focus on comparing writers’ views for the A level language paper 2 Q3. The heavy focus on opinion writing / use of KS5 writing structure supports the coursework element of A-Level English Language. Focus on attitudes and values within texts Language analysis of non-fiction texts.	A programme of revision is followed but tailored to the Individual needs of each class, according to gaps in knowledge and skills, informed by PPE results. Teachers use this time to feedback on whole class issues and spend time recapping both content and skills. Teachers formally assess one question from each exam paper, with robust and rigorous feedback.	



developing language and literacy will be further developed and strengthened with additional stretch and challenge being presented to candidates in terms of content, reading texts and tasks, as they move throughout Year 10 and into Year 11.		<i>In addition to the language analysis skills (limited, some evidence, clear and relevant and perceptive) explored with paper 1 in autumn and with a continued focus on establishing a working 'READING TOOLKIT', students will integrate comparative conjunctions and phrases and higher ability groups will explore creating extended comparative PETAL paragraphs for Q4. A new method for answering Q2 of this paper is introduced in this unit: SQ1 – with a focus on INFERENCE and not analysing language.</i> <i>Key writing skills evidenced in Year 10 will be the ability to write for a specified audience and purpose using the bookmark structures explored in KS3. Opinion writing is the skill for this exam unit.</i> <i>Other key skills evidenced in Year 10 will be exam technique and timings as well as the ability to read TWO texts in exam conditions and timings. Students at this stage may not fully complete tasks and this is a progression we focus on in year 11.</i>		
	Summer term	PPE preparation: programme of revision A programme of revision is followed but tailored to the Individual needs of each class, according to gaps in knowledge and skills. Students sit: -Full Language paper 2 in exam conditions -A partial Literature Paper 2 in exam conditions This exam is returned to, to complete again in Year 11 due to the increased complexity of skills required. Key skills: AO1: Reading, understanding and responding to texts. AO2: Analysing writers' methods AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts (language) AO5/AO6: Writing with a viewpoint AO3: Show understanding of the relationships between texts and the contexts in which they were written (Literature) AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (literature) English Literature project: Shakespeare's world Students end their Year 10 course by completing a two weeks project investigating Shakespeare and Elizabethan England. This looks forward to autumn term of Year 11, when students begin their study of 'Romeo and Juliet'. There is no formal assessment, as this mini unit is about encouraging students' love of English, their curiosity and fostering independence.	Throughout Year 10, students are provided with the knowledge needed to access well over half of the GCSE examinations. While much of this year feels content heavy, old skills are revisited, revised and embedded, and new, more challenging skills are added in a tiered approach. The summer PPEs provide an opportunity for students to implement all new knowledge and skills, whilst also getting to grips with exam procedures and practices.	
			GCSE English Language and Literature will prepare students for the study of Language and Literature at A-level by developing their skills in the analysis of literary texts, analysis and comparison of texts across time with a focus on writer's viewpoints leading to the AQA elements of political and social protests literature unit.	