

Curriculum Design 2025-26

| English | | | | | | | |
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| | Term1 | | Term2 | | Term3 | | |
| | Term 1.1 | Term 1.2 | Term 2.1 | Term 2.2 | Term 3.1 | Term 3.2 | |
| 7 | Theme | Core text-The Hunger Games | | Core text- Frankenstein (play version) | | Core text- Shakespearean Extracts | Synoptic Character Review of the Year |
| | Concept | Narratology and Context | | Genre and themes | | Characterisation and setting | |
| | Skills Knowledge | <p>Stories reflect something about real life</p> <p>Stories express common concerns</p> <p>Writers construct stories by foregrounding and sequencing events</p> <p>Writers use stories to explore themes and ideas</p> <p>Writers' values and beliefs are influenced by context</p> <p>Values and beliefs change over time</p> | | <p>Stories can be grouped according to similarities in content, construction and style (e.g. fairy tale, myth, ghost story, dystopian vision etc.)</p> <p>Writers use genre conventions to construct stories</p> <p>Writers use genre to explore themes and ideas</p> <p>Genre and genre conventions can change over time</p> <p>Writers can subvert genre conventions</p> <p>Texts communicate universal ideas, lessons and/or messages</p> <p>Writers use themes to explore ideas about human experience</p> <p>Writers can use themes to construct a text</p> <p>Similar themes are present in different texts and over time</p> <p>Settings can help create allegory</p> | | <p>Characters reflect some features of real people</p> <p>Writers use characters to explore themes and ideas</p> <p>Characters can be used in the construction of a narrative</p> <p>Characters can represent groups or types of real people</p> <p>Settings establish genre</p> <p>Non- fiction settings create a sense of place</p> <p>Settings can be used in the construction of a narrative</p> <p>Settings reflect character</p> <p>Settings can function as an extra character in a story</p> <p>Settings can establish context (e.g. social class)</p> | |
| | Wider Curriculum | National Poetry Day | | World book day | | | National Writing Day |
| | <p>Listening and responding confidently to adults and peers. Asking thoughtful questions to extend understanding and knowledge and developing understanding by hypothesising, imagining and exploring ideas. Organising ideas and justifying answers, arguments and opinions. Maintaining attention in collaborative conversations, staying on topic and responding to comments. Using appropriate formality including using Standard English. Beginning to organise and structure talk to meet the needs of an audience.</p> <p>Using homophones correctly in writing. Using past and present tenses consistently. Selecting appropriate pronouns for clarity and cohesion. Using correct subject-verb agreement. Identifying and using expanded noun phrases. Identifying and using fronted adverbial phrases. Identifying, forming/expanding contractions. Recognising formal and informal language and structures and standard and non-standard forms. Use capitalization and full stops accurately throughout all writing. Use commas correctly to write lists and separate out clauses. Use apostrophes correctly to show possession and elision. Use speech marks and commas correctly when writing dialogue. Use semi colons, colons, single dashes and hyphens, some consistently.</p> | | | | | | |
| 8 | Theme | Core Text – When the Sky Falls | | Core text A Midsummer Night's Dream | | Speeches, Animal Farm | |
| | Concept | Point of view and Perspective | | Structure and Style: | | Rhetoric | |
| | Skills Knowledge | <p>All texts communicate from a point of view or narrative voice (first person, third person omniscient, third person limited etc.)</p> <p>Texts can have more than one point of view/narrative voice (e.g. first person multiple, third person multiple etc.)</p> <p>Writers can use a point of view to structure a text (e.g. to create suspense)</p> <p>Writers can use a point of view to signpost ideas (e.g. by creating unreliability, comedic irony, tragic irony etc.)</p> <p>Point of view can be used to create character and representations</p> <p>Writers explore ideas from perspectives</p> <p>Different characters in a story will have different perspectives</p> <p>Writers can change perspective in a non-fiction text</p> <p>Writers can use perspective to structure a text</p> <p>Writers can use perspective to explore themes and ideas</p> <p>Perspective can present the writer's own beliefs and values or those of a constructed persona</p> | | <p>Written (and spoken) communication is structured content which is sign-posted and sequenced</p> <p>Writers use a range of devices to structure whole texts (including paragraphs, connective grammar, temporal conjunctions, logical conjunctions, different chronologies, analepsis, prolepsis, symbol, motif, cyclical features, stanzas etc.)</p> <p>Writers use a range of devices to structure paragraphs (including topic change, cohesion features, repetition, patterning etc.)</p> <p>Structure can reflect genre</p> <p>Structural conventions can vary over time</p> <p>Writers can subvert structural conventions</p> <p>Writers can use perspective to create a particular style of writing (e.g. argumentative, persuasive, descriptive, narrative, informative, scientific)</p> <p>Writers can develop patterns in their writing through vocabulary, syntax, grammar and device choices that create a personal style</p> <p>Writers can borrow from, copy or parody another writer's style</p> <p>Style choices can vary over time and between genres</p> | | <p>Human communication frequently has an element of persuasion (e.g. methods to convince, influence or please)</p> <p>Writers (and speakers) choose particular vocabulary, syntax and devices when aiming to persuade</p> <p>Classical rhetorical writers (and speakers) used reference to reputation, emotion and logic (ethos, pathos, logos)</p> <p>Rhetoric has a significant history as a topic of learning</p> <p>The uses and style of rhetoric can change over time</p> | |
| | <p>Listening actively and responding relevantly to adults and their peers. Asking relevant questions to clarify their understanding and to prompt exploration of related topics. Articulating and justifying answers, arguments and opinions with reference to previous discussions/reading. Organising ideas for clarity when talking for different purposes. Maintaining attention and participating in collaborative conversations, staying on topic and responding to comments and initiating strands of discussion. Using spoken</p> | | | | | | |

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| | | <p>language to develop understanding and influencing others by hypothesising, imagining and exploring ideas. Beginning to vary volume and fluency for effect. Using appropriate formality including using Standard English when fitting. Contributing successfully in a range of communication situations. Organising and structuring contributions with the intention of influencing an audience. Using “of” and “have” correctly in writing. Selecting and using a range of verb forms to express past, present and future time with increasing accuracy. Using pronouns accurately to clarify meaning in complex sentences. Ensure correct subject-verb agreement. Identifying and using expanded noun phrases to create particular effects. Identifying and using fronted adverbial phrases, including –ly constructions, successfully. Identifying forming and expanding contractions consistently. Identifying and using formal/informal language and structures. Using commas to separate clauses in a range of sentence constructions. Using apostrophes consistently to show possession and elision. Using speech punctuation, including transition between speakers, correctly when writing dialogue. Identifying and using quotation marks for referencing. Use semi colons, colons, single dashes and hyphens consistently.</p> | | | | | |
| | Wider Curriculum | | | | | | |
| 9 | Theme | Core text – The Dark Lady | | Representation: incl. Travel writing | | Core text - Macbeth | |
| | Concept | Connotation, symbolism and imagery | Grammar and meaning | | | Synoptic unit consolidating KS3 | |
| | Skills Knowledge | <p>Over time language acquires shared meanings beyond the literal (e.g. connotation, symbol, idiom)</p> <p>Writers use vocabulary to layer meaning through connotation and symbolism</p> <p>Writers can use connotation and symbolism to create character, structure texts and explore themes and ideas</p> <p>Connotation and symbolism can change over time and may be different in different cultural contexts</p> <p>Writers use comparison to describe objects, characters, settings, emotions and experiences (figurative language)</p> <p>Writers compare described subjects using sensory terms and ideas (imagery, simile, metaphor, personification, hyperbole, metonymy)</p> <p>Comparisons can be conceptual, unexpected or cliched and perceptions of this can vary over time</p> | <p>Without patterns and structures language can have no shared meaning</p> <p>The meta-language of grammar creates a shorthand enabling us to explore language more effectively</p> <p>Writers use verb forms to create tenses and establish a chronology of real or imagined events</p> <p>Writers can use different grammatical constructions to establish different characters</p> <p>Writers can use a range of grammatical constructions to communicate perspective</p> <p>Writers use particular grammatical constructions to sequence ideas</p> <p>Writers use different grammatical constructions to indicate degrees of formality</p> <p>Writers can subvert grammar conventions</p> <p>Academic writing uses specific grammatical constructions (e.g. modal verbs/nominalisation/complex sentence structure/noun phrases/no personal adverbs/no phrasal verbs)</p> <p>Grammar can vary over time</p> | <p>Writers create characters, situations, places and events that are credible but not real</p> <p>Writers use stereotypes as a shorthand to represent characters, situations, places and events</p> <p>Representation can be influenced by the writer’s perspective</p> <p>Representation can be used by writers to achieve particular purposes</p> <p>Writers can subvert stereotypes</p> | | <p>Narratology and context. Genre and themes. Characterisation and setting. Point of view and perspective. Structure and style. Rhetoric. Connotation, symbolism and imagery.</p> | |
| | Wider Curriculum | | | | | | |
| 10 | Theme | An Inspector Calls | | Spoken language | | Explorations in Creative Reading and Writing | |
| | Concept | Viewpoint and perspectives | | Poetry | | Macbeth | |

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| | <p style="text-align: center;">Skills Knowledge</p> | <p>Literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text evaluation of a writer's choice of vocabulary, Grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation producing clear and coherent text: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references accurate Standard English: accurate spelling, punctuation and grammar.</p> | <p>Reading linked sources from different time periods and genres including high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms. in order to consider how each presents a perspective or viewpoint to influence the Producing written texts to a specified audience, purpose and form in which they give their own/s credible assumed perspective on a theme.</p> | <p>Preparing to give a presentation in a formal context, to respond appropriately to questions and to feedback, asking questions themselves to elicit clarification using spoken Standard English.</p> | <p>Literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of narrative voice, vocabulary, imagery, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text evaluation of a writer's choice of vocabulary, Comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above. Grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation producing clear and coherent text: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references accurate Standard English: accurate spelling, punctuation and grammar.</p> | <p>Reading literature fiction texts in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers. Writing their own creative texts to demonstrate their narrative and descriptive skills</p> | <p>Literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text evaluation of a writer's choice of vocabulary, Grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation producing clear and coherent text: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references accurate Standard English: accurate spelling, punctuation and grammar.</p> |
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| | Wider Curriculum | | | | | | |
| 11 | Theme | A Christmas Carol | | Writers' viewpoint and perspectives (Revision) Explorations in Creative Reading and Writing (Revision) | | Examination preparation | |
| | Concept | Explorations in Creative Reading | | | | | |
| | Skills Knowledge | Reading literature fiction texts in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers | <p>Literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text</p> <p>evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation</p> | <p>Reading linked sources from different time periods and genres including high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms. in order to consider how each presents a perspective or viewpoint to influence the Producing written texts to a specified audience, purpose and form in which they give their own/s credible assumed perspective on a theme.</p> | <p>Reading literature fiction texts in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers. Writing their own creative texts to demonstrate their narrative and descriptive skills</p> | <p>Interpreting questions Styles of planning Answer scaffolding Time management</p> <p>Revision tools</p> | |
| | Wider Curriculum | National Poetry Day | | World book day | | | |