

# Moat English Department Curriculum Implementation

*How Moat develops students from literacy transition in Year 7 to academically ambitious, culturally knowledgeable and critically engaged readers, writers and speakers through a carefully sequenced curriculum rooted in literacy, literary scholarship, vocabulary development and oracy.*

KS3				
YEAR 7				
What is being taught?	When?	Links to previous learning:	Knowledge and Understanding:	Assessment:
<p><b>Reading:</b></p> <p><i>The Kid in the 10 Shirt – Literacy Transition Programme</i></p> <ul style="list-style-type: none"> <li>Reading fluency, vocabulary development and inference</li> <li>Establishing reading habits and reading stamina</li> <li>Developing confidence and enjoyment in reading</li> <li>Introduction to analytical discussion and evidence-based responses</li> </ul> <p><b>AQA Language Fiction</b></p> <ul style="list-style-type: none"> <li>AO1: Identify, interpret and infer</li> <li>AO2: Analyse writers' methods, including language and structure</li> <li>Understanding how writers craft meaning and engage readers</li> <li>AO4: Evaluate texts critically and respond to viewpoints</li> </ul> <p><b>AQA Language Non-Fiction</b></p> <ul style="list-style-type: none"> <li>AO1: Select, retrieve and synthesise information</li> <li>AO2: Analyse language and structural choices</li> <li>AO3: Compare ideas, perspectives and viewpoints across texts</li> <li>AO4: Evaluate writers' viewpoints, methods and effectiveness</li> </ul> <p><b>Macbeth</b></p> <ul style="list-style-type: none"> <li>Reading, understanding and responding to Shakespearean drama</li> <li>Developing personal and critical interpretations</li> <li>Selecting and embedding textual evidence</li> <li>Analysing language, form and structure</li> </ul>	<p><b>Autumn 1</b></p> <p><b>Autumn 2</b></p> <p><b>Spring 2</b></p> <p><b>Summer 1</b></p>	<ul style="list-style-type: none"> <li>Students build upon the reading, writing and vocabulary knowledge acquired during Key Stage 2, with particular emphasis on developing fluency, comprehension and independence as readers.</li> <li>The Year 7 curriculum begins with <i>The Kid in the 10 Shirt</i>, a bespoke literacy transition programme designed to bridge the gap between primary and secondary English and support students in becoming confident readers and learners.</li> <li>Vocabulary instruction is explicitly embedded within the programme, with students revisiting and securing the key vocabulary expected to have been encountered during Years 5 and 6. Through the use of Frayer model activities, students develop a deeper understanding of word meaning, morphology, synonyms, antonyms and contextual application before progressing to increasingly ambitious academic and disciplinary vocabulary.</li> <li>Students develop their understanding of inference, retrieval and interpretation, building on reading skills introduced at primary school and applying them to increasingly challenging literary and non-fiction texts.</li> <li>Reading fluency, stamina and confidence are developed through sustained engagement with whole texts, enabling students to access the wider English curriculum successfully.</li> </ul>	<ul style="list-style-type: none"> <li>Students develop the ability to read fluently, independently and critically across a range of literary and non-fiction texts.</li> <li>Students understand how writers shape meaning through language, structure and form, and can explain the effect of these choices on readers.</li> <li>Students develop increasingly sophisticated inference and interpretation skills, supporting ideas with precise textual evidence.</li> <li>Students expand their vocabulary through explicit instruction and contextualised reading, enabling them to access increasingly challenging texts.</li> <li>Students engage with literary heritage through the study of Shakespeare whilst developing an appreciation of contemporary literature and diverse perspectives.</li> <li>Students learn to evaluate ideas, viewpoints and methods critically, preparing them for the demands of GCSE study and wider academic reading.</li> <li>Students develop disciplinary literacy by discussing texts using increasingly accurate literary and linguistic terminology.</li> <li>Students make connections between texts, themes and contexts, developing a deeper understanding of literature and the world around them.</li> <li>Students develop reading stamina, confidence and independence, fostering lifelong reading habits and a love of reading.</li> </ul>	<p><b>Character Analysis</b></p> <p><b>P1, Q2</b></p> <p><b>P1, Q3</b></p> <p><b>AQA Test Pack 1</b></p> <p><b>Extract</b></p> <p><b>Extract</b></p>



<ul style="list-style-type: none"> <li>▪ Narrative structure, description and crafting engaging writing</li> <li>▪ Structural and grammatical features for effect</li> <li>▪ Vocabulary development and precise word choice</li> <li>▪ Sentence variety and manipulation for clarity, purpose and impact</li> <li>▪ AO6: Accurate spelling, punctuation and grammar</li> </ul> <p><b>Transactional Writing</b></p> <ul style="list-style-type: none"> <li>▪ Writing for different audiences, purposes and forms</li> <li>▪ Communication and organisation of ideas</li> <li>▪ Formal and informal writing</li> <li>▪ Developing viewpoint and persuasive techniques</li> <li>▪ Vocabulary, sentence structure, punctuation and spelling</li> <li>▪ Planning, drafting, editing and proofreading</li> </ul>	<p><b>Autumn</b> <b>1</b></p>	<p>them in increasingly sophisticated written responses.</p> <ul style="list-style-type: none"> <li>▪ Vocabulary instruction from <i>The Kid in the 10 Shirt</i> transition programme supports students in applying ambitious vocabulary accurately and purposefully in their own writing.</li> <li>▪ Students develop planning, drafting, editing and proofreading skills, building upon the writing process introduced in primary school.</li> <li>▪ Reading and writing are explicitly linked, enabling students to draw upon the language, structure and techniques encountered in their reading to improve their own compositions.</li> <li>▪ Students learn to adapt their writing to suit different audiences, purposes and forms, laying the foundations for creative, transactional and analytical writing throughout Key Stage 3.</li> <li>▪ Technical accuracy is developed through regular opportunities to apply spelling, punctuation and grammar knowledge within meaningful writing tasks.</li> <li>▪ Students build confidence in expressing ideas through both spoken and written language, using discussion and oracy activities to develop and refine their thinking before writing.</li> <li>▪ Students begin to use literary and rhetorical devices deliberately, preparing them for the more sophisticated writing demands encountered later in Key Stage 3 and at GCSE.</li> <li>▪ The Moat Proofreading Code is introduced and embedded, encouraging students to take ownership of improving the accuracy and quality of their written work.</li> <li>▪ Students develop increasing stamina for extended writing,</li> </ul>	<p>increasingly ambitious range of vocabulary, drawing upon explicit vocabulary instruction and reading experiences to enhance clarity, precision and effect.</p> <ul style="list-style-type: none"> <li>▪ Students develop a secure understanding of spelling, punctuation and grammar, enabling them to communicate ideas clearly and accurately.</li> <li>▪ Students learn to select and manipulate sentence structures to create meaning, control pace and engage readers.</li> <li>▪ Students understand the importance of planning, drafting, editing and proofreading as part of the writing process and use these strategies to improve the quality of their work.</li> <li>▪ Students develop resilience and independence as writers, responding to feedback and making thoughtful revisions to strengthen their writing.</li> <li>▪ Students learn to adapt tone, register and style appropriately for different audiences and contexts.</li> <li>▪ Students draw upon their reading of literary and non-fiction texts to inform and enrich their own writing, recognising how effective writers craft ideas, viewpoints and narratives.</li> <li>▪ Students develop disciplinary literacy through the accurate use of linguistic and literary terminology when discussing, evaluating and improving writing.</li> <li>▪ Students communicate ideas with increasing sophistication, creativity and confidence, preparing them for the demands of Key Stage 3, GCSE study and life beyond the classroom.</li> </ul>	<p><b>Informal Letter</b></p>
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		preparing them for the demands of GCSE English Language and English Literature.		
<p><b>Oracy:</b></p> <p><b>Speech and Debate (The Kid in the 10 Shirt)</b></p> <ul style="list-style-type: none"> <li>Structured discussion and collaborative talk</li> <li>Reading aloud and performance</li> <li>Evidence-based responses and justification of viewpoints</li> </ul> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>Presentation and public speaking skills</li> <li>Debate and persuasive speaking</li> <li>Active listening and responding appropriately to others</li> <li>Adapting spoken language for different audiences and purposes</li> <li>Use of academic and subject-specific vocabulary in discussion</li> </ul>	<p><b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>Students build upon speaking and listening skills developed during Key Stage 2, developing increasing confidence, fluency and precision in spoken communication.</li> <li>Through <i>The Kid in the 10 Shirt</i>, students participate in structured speech and debate activities, developing their ability to articulate ideas, justify viewpoints and engage respectfully with differing perspectives.</li> </ul> <p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>Students develop confidence in reading aloud, participating in discussion and responding thoughtfully to the contributions of others.</li> <li>Vocabulary instruction supports students in using increasingly ambitious academic and disciplinary language within spoken responses.</li> <li>Structured talk activities provide opportunities for students to rehearse ideas verbally before transferring them into written work.</li> <li>Students are introduced to the conventions of formal spoken language through a dedicated Spoken Language unit, preparing them for the more advanced presentation and discussion skills developed throughout Key Stage 3.</li> <li>Students begin to understand how spoken language can be adapted for different audiences, purposes and contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Students communicate clearly, confidently and effectively in a range of formal and informal contexts.</li> <li>Students develop the ability to articulate ideas, interpretations and viewpoints using evidence to support their thinking.</li> <li>Students understand the role of spoken language in informing, persuading, entertaining and engaging different audiences.</li> <li>Students develop confidence in presentation, performance, discussion and debate.</li> <li>Students use increasingly sophisticated vocabulary and subject-specific terminology when expressing ideas and responding to others.</li> <li>Students listen actively and respond respectfully and thoughtfully to different viewpoints.</li> <li>Students understand how spoken language can be adapted according to audience, purpose and context.</li> <li>Students develop the communication skills required for success across the curriculum and lay the foundations for the GCSE Spoken Language endorsement completed in Key Stage 4.</li> </ul>	<p><b>Discussions</b></p> <p><b>Speeches</b></p> <p><b>Presentations (P/M/D)</b></p>	
<b>YEAR 8</b>				
<p><b>Reading:</b></p> <p><b>The Kid in the 10 Shirt Transition Fiction Book</b></p>		<ul style="list-style-type: none"> <li>Builds upon the reading fluency, comprehension and</li> </ul>	<ul style="list-style-type: none"> <li>Students learn the meanings, origins and applications of</li> </ul>	





<p>description to create mood and engage readers.</p> <ul style="list-style-type: none"> <li>▪ Developing characterisation through actions, thoughts and dialogue.</li> <li>▪ Applying Gothic conventions and imagery in narrative writing.</li> <li>▪ Structuring narratives for impact and effect.</li> </ul> <p><b>Writers' Viewpoints and Voices</b></p> <ul style="list-style-type: none"> <li>▪ Writing reviews for different audiences and purposes.</li> <li>▪ Expressing and justifying personal viewpoints.</li> <li>▪ Selecting evidence and examples to support opinions.</li> <li>▪ Adapting tone, register and style to engage readers.</li> <li>▪ Structuring reviews effectively using evaluative language.</li> </ul> <p><b>Transactional Writing</b></p> <ul style="list-style-type: none"> <li>▪ Writing for a range of audiences, purposes and forms.</li> <li>▪ Developing persuasive, informative and argumentative writing.</li> <li>▪ Selecting appropriate tone, register and vocabulary.</li> <li>▪ Structuring ideas clearly and coherently.</li> <li>▪ Using rhetorical and linguistic devices to influence readers.</li> </ul> <p><b>The Windermere Children Essays</b></p> <ul style="list-style-type: none"> <li>▪ Constructing analytical and discursive essays.</li> <li>▪ Developing and sustaining a line of argument.</li> <li>▪ Selecting and integrating evidence to support ideas.</li> <li>▪ Exploring the question: <i>What can our generation learn?</i></li> <li>▪ Communicating informed personal responses through extended writing.</li> </ul> <p><b>Grammar, Punctuation and Vocabulary</b></p>	<p><b>Spring 2</b></p> <p><b>Summer 2</b></p> <p><b>Summer 2</b></p>	<p>description and plot development.</p> <ul style="list-style-type: none"> <li>▪ Revisits the use of ambitious vocabulary and language choices introduced through the Year 7 literacy curriculum.</li> <li>▪ Develops students' understanding of audience, purpose and form through increasingly sophisticated writing tasks.</li> <li>▪ Builds upon sentence construction, punctuation and grammatical accuracy taught in Year 7.</li> <li>▪ Extends students' ability to craft atmosphere and mood through descriptive and creative writing.</li> <li>▪ Revisits persuasive techniques and rhetorical devices introduced through Year 7 transactional writing.</li> <li>▪ Develops students' ability to express, justify and evaluate personal viewpoints in extended written responses.</li> <li>▪ Builds upon the use of evidence to support ideas and opinions in analytical and discursive writing.</li> <li>▪ Strengthens planning, drafting, editing and proofreading skills established in Year 7.</li> <li>▪ Develops students' ability to write for a wider range of audiences, purposes and forms.</li> <li>▪ Builds upon analytical writing skills developed through literary study and response to texts.</li> <li>▪ Reinforces the accurate application of spelling, punctuation and grammar to improve clarity and communication.</li> <li>▪ Continues to develop writing stamina, fluency and independence in preparation for KS4 study.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students learn how setting, characterisation and narrative structure shape readers' responses.</li> <li>▪ Students learn how Gothic conventions, including isolation, fear, mystery and the supernatural, are applied in creative writing.</li> <li>▪ Students learn how to craft engaging narrative openings, develop plot and create effective endings.</li> <li>▪ Students learn how audience, purpose and form influence writing choices.</li> <li>▪ Students learn how to express, justify and evaluate personal viewpoints in written responses.</li> <li>▪ Students learn how reviews are structured and how evaluative language is used to communicate opinions effectively.</li> <li>▪ Students learn how persuasive, informative and argumentative writing achieve different purposes.</li> <li>▪ Students learn how rhetorical devices and linguistic techniques are used to influence readers.</li> <li>▪ Students learn how to develop, organise and sustain ideas across extended pieces of writing.</li> <li>▪ Students learn how to construct analytical and discursive essays using evidence to support arguments.</li> <li>▪ Students learn how to select and apply ambitious vocabulary for effect and precision.</li> <li>▪ Students learn how sentence structures can be manipulated to create meaning, emphasis and impact.</li> <li>▪ Students learn how accurate spelling, punctuation and grammar contribute to effective communication.</li> <li>▪ Students learn how to plan, draft, edit and proofread writing to improve clarity, accuracy and sophistication.</li> </ul>	<p><b>Write a Review</b></p> <p><b>Transactional Task</b></p> <p><b>Essay</b></p>
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<p><b>Poetry Anthology</b></p> <ul style="list-style-type: none"> <li>▪ Reading and comparing a range of anthology poems</li> <li>▪ Exploring themes, ideas and perspectives</li> <li>▪ Analysing language, form and structure</li> <li>▪ Developing comparative responses</li> <li>▪ Understanding how poets communicate meaning</li> </ul> <p><b>19th-Century Prose</b></p> <ul style="list-style-type: none"> <li>▪ Reading and understanding literary heritage texts</li> <li>▪ Exploring character, setting and narrative methods</li> <li>▪ Analysing language, structure and writer's craft</li> <li>▪ Understanding Victorian context and social issues</li> <li>▪ Developing inference and critical interpretation</li> </ul> <p><b>Academic Reading</b></p> <ul style="list-style-type: none"> <li>▪ Engagement with literary criticism and academic scholarship</li> <li>▪ Introduction to critical perspectives and interpretations</li> <li>▪ Developing disciplinary literacy and academic vocabulary</li> <li>▪ Independent reading and discussion of challenging texts</li> <li>▪ Exposure to university-style reading and debate</li> </ul>	<p><b>Spring 1 Summer 1</b></p> <p><b>Spring 2</b></p>	<p>alternative interpretations.</p> <ul style="list-style-type: none"> <li>▪ Students extend their understanding of literary heritage through the study of 19th-century prose, building on the foundations established through earlier encounters with historical and literary texts.</li> <li>▪ Students develop comparative reading skills through the poetry anthology, drawing upon prior experience of analysing poetry, themes and writer's methods.</li> <li>▪ Academic reading introduces students to literary criticism, scholarly debate and critical perspectives, building upon the analytical discussion and evidence-based responses developed throughout Key Stage 3.</li> <li>▪ Vocabulary knowledge is continually extended through ambitious literary texts, literary criticism and explicit disciplinary literacy instruction, enabling students to access increasingly academic language and concepts.</li> <li>▪ Students apply the reading stamina, confidence and independence developed through tutor-time reading, curriculum reading and academic reading to engage successfully with GCSE-level texts.</li> <li>▪ Structured discussion, debate and oracy activities support students in articulating increasingly sophisticated interpretations, preparing them for the demands of GCSE study and beyond.</li> <li>▪ The Year 9 curriculum marks the transition from Key Stage 3 to the early-entry GCSE English Literature pathway, enabling students to deepen their knowledge of literature whilst continuing to develop the critical reading skills</li> </ul>	<p>scholarship, developing an understanding that texts can be interpreted in different ways and that meaning is often contested.</p> <ul style="list-style-type: none"> <li>▪ Students use increasingly precise literary and linguistic terminology to analyse, discuss and evaluate texts.</li> <li>▪ Students develop disciplinary literacy through exposure to ambitious vocabulary, academic reading and scholarly discussion.</li> <li>▪ Students understand how writers communicate viewpoints, challenge ideas and explore complex human experiences through literature.</li> <li>▪ Students develop confidence in constructing critical, analytical and evaluative responses in preparation for GCSE English Literature.</li> <li>▪ Students become increasingly independent readers, capable of engaging with challenging texts, complex ideas and academic debate.</li> <li>▪ Students develop the cultural knowledge, critical thinking and analytical skills required for success at GCSE, further study and participation in the wider world.</li> </ul>	
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		required for future academic success.		
<p><b>Writing:</b></p> <p><b>Creative Writing</b></p> <ul style="list-style-type: none"> <li>▪ Crafting engaging and imaginative narratives</li> <li>▪ Manipulating language, structure and narrative perspective</li> <li>▪ Developing voice, style and authorial intent</li> <li>▪ Using literary and rhetorical devices for effect</li> <li>▪ Vocabulary development and precise word choice</li> </ul> <p><b>Literary Analysis</b></p> <ul style="list-style-type: none"> <li>▪ Analytical essay writing linked to <i>Romeo and Juliet</i>, <i>An Inspector Calls</i>, the Poetry Anthology and 19th-century prose</li> <li>▪ Selection, embedding and analysis of textual evidence</li> <li>▪ Exploring writer's methods, intentions and effects</li> <li>▪ Constructing critical and evaluative arguments</li> <li>▪ Comparative writing</li> </ul> <p><b>Academic Writing</b></p> <ul style="list-style-type: none"> <li>▪ Developing academic register and formal written communication</li> <li>▪ Engaging with literary criticism and scholarly perspectives</li> <li>▪ Constructing evidence-based arguments</li> <li>▪ Synthesising ideas from multiple sources</li> <li>▪ Developing independent critical responses</li> </ul> <p><b>Department Paragraph Framework</b></p> <ul style="list-style-type: none"> <li>▪ Structured analytical writing</li> <li>▪ Topic sentences and conceptual arguments</li> <li>▪ Embedding and analysing evidence</li> <li>▪ Use of subject terminology</li> <li>▪ Developing coherent and</li> </ul>	<p><b>Autumn 1</b></p> <p><b>Autumn 2</b></p>	<ul style="list-style-type: none"> <li>▪ Students build upon the creative, transactional and analytical writing skills developed throughout Years 7 and 8.</li> <li>▪ Writing continues to be closely linked to reading, enabling students to draw upon increasingly challenging literary texts, literary criticism and academic scholarship.</li> <li>▪ Students further develop the analytical writing skills introduced through Shakespeare, Gothic literature, poetry and post-1914 fiction in Key Stage 3.</li> <li>▪ Vocabulary knowledge is extended through exposure to ambitious literary texts and academic reading, enabling students to write with greater precision and sophistication.</li> <li>▪ Students apply the department paragraph framework to construct increasingly detailed, coherent and analytical responses.</li> <li>▪ Creative writing builds upon prior study of language, structure and writer's craft, enabling students to make deliberate choices as writers.</li> <li>▪ Students develop greater independence in planning, drafting, editing and refining their work, applying feedback to improve both content and technical accuracy.</li> <li>▪ Academic writing introduces students to formal written argument and critical engagement with literary scholarship, preparing them for GCSE and future academic study.</li> <li>▪ Students continue to develop disciplinary literacy through the accurate use of literary and linguistic</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students develop the ability to construct detailed, analytical and evaluative written responses to literary texts.</li> <li>▪ Students understand how to develop and sustain a conceptual argument using relevant textual evidence and critical analysis.</li> <li>▪ Students apply the department paragraph framework to produce coherent, well-structured and academically rigorous writing.</li> <li>▪ Students understand how writers shape meaning through language, form and structure and communicate these ideas effectively in writing.</li> <li>▪ Students develop an increasingly sophisticated academic register, adapting vocabulary, tone and style for purpose and audience.</li> <li>▪ Students engage critically with literary criticism and alternative interpretations, recognising that texts can generate multiple valid readings.</li> <li>▪ Students use increasingly ambitious vocabulary and precise subject terminology to communicate ideas effectively.</li> <li>▪ Students develop confidence in both creative and analytical writing, selecting appropriate methods to achieve intended effects.</li> <li>▪ Students understand the importance of drafting, editing and refining writing to improve clarity, accuracy and sophistication.</li> <li>▪ Students develop the written communication, critical thinking and academic literacy skills required for success in GCSE English Literature and beyond.</li> </ul>	<p><b>Narrative Task</b></p> <p><b>Exploding Extract</b></p> <p><b>R&amp;J Extract</b></p> <p><b>R&amp;J Essay</b></p> <p><b>Anthology Essay</b></p> <p><b>19<sup>th</sup> C Essay</b></p>

sophisticated written responses		terminology within extended written responses.		
<p><b>Oracy:</b></p> <p><b>Speak Out framework</b></p> <p><b>GCSE Spoken Language endorsement preparation</b></p> <ul style="list-style-type: none"> <li>▪ Speech writing and delivery</li> <li>▪ Presentation and public speaking skills</li> <li>▪ Structured discussion and debate</li> <li>▪ Active listening and responding to others</li> <li>▪ Adapting spoken language for different audiences and purposes</li> <li>▪ Use of academic and subject-specific vocabulary</li> <li>▪ Persuasive and rhetorical speaking techniques</li> <li>▪ Building confidence, fluency and presence when speaking</li> </ul>	<p style="text-align: center;"><b>Summer 2</b></p>	<ul style="list-style-type: none"> <li>▪ Students build upon the speech, debate and discussion skills developed through <i>The Kid in the 10 Shirt</i> and the dedicated Spoken Language unit studied in Year 7.</li> <li>▪ Students continue to develop confidence in articulating ideas, justifying viewpoints and engaging respectfully with alternative perspectives.</li> <li>▪ Vocabulary instruction and disciplinary literacy strategies support students in communicating increasingly sophisticated ideas using academic language.</li> <li>▪ Structured discussion and collaborative talk continue to support the development of analytical thinking and literary interpretation.</li> <li>▪ Students apply presentation, performance and audience awareness skills developed throughout Key Stage 3 to more formal speaking contexts.</li> <li>▪ The Speak Out framework provides a clear progression from earlier oracy experiences, preparing students for the demands of the GCSE Spoken Language endorsement.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students communicate confidently, clearly and effectively in a range of formal spoken contexts.</li> <li>▪ Students understand how spoken language can be adapted to suit different audiences, purposes and situations.</li> <li>▪ Students develop the ability to construct and deliver sustained, well-structured presentations using appropriate rhetorical and persuasive techniques.</li> <li>▪ Students understand how to engage an audience through effective organisation, delivery, vocabulary choice and non-verbal communication.</li> <li>▪ Students use evidence and reasoning to support viewpoints and develop convincing spoken arguments.</li> <li>▪ Students listen actively and respond thoughtfully to the contributions of others.</li> <li>▪ Students develop increasing confidence in public speaking, presentation and debate.</li> <li>▪ Students use ambitious academic and subject-specific vocabulary accurately and appropriately in spoken responses.</li> <li>▪ Students complete the GCSE Spoken Language endorsement in Year 9, allowing them to secure the qualification before Key Stage 4 and continue developing advanced communication skills throughout Years 10 and 11.</li> <li>▪ Students develop the communication, leadership and interpersonal skills required for future education, employment and active participation in society.</li> </ul>	<p style="text-align: center;"><b>Presentations</b></p>



<p>responses</p> <ul style="list-style-type: none"> <li>▪ Applying examination knowledge within increasingly challenging and nuanced tasks</li> <li>▪ Preparing for GCSE English Literature through sustained engagement with complex ideas and academic discussion</li> </ul> <p><b>Introduction to English Language</b></p> <ul style="list-style-type: none"> <li>▪ Reading and responding to fiction extracts</li> <li>▪ AO1: Identify, interpret and infer</li> <li>▪ AO2: Analyse language and structure</li> <li>▪ Exploring how writers craft meaning and engage readers</li> <li>▪ Developing analytical responses to unseen texts</li> </ul>	<p><b>Spring 2</b></p>	<p>sophisticated responses to texts.</p>		
<p><b>Writing:</b></p> <p><b>Literary Analysis</b></p> <ul style="list-style-type: none"> <li>▪ Analytical essay writing linked to <i>Romeo and Juliet</i>, <i>An Inspector Calls</i>, 19th-century prose and the Poetry Anthology</li> <li>▪ Constructing conceptual and evaluative arguments</li> <li>▪ Selection, embedding and analysis of textual evidence</li> <li>▪ Exploring writer's methods, intentions and effects</li> <li>▪ Comparative writing and synthesis of ideas</li> <li>▪ Application of the department paragraph framework</li> </ul> <p><b>GCSE Examination Practice</b></p> <ul style="list-style-type: none"> <li>▪ Responding to GCSE English Literature examination questions</li> <li>▪ Developing examination technique and time management</li> <li>▪ Constructing detailed and sustained analytical responses</li> <li>▪ Retrieval and application of</li> </ul>	<p><b>Autumn 1</b> <b>Autumn 2</b> <b>Spring 1</b> <b>Spring 2</b></p>	<ul style="list-style-type: none"> <li>▪ Students build upon the creative, transactional and analytical writing skills developed throughout Key Stage 3 and Year 9 GCSE Literature study.</li> <li>▪ Students continue to apply the department paragraph framework to construct increasingly sophisticated analytical and evaluative responses.</li> <li>▪ Writing remains closely linked to reading, enabling students to draw upon literary texts, academic reading and literary criticism to inform their written interpretations.</li> <li>▪ Students develop greater confidence in constructing conceptual arguments, building upon the analytical writing introduced through Shakespeare, poetry, drama and prose study.</li> <li>▪ Creative writing builds upon prior study of language, structure and writer's craft, enabling students to make</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students develop the ability to construct detailed, analytical and evaluative written responses to literary texts.</li> <li>▪ Students understand how to develop and sustain conceptual arguments using relevant textual evidence, contextual understanding and critical analysis.</li> <li>▪ Students apply the department paragraph framework to produce coherent, well-structured and academically rigorous writing.</li> <li>▪ Students understand how writers shape meaning through language, form and structure and communicate these ideas effectively in writing.</li> <li>▪ Students develop an increasingly sophisticated academic register, adapting vocabulary, tone and style according to purpose and audience.</li> <li>▪ Students refine their analytical writing through sustained engagement with</li> </ul>	<p><b>Extracts</b></p> <p><b>Essays</b></p> <p><b>Single Poems</b></p> <p><b>Comparison Essays</b></p>

<p>key quotations, context and literary concepts</p> <ul style="list-style-type: none"> <li>▪ Refining written arguments through feedback and redrafting</li> </ul> <p><b>Creative Writing</b></p> <ul style="list-style-type: none"> <li>▪ Descriptive writing</li> <li>▪ Narrative writing</li> <li>▪ Crafting engaging narrative openings</li> <li>▪ Manipulating language, structure and narrative perspective</li> <li>▪ Developing voice, style and authorial intent</li> <li>▪ Using literary and rhetorical devices for effect</li> <li>▪ Vocabulary development and precise word choice</li> <li>▪ Sentence variety and manipulation for clarity, purpose and impact</li> </ul>	<p><b>Summer 2</b></p>	<p>deliberate choices as writers.</p> <ul style="list-style-type: none"> <li>▪ Students continue to extend their vocabulary through exposure to ambitious literary texts, academic scholarship and explicit vocabulary instruction.</li> <li>▪ Examination practice allows students to refine and apply the knowledge, skills and techniques developed throughout the early-entry Literature curriculum.</li> <li>▪ Students further develop their ability to plan, draft, edit and refine their writing, responding thoughtfully to feedback and improving both content and technical accuracy.</li> </ul>	<p>complex literary ideas, alternative interpretations and critical viewpoints.</p> <ul style="list-style-type: none"> <li>▪ Students develop confidence in creative writing, selecting language, structure and narrative techniques deliberately to achieve intended effects.</li> <li>▪ Students understand the importance of drafting, editing and refining writing to improve clarity, accuracy and sophistication.</li> <li>▪ Students use increasingly ambitious vocabulary and precise subject terminology to communicate ideas effectively.</li> <li>▪ Students develop an understanding of how literature can be explored through different critical lenses, drawing upon academic lectures, literary criticism and scholarly debate to inform and refine their own interpretations.</li> <li>▪ Students develop the written communication, critical thinking and academic literacy skills required for success in GCSE English Language, further study and beyond.</li> </ul>	<p><b>Creative Task</b></p>
<p><b>Oracy:</b></p> <p>The formal development of oracy culminates in the completion of the GCSE Spoken Language endorsement in Year 9 through the Speak Out framework. This enables students to secure the qualification before entering Year 10 and reflects our belief that strong communication skills underpin success across the curriculum. In Year 10, students continue to apply and refine these skills through academic discussion, literary debate, collaborative learning and the exploration of increasingly complex texts and critical viewpoints. As a</p>				



<p>across a range of literary and non-fiction forms</p> <p><b>Examination Preparation</b></p> <ul style="list-style-type: none"> <li>▪ Applying GCSE English Language reading skills in timed conditions</li> <li>▪ Developing examination technique and question-specific strategies</li> <li>▪ Building confidence and independence when approaching unfamiliar texts</li> <li>▪ Refining analytical, evaluative and comparative responses</li> </ul>		<p>ideas and perspectives in non-fiction texts.</p> <ul style="list-style-type: none"> <li>▪ Students continue to refine their ability to select, synthesise and evaluate evidence, building upon the analytical approaches developed throughout their study of English Literature.</li> <li>▪ Academic discussion and collaborative exploration of texts support students in developing increasingly sophisticated interpretations and critical responses.</li> <li>▪ Students apply their understanding of how writers shape meaning through language, form and structure when analysing unfamiliar fiction and non-fiction texts.</li> <li>▪ The transition from English Literature to English Language enables students to apply a secure knowledge of writer's craft, interpretation and analysis to a wider range of text types and reading experiences.</li> <li>▪ Students continue to develop the independent reading, vocabulary and critical literacy skills established through tutor-time reading, curriculum reading and academic reading throughout their secondary education.</li> </ul>	<p>analysis, interpretation and evaluation.</p> <ul style="list-style-type: none"> <li>▪ Students develop disciplinary literacy through exposure to ambitious vocabulary, academic discussion and critical reading.</li> <li>▪ Students become independent readers who can confidently engage with unfamiliar texts, synthesise information and formulate evidence-based judgements.</li> <li>▪ Students understand how reading skills can be applied across subjects and contexts, supporting success in further education, employment and lifelong learning.</li> <li>▪ Students develop the critical thinking, analytical reasoning and communication skills required to engage thoughtfully with literature, language and the wider world.</li> </ul>	
<p><b>Writing:</b></p> <p><b>Narrative Writing</b></p> <ul style="list-style-type: none"> <li>▪ Crafting engaging and effective narrative openings</li> <li>▪ Descriptive and narrative writing</li> <li>▪ Manipulating language and structure for effect</li> <li>▪ Developing narrative voice and perspective</li> <li>▪ Building atmosphere, tension and characterisation</li> <li>▪ Using Greek allusions and mythological references to add depth and sophistication</li> <li>▪ Exploring the use of religious imagery and symbolism</li> </ul>	<p><b>Autumn 1</b></p>	<ul style="list-style-type: none"> <li>▪ Students build upon the creative, transactional and analytical writing skills developed throughout Key Stages 3 and 4.</li> <li>▪ Narrative writing draws upon students' prior study of literary texts, enabling them to apply an understanding of language, structure, characterisation and writer's craft within their own compositions.</li> <li>▪ Students utilise knowledge acquired through the study of Greek literature and mythology to incorporate allusion, symbolism and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students develop the ability to craft engaging, coherent and purposeful narratives that demonstrate control of language, structure and narrative perspective.</li> <li>▪ Students understand how writers use language, structure and literary devices to shape meaning and engage readers, applying these techniques effectively within their own writing.</li> <li>▪ Students develop increasingly sophisticated narrative openings, creating atmosphere,</li> </ul>	<p><b>Past Papers</b></p>



<p><b>Oracy:</b></p> <ul style="list-style-type: none"> <li>▪ Structured discussion of fiction and non-fiction texts.</li> <li>▪ Verbal analysis of language, structure and writers' methods.</li> <li>▪ Exploration and evaluation of writers' viewpoints and perspectives.</li> <li>▪ Comparative discussion of ideas across texts.</li> <li>▪ Academic discussion using subject-specific terminology.</li> <li>▪ Justification of interpretations using relevant textual evidence.</li> <li>▪ Debate and discussion of contemporary issues and themes.</li> <li>▪ Verbal planning and rehearsal of transactional writing responses.</li> <li>▪ Development of formal speaking and listening skills.</li> <li>▪ Active listening, questioning and responding to the ideas of others.</li> <li>▪ Presentation of viewpoints using clear, coherent and persuasive communication.</li> <li>▪ Collaborative discussion to deepen understanding and refine analytical thinking.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Builds upon the discussion and collaborative learning routines established throughout KS3.</li> <li>▪ Revisits and develops the active listening, questioning and response skills introduced in Years 7–9.</li> <li>▪ Draws upon the analytical discussions used when studying Shakespeare, poetry, fiction and non-fiction texts.</li> <li>▪ Extends the debate and presentation skills developed through the Year 9 Spoken Language programme.</li> <li>▪ Builds upon students' experience of using subject terminology to discuss writers' methods and textual meanings.</li> <li>▪ Revisits the use of evidence-based discussion to support interpretations and viewpoints.</li> <li>▪ Develops the confidence and fluency established through classroom talk, paired discussion and group work across KS3 and KS4.</li> <li>▪ Builds upon formal speaking opportunities provided through the Speakers Trust Speak Out programme and wider oracy initiatives.</li> <li>▪ Strengthens students' ability to articulate complex ideas developed through academic reading, literary criticism and GCSE Literature study.</li> <li>▪ Applies the communication skills developed throughout KS3 and KS4 to the demands of GCSE English Language and future study.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students learn how to articulate ideas clearly, confidently and appropriately for different audiences and purposes.</li> <li>▪ Students learn how to use academic vocabulary and subject-specific terminology accurately.</li> <li>▪ Students learn how to justify interpretations using relevant textual evidence.</li> <li>▪ Students learn how to evaluate viewpoints, ideas and perspectives critically.</li> <li>▪ Students learn how to build, develop and sustain a coherent argument.</li> <li>▪ Students learn how to respond thoughtfully to the ideas and opinions of others.</li> <li>▪ Students learn how to listen actively and engage respectfully in discussion and debate.</li> <li>▪ Students learn how to question, challenge and explore ideas constructively.</li> <li>▪ Students learn how to adapt spoken language to suit purpose, audience and context.</li> <li>▪ Students learn how to use structured academic talk to deepen understanding and refine analytical thinking.</li> <li>▪ Students learn how to communicate effectively in both formal and informal contexts.</li> <li>▪ Students learn how to apply speaking and listening skills to support success in GCSE English Language and future study.</li> </ul>	
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