



Curriculum Map cover sheet

Subject: English	Year Group Year 7	Key Stage 3
Links to prior learning Year 7 English builds upon the skills that students learn for their SATs - particularly with SPaG, both knowledge of how to use it and application in their writing. Develops the foundations of language that they have learnt in Primary School. Reading and Interpretation • Builds on KS2 skills of understanding fiction and non-fiction texts leading onto exploration and analysis of how texts create meaning (e.g., narrative structure, character, tone). • Applies understanding of textual features such as tone, purpose, and audience. • Develops critical thinking through analysing bias, prejudice and representation in novels, plays and poems • Encourages comparison of texts (e.g. representations of characters, themes,	Retrieval Practice Low-Stakes Quizzing • Multiple choice / short-answer quizzes to recall key terms, knowledge of texts (character, plot, themes, ideas etc.), • Weekly recap quizzes focusing on content from previous lessons or units - mostly done with novels or short stories Brain Dumps • Students write down everything they remember about a topic with no prompts to begin with, then may be given images or textual clues gradually Retrieval Grids • A grid with boxes for questions regarding plot, character, structure or big ideas in a literary text Mix & Match / Sorting Activities	Adaptive teaching strategies Aim to the top learning - challenging tasks are the core focus, with 'stepping stones' used to aid learners to get there. Chunk instructions into manageable steps. Pre-teach key vocabulary with visuals or dual coding. Highlight and emphasise key terms students should focus on to support difficulties in interpreting a text independently. Use glossaries for recurring terminology and concepts. Scaffold extended written responses using model answers, live modelling and success criteria. Paired discussions before feedback.

structure in plays va novels) – helps develop skills needed for KS4 Writing for Audience and Purpose Extends KS2 practice of writing in different forms (e.g., persuasive, descriptive, informative) through tasks such as: • Writing essays, blogs, and articles • Planning and drafting extended responses with coherent arguments. • Using appropriate tone, register, and style for the form of text they are writing. • Writing creatively and using figurative language that they have seen in literary texts Language and Vocabulary Year 7 English begins by looking at the foundations of English and how changes to the language have been influenced over time Introduces and develops specialist vocabulary (e.g. figurative language, persuasive language) and learning how to implement these into their writing Reading of more challenging texts helps develop their vocabulary to be more sophisticated Creative Skills Builds on KS2 creative writing by encouraging the writing of fiction and non-fiction writing feeding into narrative writing and descriptive writing tasks	• Matching definitions with key vocabulary relating to the text or matching key language techniques with their definitions/effects • Using anagrams with key vocabulary • Placing words in the correct order to build a definition of a word Think-Pair-Share • Students try to retrieve answers individually, discuss with a partner, and then feed back to the class. Spaced Retrieval • Revisit key content at regular intervals, building retrieval opportunities into schemes of work	
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completed in the rest of KS3 and KS4 (e.g., developing characters, settings, and story arcs or building an argument in non-fiction writing).		
Literacy Reading Skills Understanding and analysing a wide range of literary texts (e.g. blogs, novels, plays, poetry, articles). Interpreting how characters are constructed by writers Understanding and evaluating the writer's use of language and structural methods in texts to help build arguments/perspectives Writing Skills Developing extended written responses, essays, and analytical commentary. Writing in different formats: blog posts, articles, descriptive and narrative writing. Using accurate spelling, punctuation, and grammar in all written work. Vocabulary Development Building a glossary of figurative language (similes, metaphors, personification etc.) to help develop their own writing Critical Literacy	Oracy Speaking and Listening Participating in group discussions, presentations, and debates on societal, political issues that have been addressed in literary or non-fiction texts. Justifying choices in debates regarding big issues or character representations through verbal explanation. Presenting individual or group analysis of literary texts to the class. Participating in structured debates providing their own perspective on big issues (e.g. morality, prejudice, social inequality) Drama based activities where they perform and justify verbally their acting choices Conducting hot seat activities where they either place themselves in another character's shoes or ask questions relating to a character's decisions. Collaborating in group work with clear roles and shared vocabulary. Encouraging use of subject-specific vocabulary in oral responses. Developing confidence in articulating ideas clearly	Numeracy Interpreting and analysing data: evaluating the use of statistics in non-fiction texts - bias or not? Constructing graphs and charts to track characters/plots/timelines Skills of probability - making predictions in texts, evaluating the impact of characters/ideas in texts Creating a logical and structured argument in extended written responses and single paragraphs

Encouraging students to critically evaluate the writer's ideas, messages and purpose leading to how they impact society/their readers. Understanding how language and structure in literary texts construct meaning and influence readers.	and fluently with a focus on answering verbally in full sentences Evaluating peer work constructively using agreed success criteria.	
Careers across the Curriculum These are directly related to reading, writing, and analysis: • Writer/Author – Fiction, nonfiction, content writing, blogging, copywriting. • Editor – For books, magazines, websites, or academic publications. • Journalist – News writing, investigative reporting, feature writing. • Publisher – Working in editorial, marketing, or literary agent roles. • Teacher – Elementary, high school (with teaching certification), or ESL teacher. • Professor/Lecturer – With additional graduate-level qualifications. Business & Communications Careers • Marketing/Advertising – Content creation, brand strategy, market research. • Public Relations (PR) – Media communication, brand management, press releases. • Corporate Communications –	Wider Curriculum opportunities Film club, graphics club, drama club Personal Development in Form Sessions - discussion of core and current issues, and how writers approach these in non-fiction and literary texts. Drama - taking written texts and transforming them into more visual forms bringing the texts to life by thinking about the writer's intentions Analytical thinking and understanding how to research - Science, business studies. Tackling big issues in society and forming an argument about them - Religious Studies History - understanding big historical events that may have impacted the writer's intentions behind the writing of a text	Super Curriculum English - Super Curriculum BBC podcasts for books and poetry On BBC iPlayer - 'The Read' series of performance literature by famous actors BBC Bitesize KS3 English texts and guides Visit Stratford Upon Avon - home of Shakespeare John Milton's cottage - Chalfont St Peter Charles Dickens - London walking tour Competitions - such as the Young Writers' Competition

Internal/external messaging, employee communication. • Human Resources – Writing policies, training materials, employee relations. • Project Management – Organizing teams, communication, problem-solving. Law & Public Policy • Lawyer – English is a common pre-law major due to emphasis on argumentation. • Paralegal – Research, writing briefs, supporting legal professionals. • Policy Analyst – Writing reports, analyzing legislation, advising on public policy. Creative Industries • Screenwriter/Scriptwriter – TV, film, theater, games. • Copywriter – Writing for ads, slogans, brand storytelling. • Content Creator – YouTube, social media, blogging, podcasting.		
Assessment and feedback Formative - verbal in every lesson. Regular class feedback of tasks in books, use of MWBs, live marking of example answers under visualisers. Summative - Assessments at the end of every unit of work, mix of analytical, persuasive, descriptive and narrative writing.- whole class feedback and individual feedback is used		



Curriculum Map cover sheet

Subject: English	Year Group Year 8	Key Stage 3
Links to prior learning Year 8 English builds upon the skills that students have learnt in Year 7, but focuses more on developing and understanding ideas of different genres and their writer's intentions in these genres. Develops their skills in analysis of a variety of forms of text and increases their knowledge to how to write descriptively Reading and Interpretation - Builds on skills of understanding fiction and non-fiction texts leading onto exploration and analysis of how texts create meaning (e.g., narrative structure, character, tone). - Applies understanding of textual features such as tone, purpose, and audience. - Develops critical thinking through analysing bias, prejudice and representation in novels, plays and poems	Retrieval Practice Low-Stakes Quizzing - Multiple choice / short-answer quizzes to recall key terms, knowledge of texts (character, plot, themes, ideas etc.), - Weekly recap quizzes focusing on content from previous lessons or units - mostly done with novels or short stories Brain Dumps - Students write down everything they remember about a topic with no prompts to begin with, then may be given images or textual clues gradually Retrieval Grids - A grid with boxes for questions regarding plot, character, structure or big ideas in a literary text Mix & Match / Sorting Activities	Adaptive teaching strategies Aim to the top learning - challenging tasks are the core focus, with 'stepping stones' used to aid learners to get there. Chunk instructions into manageable steps. Pre-teach key vocabulary with visuals or dual coding. Highlight and emphasise key terms students should focus on to support difficulties in interpreting a text independently. Use glossaries for recurring terminology and concepts. Scaffold extended written responses using model answers, live modelling and success criteria. Paired discussions before feedback.

- Encourages comparison of texts (e.g. representations of characters, themes, structure in plays vs novels) – helps develop skills needed for KS4 Writing for Audience and Purpose Extends practice of writing in different forms (e.g., persuasive, descriptive, informative) through tasks such as: - Writing essays, blogs, and articles - Planning and drafting extended responses with coherent arguments. - Using appropriate tone, register, and style for the form of text they are writing. - Writing creatively and using figurative language that they have seen in literary texts Language and Vocabulary Develops understanding of specialist vocabulary to a higher level (e.g. figurative language, persuasive language) and learning how to implement these into their writing Reading of more challenging texts helps develop their vocabulary to be more sophisticated Creative Skills Builds on skills of creative writing by encouraging the writing of fiction and non-fiction writing feeding into narrative writing and descriptive writing tasks completed in the rest of KS3 and KS4 (e.g., developing characters, settings, and story arcs or	- Matching definitions with key vocabulary relating to the text or matching key language techniques with their definitions/effects - Using anagrams with key vocabulary - Placing words in the correct order to build a definition of a word Think-Pair-Share - Students try to retrieve answers individually, discuss with a partner, and then feed back to the class. Spaced Retrieval - Revisit key content at regular intervals, building retrieval opportunities into schemes of work	
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building an argument in non-fiction writing).		
Literacy Reading Skills Understanding and analysing a wide range of literary texts (e.g. articles, novels, plays, poetry, articles). Interpreting how characters are constructed by writers Understanding and evaluating the writer's use of language and structural methods in texts to help build arguments/perspectives Writing Skills Developing extended written responses, essays, and analytical commentary. Writing in different formats: blog posts, articles, descriptive and narrative writing. Using accurate spelling, punctuation, and grammar in all written work. Vocabulary Development Building a glossary of figurative language (similes, metaphors, personification etc.) to help develop their own writing Critical Literacy Encouraging students to critically evaluate the	Oracy Speaking and Listening Participating in group discussions, presentations, and debates on societal, political issues that have been addressed in literary or non-fiction texts. Justifying choices in debates regarding big issues or character representations through verbal explanation. Presenting individual or group analysis of literary texts to the class. Participating in structured debates providing their own perspective on big issues (e.g. morality, prejudice, social inequality) Drama based activities where they perform and justify verbally their acting choices Conducting hot seat activities where they either place themselves in another character's shoes or ask questions relating to a character's decisions. Collaborating in group work with clear roles and shared vocabulary. Encouraging use of subject-specific vocabulary in oral responses. Developing confidence in articulating ideas clearly and fluently with a focus on answering verbally in	Numeracy Interpreting and analysing data: evaluating the use of statistics in non-fiction texts - bias or not? Constructing graphs and charts to track characters/plots/timelines Skills of probability - making predictions in texts, evaluating the impact of characters/ideas in texts Creating a logical and structured argument in extended written responses and single paragraphs

writer's ideas, messages and purpose leading to how they impact society/their readers. Understanding how language and structure in literary texts construct meaning and influence readers.	full sentences Evaluating peer work constructively using agreed success criteria. Understanding the performance skills needed for a speech and applying these	
Careers across the Curriculum These are directly related to reading, writing, and analysis: • Writer/Author – Fiction, nonfiction, content writing, blogging, copywriting. • Editor – For books, magazines, websites, or academic publications. • Journalist – News writing, investigative reporting, feature writing. • Publisher – Working in editorial, marketing, or literary agent roles. • Teacher – Elementary, high school (with teaching certification), or ESL teacher. • Professor/Lecturer – With additional graduate-level qualifications. Business & Communications Careers • Marketing/Advertising – Content creation, brand strategy, market research. • Public Relations (PR) – Media communication, brand management, press releases. • Corporate Communications – Internal/external messaging, employee	Wider Curriculum opportunities Film club, graphics club, drama club Personal Development in Form Sessions - discussion of core and current issues, and how writers approach these in non-fiction and literary texts. Drama - taking written texts and transforming them into more visual forms bringing the texts to life by thinking about the writer's intentions Analytical thinking and understanding how to research - Science, business studies. Tackling big issues in society and forming an argument about them - Religious Studies History - understanding big historical events that may have impacted the writer's intentions behind the writing of a text	Super Curriculum English - Super Curriculum BBC podcasts for books and poetry On BBC iPlayer - 'The Read' series of performance literature by famous actors BBC Bitesize KS3 English texts and guides Visit Stratford Upon Avon - home of Shakespeare John Milton's cottage - Chalfont St Peter Charles Dickens - London walking tour Competitions - such as the Young Writers' Competition

communication. • Human Resources – Writing policies, training materials, employee relations. • Project Management – Organizing teams, communication, problem-solving. Law & Public Policy • Lawyer – English is a common pre-law major due to emphasis on argumentation. • Paralegal – Research, writing briefs, supporting legal professionals. • Policy Analyst – Writing reports, analyzing legislation, advising on public policy. Creative Industries • Screenwriter/Scriptwriter – TV, film, theater, games. • Copywriter – Writing for ads, slogans, brand storytelling. • Content Creator – YouTube, social media, blogging, podcasting.		
Assessment and feedback Formative - verbal in every lesson. Regular class feedback of tasks in books, use of MWBs, visualiser. Summative - Assessments at the end of every unit of work, mix of analytical, persuasive, descriptive and narrative writing.- whole class feedback and individual feedback is used		



Curriculum Map cover sheet

Subject: English	Year Group Year 9	Key Stage 3
Links to prior learning Year 9 English develops skills in the analysis of a variety of forms of text but to a much higher level to help prepare students for their GCSEs. Not only does it look at big issues in society, just like year 7 and 8, but they are taught how to evaluate the writer's intentions further to develop their own thesis and arguments by understanding how current/past events in society can impact the meanings of literary and non-fiction texts. Reading and Interpretation - Builds on skills of understanding fiction and non-fiction texts leading onto exploration and analysis of how texts create meaning (e.g., narrative structure, character, tone). - Applies understanding of textual features such as tone, purpose, and audience. - Develops critical thinking through analysing bias, prejudice and representation in novels, plays and poems	Retrieval Practice Low-Stakes Quizzing - Multiple choice / short-answer quizzes to recall key terms, knowledge of texts (character, plot, themes, ideas etc.), - Weekly recap quizzes focusing on content from previous lessons or units - mostly done with novels or short stories Brain Dumps - Students write down everything they remember about a topic with no prompts to begin with, then may be given images or textual clues gradually Retrieval Grids - A grid with boxes for questions regarding plot, character, structure or big ideas in a literary text Mix & Match / Sorting Activities	Adaptive teaching strategies Aim to the top learning - challenging tasks are the core focus, with 'stepping stones' used to aid learners to get there. Chunk instructions into manageable steps. Pre-teach key vocabulary with visuals or dual coding. Highlight and emphasise key terms students should focus on to support difficulties in interpreting a text independently. Use glossaries for recurring terminology and concepts. Scaffold extended written responses using model answers, live modelling and success criteria. Paired discussions before feedback.

- Encourages comparison of texts (e.g. representations of characters, themes, structure in plays vs novels) – helps develop skills needed for KS4 Writing for Audience and Purpose Extends practice of writing in different forms (e.g., persuasive, descriptive, informative) through tasks such as: - Writing essays, blogs, and articles - Planning and drafting extended responses with coherent arguments. - Using appropriate tone, register, and style for the form of text they are writing. - Writing creatively and using figurative language that they have seen in literary texts Language and Vocabulary Develops understanding of specialist vocabulary to a higher level (e.g. figurative language, persuasive language) and learning how to implement these into their writing Reading of more challenging texts helps develop their vocabulary to be more sophisticated Creative Skills Builds on skills of creative writing by encouraging the writing of fiction and non-fiction writing feeding into narrative writing and descriptive writing tasks completed in the rest of KS3 and KS4 (e.g.,	- Matching definitions with key vocabulary relating to the text or matching key language techniques with their definitions/effects - Using anagrams with key vocabulary - Placing words in the correct order to build a definition of a word Think-Pair-Share - Students try to retrieve answers individually, discuss with a partner, and then feed back to the class. Spaced Retrieval - Revisit key content at regular intervals, building retrieval opportunities into schemes of work	
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developing characters, settings, and story arcs or building an argument in non-fiction writing).		
Literacy Reading Skills Understanding and analysing a wide range of literary texts (e.g. articles, novels, plays, poetry, articles). Interpreting how characters are constructed by writers Understanding and evaluating the writer's use of language and structural methods in texts to help build arguments/perspectives Writing Skills Developing extended written responses, essays, and analytical commentary. Writing in different formats: blog posts, articles, descriptive and narrative writing. Using accurate spelling, punctuation, and grammar in all written work. Vocabulary Development Building a glossary of figurative language (similes, metaphors, personification etc.) to help develop their own writing Critical Literacy	Oracy Speaking and Listening Participating in group discussions, presentations, and debates on societal, political issues that have been addressed in literary or non-fiction texts. Justifying choices in debates regarding big issues or character representations through verbal explanation. Presenting individual or group analysis of literary texts to the class. Participating in structured debates providing their own perspective on big issues (e.g. morality, prejudice, social inequality) Drama based activities where they perform and justify verbally their acting choices Conducting hot seat activities where they either place themselves in another character's shoes or ask questions relating to a character's decisions. Collaborating in group work with clear roles and shared vocabulary. Encouraging use of subject-specific vocabulary in oral responses. Developing confidence in articulating ideas clearly and fluently with a focus on answering verbally in	Numeracy Interpreting and analysing data: evaluating the use of statistics in non-fiction texts - bias or not? Constructing graphs and charts to track characters/plots/timelines Skills of probability - making predictions in texts, evaluating the impact of characters/ideas in texts Creating a logical and structured argument in extended written responses and single paragraphs

Encouraging students to critically evaluate the writer's ideas, messages and purpose leading to how they impact society/their readers. Understanding how language and structure in literary texts construct meaning and influence readers.	full sentences Evaluating peer work constructively using agreed success criteria. Understanding the performance skills needed for a speech and applying these	
Careers across the Curriculum These are directly related to reading, writing, and analysis: • Writer/Author – Fiction, nonfiction, content writing, blogging, copywriting. • Editor – For books, magazines, websites, or academic publications. • Journalist – News writing, investigative reporting, feature writing. • Publisher – Working in editorial, marketing, or literary agent roles. • Teacher – Elementary, high school (with teaching certification), or ESL teacher. • Professor/Lecturer – With additional graduate-level qualifications. Business & Communications Careers • Marketing/Advertising – Content creation, brand strategy, market research. • Public Relations (PR) – Media communication, brand management, press releases. • Corporate Communications –	Wider Curriculum opportunities Film club, graphics club, drama club Personal Development in Form Sessions - discussion of core and current issues, and how writers approach these in non-fiction and literary texts. Drama - taking written texts and transforming them into more visual forms bringing the texts to life by thinking about the writer's intentions Analytical thinking and understanding how to research - Science, business studies. Tackling big issues in society and forming an argument about them - Religious Studies, psychology, sociology History - understanding big historical events that may have impacted the writer's intentions behind the writing of a text	Super Curriculum English - Super Curriculum BBC podcasts for books and poetry On BBC iPlayer - 'The Read' series of performance literature by famous actors BBC Bitesize KS3 English texts and guides Visit Stratford Upon Avon - home of Shakespeare John Milton's cottage - Chalfont St Peter Charles Dickens - London walking tour Competitions - such as the Young Writers' Competition

Internal/external messaging, employee communication. • Human Resources – Writing policies, training materials, employee relations. • Project Management – Organizing teams, communication, problem-solving. Law & Public Policy • Lawyer – English is a common pre-law major due to emphasis on argumentation. • Paralegal – Research, writing briefs, supporting legal professionals. • Policy Analyst – Writing reports, analyzing legislation, advising on public policy. Creative Industries • Screenwriter/Scriptwriter – TV, film, theater, games. • Copywriter – Writing for ads, slogans, brand storytelling. • Content Creator – YouTube, social media, blogging, podcasting.		
Assessment and feedback Formative - verbal in every lesson. Regular class feedback of tasks in books, use of MWBs, visualiser. Summative - Assessments at the end of every unit of work, mix of analytical, persuasive, descriptive and narrative writing.- whole class feedback and individual feedback is used		



Curriculum Map cover sheet

Subject: English	Year Group - Year 10 and 11	Key Stage 4
Links to prior learning GCSE English builds on and extends many skills developed in KS3, particularly in reading, writing, speaking, and analysis of texts. Reading and Interpretation - Builds on KS3 skills of analysing literary and non-fiction texts by exploring how literary texts create meaning (e.g., narrative structure, character, tone). - Develops further critical thinking using similar genres of texts studied at KS3, extending more expert and precise knowledge of conventions of genres and forms such as tragedy, playscripts, poetry, and how these texts differ. Writing for Audience and Purpose Extends KS3 practice of writing in different forms (e.g., persuasive, descriptive, informative) and presenting clear opinions through tasks such as: Planning and drafting extended responses with	Retrieval Practice Low-Stakes Quizzing - Multiple choice / short-answer quizzes to recall key terms, theorists, or quotations from set texts. Retrieval Grids - A grid with boxes for topics from different time frames to prompt recall across a timeline. Think-Pair-Share - Students try to retrieve answers individually, discuss with a partner, and then feed back to the class. Spaced Retrieval - Revisit key content at regular intervals, building retrieval opportunities into schemes of work Chocolate box task - Dividing page into 8, filling with themes or characters from a set text, and planning or retrieving quotations and arguments for each section.	Adaptive teaching strategies Aim to the top learning - challenging tasks are the core focus, with 'stepping stones' used to aid learners to get there. Chunk instructions into manageable steps. Pre-teach key vocabulary with visuals or dual coding. Use knowledge organisers and glossaries for recurring terminology and concepts. Scaffold exam questions using model answers and success criteria. Paired discussions before feedback.

coherent arguments. Using appropriate tone, register, and style for GCSE essay contexts. Creative Skills Links to narrative writing and descriptive writing tasks in English (e.g., developing characters, settings, and story arcs) within discussion of texts.		
Literacy Reading Skills Analyzing a wide range of literary texts (e.g. articles, analytical essays, set texts from the curriculum, unseen extracts). Interpreting subtext, bias, and representation in written forms. Writing Skills Developing extended written responses, essays, and analytical commentary. Using accurate spelling, punctuation, and grammar in all written work. Vocabulary Development Building a glossary of genre-specific terminology. Developing ways to effectively communicate ideas through vocabulary banks.	Oracy Speaking and Listening Participating in group discussions, presentations, and debates on literary ideas or issues within texts. Justifying opinions and interpretations of texts through verbal explanation. Participating in structured debates on wider issues relating to literature being studied (e.g., representation, oppression, gender). Collaborating in group work with clear roles and shared vocabulary. Encouraging use of subject-specific vocabulary in oral responses. Developing confidence in articulating ideas clearly and fluently. Evaluating peer work constructively using agreed	Numeracy Word Frequency Counts: Compare use of certain words/themes in Shakespearean plays vs modern texts (e.g., "love," "power," "death"). Line/Scene/Chapter Length Analysis: Chart the structural pacing of texts (e.g., how Shakespeare and Priestley manipulates tension across acts. Use graphs or timelines for texts to plot their acts and scenes. Exam Strategy: Plan timing for exam papers and the different sections, logical thinking of marks vs timing, and the strategies. Character Dialogue Proportions: Graph how much each character speaks to explore dominance, silencing, or narrative control.

	success criteria.	
Careers across the Curriculum We offer opportunities across GCSE for wider promotion of higher study, especially within A Level English Literature, in which many of our students go on to be very successful with. We help to support many of our students in their applications to colleges and universities in the pursuit of English as a career path. Further careers linking to the study of literature include: • Journalist - Writing news stories, features, or opinion pieces for print, broadcast, or digital media. English develops critical reading and concise, impactful writing skills. • Editor / Publisher - Working with authors and content to refine and prepare for publication. Requires a sharp eye for detail and a love of language. Marketing and Communications Officer - Creating persuasive copy for campaigns, websites, and social media. English helps with tone, audience awareness, and creativity. • Teacher / Lecturer (Primary, Secondary, or HE) - Teaching English or related subjects. Involves analysis, communication, and curriculum knowledge.	Wider Curriculum opportunities Film club, debate club, drama club. Logical thinking - Science, Maths, Economics, Business Studies. Trips to NT live Theatre group visits to school Speak Out Challenge for yr 10 students Personal Development in Form Sessions - discussion of core and current issues, and how writers approach these in non-fiction and literary texts. Drama - taking written texts and transforming them into more visual forms bringing the texts to life by thinking about the writer's intentions Analytical thinking and understanding how to research - Science, business studies. Tackling big issues in society and forming an argument about them - Religious Studies, psychology, sociology History - understanding big historical events that may have impacted the writer's intentions behind the writing of a text	<u>Super Curriculum</u> In Our Time podcasts - literature Oxford University Podcasts BBC Iplayer - 'The Road' EMC Magazine Booker Prize winning booklists - basement floor in Waterstones Piccadilly

- Content Writer / Copywriter - Producing engaging written material for websites, blogs, adverts, or branded materials.
- Solicitor / Barrister - Law careers value analytical thinking, argument construction, and language precision—all core to English.
- PR (Public Relations) Specialist - Managing public image, writing press releases, and engaging with media—requiring strong written and verbal communication.

Assessment and feedback

Formative - verbal in every lesson. Regular whole class feedback of tasks in books to collate strengths, misconceptions, and next steps. Using mark schemes aligned with the exam board criteria to give a precise area of strength and improvement. Live marking of example answers under visualisers.

Summative - Assessments at the end of every unit of work, building the skills required for successful exam answers. Exam question feedback of success against criteria and the final mark achieved.



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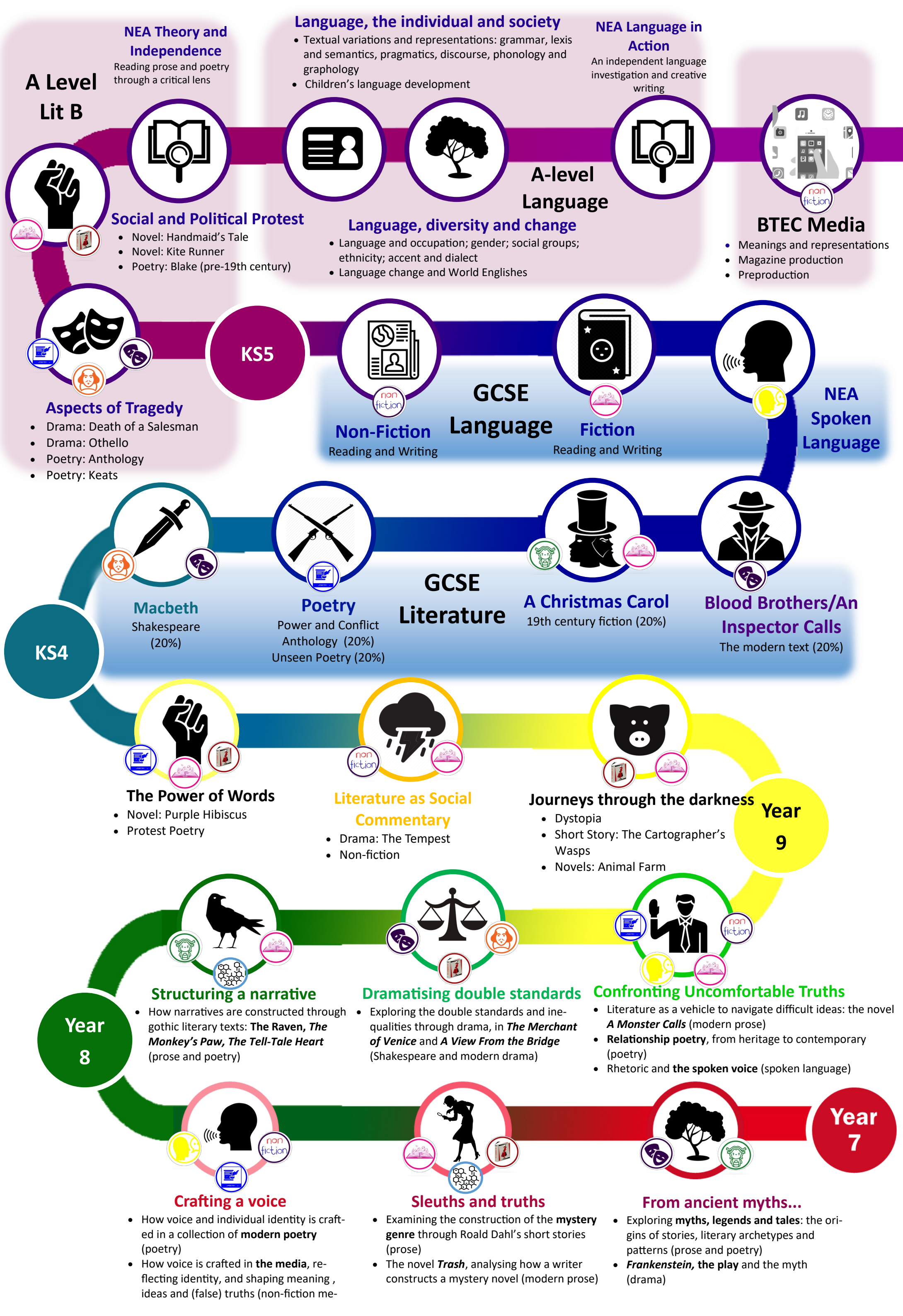
Subject: English Literature	Year Group - Year 12 and 13	Key Stage 5
Links to prior learning A Level English Literature builds on and extends many skills developed in KS3 and 4 English, particularly in reading, writing, speaking, and analysis of texts. Reading and Interpretation - Builds on KS4 skills of analysing literary and non-fiction texts by exploring how literary texts create meaning (e.g., narrative structure, character, tone). - Develops further critical thinking using similar genres of set texts at GCSE i.e. Macbeth to Othello at A level, and extends knowledge of conventions of genre to an expert level. - Encourages comparison of texts– linking to KS3 and 4 comparative analysis tasks but going further in connections across genres.	Retrieval Practice Low-Stakes Quizzing - Multiple choice / short-answer quizzes to recall key terms, theorists, or quotations from set texts. Retrieval Grids - A grid with boxes for topics from different time frames to prompt recall across a timeline. Think-Pair-Share - Students try to retrieve answers individually, discuss with a partner, and then feed back to the class. Spaced Retrieval - Revisit key content at regular intervals, building retrieval opportunities into schemes of work Chocolate box task - Dividing page into 8, filling with themes or characters from a set text, and planning or retrieving quotations and arguments for each section.	Adaptive teaching strategies Aim to the top learning - challenging tasks are the core focus, with 'stepping stones' used to aid learners to get there. Chunk instructions into manageable steps. Pre-teach key vocabulary with visuals or dual coding. Use knowledge organisers and glossaries for recurring terminology and concepts. Scaffold exam questions using model answers and success criteria. Paired discussions before feedback.

Writing for Audience and Purpose Extends KS4 practice of writing in different forms (e.g., persuasive, descriptive, informative) through tasks such as: Planning and drafting extended responses with coherent arguments. Using appropriate tone, register, and style for A Level contexts. Creative Skills Links to narrative writing and descriptive writing tasks in English (e.g., developing characters, settings, and story arcs) within discussion of texts, and in the application via coursework.		
Literacy Reading Skills Analyzing a wide range of literary texts (e.g. articles, analytical essays, set texts from the curriculum, unseen extracts). Interpreting subtext, bias, and representation in written forms. Understanding and evaluating specialist terminology and theoretical perspectives, including interpreting texts and arguments from a particular viewpoint or lens i.e. Marxist. Writing Skills Developing extended written responses, essays,	Oracy Speaking and Listening Participating in group discussions, presentations, and debates on literary ideas or issues within texts. Justifying opinions and interpretations of texts through verbal explanation. Participating in structured debates on wider issues relating to literature being studied (e.g., representation, oppression, gender). Collaborating in group work with clear roles and shared vocabulary. Encouraging use of subject-specific vocabulary in	Numeracy Word Frequency Counts: Compare use of certain words/themes in Shakespearean plays vs modern texts (e.g., "love," "power," "death"). Line/Scene/Chapter Length Analysis: Chart the structural pacing of texts (e.g., how Shakespeare manipulates tension across acts, the fragmented narrative of Kite Runner and Handmaid's Tale). Use graphs or timelines for texts Exam Skills: Plan timing for exam papers and the different sections. Character Dialogue Proportions: Graph how much each character speaks to explore dominance, silencing, or narrative control.

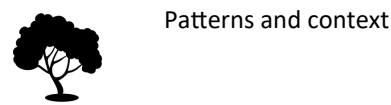
and analytical commentary. Using accurate spelling, punctuation, and grammar in all written work. Vocabulary Development Building a glossary of genre-specific terminology (e.g., tragic terms of catharsis, anagnorisis, hamartia). Using and applying theoretical terms (e.g., Propp's narrative theory, Marxist ideas of bourgeoisie and proletariat).	oral responses. Developing confidence in articulating ideas clearly and fluently. Evaluating peer work constructively using agreed success criteria.	
Careers across the Curriculum We offer opportunities across the study of A Level Literature for wider promotion of career paths and guidance, including online webinars and promotion of UCAS related events for Higher Education study. Further careers linking to the study of literature include: Journalist - Writing news stories, features, or opinion pieces for print, broadcast, or digital media. English develops critical reading and concise, impactful writing skills. Editor / Publisher - Working with authors and content to refine and prepare for publication. Requires a sharp eye for detail and a love of language.	Wider Curriculum opportunities Film club, debate club, tutoring of KS3 students. Logical thinking - Science, Maths, Economics, Business Studies. Trips to Death of a Salesman, Othello, other set texts at A Level when in theatres. Trip to Beck Theatre for NT live broadcasts	<u>Super Curriculum</u> In Our Time podcasts - literature Oxford University Podcasts BBC Iplayer - 'The Road' EMC Magazine Booker Prize winning booklists - basement floor in Waterstones Piccadilly Visit Keats' house in Hampstead Visit John Milton's cottage - Chalfont St Peter

Marketing and Communications Officer - Creating persuasive copy for campaigns, websites, and social media. English helps with tone, audience awareness, and creativity. Teacher / Lecturer (Primary, Secondary, or HE) - Teaching English or related subjects. Involves analysis, communication, and curriculum knowledge. Content Writer / Copywriter - Producing engaging written material for websites, blogs, adverts, or branded materials. Solicitor / Barrister - Law careers value analytical thinking, argument construction, and language precision—all core to English. PR (Public Relations) Specialist - Managing public image, writing press releases, and engaging with media—requiring strong written and verbal communication. Librarian / Archivist - Managing information resources, historical documents, and texts. English supports research and classification skills. Speechwriter / Political Communications Advisor - Crafting persuasive speeches and public statements—ideal for those with rhetorical and		
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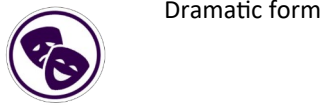
linguistic skill. Digital Content Creator - Producing YouTube videos, podcasts, or social media content, often based on strong narrative or editorial planning. Lexicographer or Linguist - Studying and compiling language usage, dictionary entries, or linguistic research.		
Assessment and feedback Formative - verbal in every lesson. Regular whole class feedback of tasks in books to collate strengths, misconceptions, and next steps. Using mark schemes aligned with the exam board criteria to give a precise area of strength and improvement. Live marking of example answers under visualisers. Coursework feedback for each module x 2 written feedback to help their improvement. Summative - Assessments at the end of every unit of work, building the skills required for successful exam answers. Coursework feedback of success against criteria and the final mark achieved.		



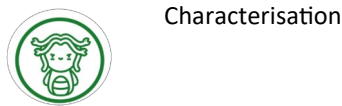
Key to symbols



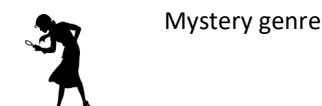
Patterns and context



Dramatic form



Characterisation



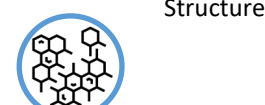
Mystery genre



Fiction



Non-fiction



Structure



Truth



Shakespeare