



The Royal School

Wolverhampton

Curriculum 2025

English

Curriculum Concepts

English

Intent

At The Royal School, our curriculum is designed to foster a lifelong love of learning and to nurture pupils who are confident, knowledgeable, and empathetic. Grounded in our school values —**Respect, Trust, Community, Initiative and Risk** — our intent is to provide a high-quality education where every child knows more, remembers more, and applies their knowledge confidently. Our curriculum is carefully sequenced to ensure concepts are introduced logically, with foundational knowledge underpinning more complex ideas. We prioritise knowledge and memory building through planned opportunities for retrieval, consolidation and progression. Pupils revisit key concepts frequently, supporting long-term retention and understanding.

We are committed to ensuring that all children immerse themselves in their learning. Through diverse representation and a focus on cultural capital, we encourage empathy, inclusion, and global citizenship. Every child, regardless of background or ability, is supported to meet ambitious expectations through adaptive teaching and inclusive strategies that promote challenge and achievement for all. Our curriculum is purposefully designed to engage, inspire and challenge, cultivating learners who are resilient, reflective, and equipped to thrive in modern society.

Implementation

To support staff in developing long-term, medium-term, and short-term curriculum and lesson planning, we have identified key curriculum concepts that underpin effective teaching and learning. Below is a summary of these concepts with brief explanations:

Sequencing & Progression: Curriculum content is thoughtfully ordered across and within year groups. Long- and medium-term plans ensure coherence, while individual lessons and ‘The Royal Way’ framework scaffold learning effectively. Subject leaders oversee sequencing to ensure continuity and progression. Proper sequencing ensures that foundational concepts are mastered before introducing more complex ideas, thereby building upon prior knowledge. This structured approach supports cumulative learning and prevents cognitive overload.

Adaptive teaching & Assessment: Effective assessment strategies include both **formative assessments** (ongoing checks for understanding during instruction) and **summative assessments** (evaluations at the end of instructional units). Aligning assessments with learning objectives ensures that they accurately measure intended outcomes. Pupil progress is regularly reviewed, with targeted interventions delivered as needed. Adaptive teaching ensures that instruction is responsive to the varying needs, abilities, and learning styles of students. This approach involves ongoing assessment, flexible grouping, live feedback, questioning, informal checks, and formal reviews. These are used to identify gaps and adapt teaching responsively to support and challenge. Effective adaptive teaching fosters inclusivity, helping all students to progress at their own pace while achieving high expectations.

Retrieval Practice & Interleaving: We embed retrieval throughout lessons using ‘Think Backs’, ‘Do Now’ activities at the start of lessons, low-stakes quizzes and working walls. These strategies reinforce prior learning and strengthen memory pathways, promoting deep understanding and knowledge fluency. Interleaving is an instructional strategy that alternates between different topics or skills within a single learning session. Unlike traditional blocked practice, where one topic is practiced extensively before moving to the next, interleaving mixes multiple topics, enhancing discrimination between concepts and improving retention. This approach challenges learners to continually retrieve and apply different information, strengthening memory and understanding.

Engagement: Engagement encompasses the strategies employed to capture and maintain students' attention, interest, and active participation in the learning process. High levels of engagement are associated with improved comprehension and retention. Techniques to enhance engagement include interactive activities, real-world applications, collaborative learning, and incorporating student interests into lessons. We hook learners through exciting experience days, curriculum-linked enrichment, and content pitched to meet and build upon pupils' current understanding. Strong relationships and positive learning behaviours ensure high levels of participation and enthusiasm.

Challenge & Aspiration: Challenge involves designing tasks and questions that stretch students' thinking and push them beyond their comfort zones. It is important to balance support and challenge to ensure all students are appropriately stimulated and motivated to progress. Tasks are designed to stretch thinking through resilience, modelling, scaffolding, and high expectations. Learners are encouraged to persevere, question deeply, and embrace productive struggle. Aspiration in the curriculum encourages students to develop a growth mindset. It involves exposing students to ambitious goals, inspiring role models, and future pathways that foster motivation and ambition. A curriculum that promotes aspiration helps students understand the value of perseverance and lifelong learning.

Context: Contextual learning connects curriculum content to real-world applications, making learning more meaningful and relevant for students. Providing context helps learners see the purpose behind what they are studying, whether through cross-curricular links, historical or cultural perspectives, or practical, real-world scenarios. This approach enhances engagement and retention.

Personal Development: Personal development in the curriculum focuses on fostering students' social, emotional, and character growth alongside academic learning. It includes promoting resilience, self-awareness, emotional intelligence, and a sense of responsibility. A well-rounded curriculum should encourage students to develop key life skills, confidence, and independence, preparing them for future challenges in education, work, and personal life.

In Senior School our curriculum is structured in learning cycles. Each cycle lasts for 7 weeks and includes at least one assessment followed by a review where re-teaching or stretch and challenge opportunities, tailored to the needs of the pupils can take place. There are 5 learning cycles per year.

Impact

The impact of our curriculum is measured not only in outcomes but in how pupils grow as learners and individuals. Pupils develop secure knowledge, transferable skills, and the confidence to apply their learning. They are engaged, resilient, and motivated, with the capacity to meet challenges and adapt to new contexts.

Progress is tracked over time through assessment data, lesson drop-ins, pupil voice, and work scrutiny. By integrating these concepts into curriculum planning The Royal intend to create structured, dynamic, and effective learning experiences that cater to the varied needs of our pupils. A well-designed curriculum ensures progression, engagement, and long-term success in learning. Our ambition is that all children leave The Royal School with the knowledge, behaviours, and attitudes to succeed academically, socially, and emotionally — prepared for the next stage of their education and life beyond.

English Learning Journey

English Learning Journey



Year 12

LC1 and LC2- Othello and The Blood Chamber
LC3 and LC4- Christiania Rosetti Poetry and A Picture of Dorian Grey
LC5- NEA and the other text is to be confirmed

Year 13

LC1 and LC2- Completion of texts and NEAs
LC3 and LC4- Revisit prior content
LC5- Exam preparation

Year 11

Revise the content of the exams

Year 10

LC1 and LC2- A Christmas Carol or Jekyll and Mr Hyde (Dependent on Class Teacher)
LC3 and LC4- An Inspector Calls
LC5- Completing the remaining poems in the Anthology (Power and Conflict)

Year 9

LC1 and LC2- Frankenstein
LC3- Gothic unit
LC4 and LC5- Macbeth

Language- Alternating between Paper 1 and Paper 2

Year 7

LC1- Literature through Time
LC2 and LC3- Romeo and Juliet
LC4 and LC5- Animal Farm

Year 8

LC1 and LC2- Blood Brothers
LC3- Crime unit
LC4 and LC5- Class Reader

How English enables all students to thrive and achieve

How inclusive lessons have been planned

- Each lesson the 'Big Picture' is shared with 'Why are we learning this? Why are we learning this now?'
- At appropriate points there are opportunities for students to see a pre-prepared modelled answer using 'I do' 'We do' 'You do' framework.
- Lessons contain comprehension questions based on recent learning, learning that has happened a few weeks ago and key vocabulary.
- Learning objectives are accessible to all learners.
Scaffolding and support provided for those who need it.
- Opportunities for collaboration and peer support.
- Assessment methods adapted to suit different learning styles
- Regular reflection to ensure all learners are participating and progressing.

How an inclusive environment has been created

- Students have a knowledge organiser at KS4 and this is being developed at KS3 to support reviewing of learning, revision and consolidation.
- Vocabulary – tier 2 and 3 vocabulary is being embedded into lessons for oracy and written work.
- Respectful classroom culture where diversity is valued.
- Clear behaviour expectations applied consistently and fairly.
- Visual supports and accessible resources for all abilities.
- Flexible seating and layouts to meet different needs.
- Strong teacher-learner relationships foster a sense of belonging.
- Collaboration with support staff to meet individual needs.

How the curriculum has been considered for pupils with additional needs

- English is a spiral curriculum interleaving the skills from Primary and developing them and revisiting them throughout their journey at KS3, KS4 and KS5. Retrieval practice is within each lesson to enable a low-stakes check of understanding so misconceptions can be addressed. Primary develop reading skills such as comprehension and inference and this is built on at KS3 through developing analysis. Curriculum content adapted to ensure accessibility and relevance. Relevance is shared every lesson.
- Learning outcomes differentiated to match individual abilities.
- Support strategies (e.g., scaffolding, think, pair, share, etc) built into planning.
- Practical and visual learning approaches used where appropriate.
- Regular assessment for learning to inform adjustments.
- Collaboration with specialists (e.g., SENCOs, TAs) for planning.
- Flexible pacing to allow extra time for processing and task completion.
- Inclusive topics that reflect diverse learner experiences and strengths.

Adaptive teaching strategies

How learners are supported with literacy

- Key vocabulary practiced through learning cycles
- SPaG being built from Year 7 to continue the work from KS2.
- Sentence starters
- Oracy practice (talk before writing)
- Reading skills developed through scaffolding and guided questions.
- Writing support via sentence starters, models, and structured planning.
- Speaking/listening activities like debates and discussions to build language.

- EAL support with vocabulary and comprehension tools.

How learners are supported to retain vocabulary

- Retrieval
- Using vocabulary in different context
- We will be introducing spelling tests for key words and authors names

How learners are supported with numeracy

- Timelines, Chronology tasks

How learners are supported to develop conceptual understanding

- Revisiting key ideas and themes in texts
- Discussions
- Modelling
- Scaffolding

How teaching is adapted for learners who struggle with attention

- Chunking tasks
- Models
- Practice (I do, we do, you do)
- Variety of learning activities

How teaching is adapted for learners who struggle with change and transition

- Countdowns
- Big Picture – this is what we are doing today... because...
- Pre-reading and/or advance notice of change of topic etc.
- Consistent routines to provide stability and predictability.
- Gradual introduction of new topics, tasks, or environments.
- Safe spaces or calming strategies available when needed.
- Positive reinforcement to build confidence in handling change.
- Close communication with parents and support staff.

SUBJECT KS3 Curriculum Mapping

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/840002/Secondary_national_curriculum_corrected_PDF.pdf

National curriculum content	Year 7	Year 8	Year 9 (GCSE foundation year)
Aims:			
<p>Reading at Key Stage 3 should be wide, varied and challenging. Pupils should be expected to read whole books, to read in depth and to read for pleasure and information.</p>	<p>Varied Texts (transitional unit): Literature through Time</p> <p>Play Study: Romeo and Juliet</p> <p>Non Fiction Debating</p> <p>Poetry will be interleaved throughout each SOW with a variety of poems from different cultures and time periods.</p> <p>Modern text: Animal Farm by George Orwell</p>	<p>Modern Play: Blood Brothers</p> <p>Varied texts: Crime and Punishment, including contemporary Poetry</p> <p>Novel Study: Class readers – Noughts and Crosses by Malorie Blackman, The Inheritance Games by Jennifer Lynne Barnes, Boy in the striped pyjamas by John Boyne and The Hunger Games by Suzanne Collins.</p> <p>Non Fiction Debating</p>	<p>Play Study: Macbeth by William Shakespeare</p> <p>Novel Study: Frankenstein by Mary Shelley</p> <p>Poetry will be interleaved throughout each SOW with a variety of poems from different cultures and time periods.</p>
<p>Pupils should continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length. They should be taught to write formal and academic essays as well as writing imaginatively. They should be taught to write for a variety of purposes and audiences across a range of contexts.</p>	<p>Plan, draft, edit and proof-read through: considering how their writing reflects the audiences and purposes for which it was intended. Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness. Paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set.</p>	<p>Plan, draft, edit and proof-read through: Considering how their writing reflects the audiences and purposes for which it was intended. Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness. Paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set.</p>	<p>Plan, draft, edit and proof-read through: Considering how their writing reflects the audiences and purposes for which it was intended. Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness. Paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set.</p>
<p>Pupils require an increasingly wide knowledge of vocabulary and grammar. Opportunities for teachers to enhance pupils' vocabulary will arise naturally from their reading and writing. Teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to</p>	<p>Extending and applying the grammatical knowledge and programmes of study to analyse more challenging texts. Studying the effectiveness and impact of the grammatical</p>	<p>Extending and applying the grammatical knowledge and programmes of study to analyse more challenging texts. Studying the effectiveness and impact of the grammatical</p>	<p>Extending and applying the grammatical knowledge and programmes of study to analyse more challenging texts. Studying the effectiveness and impact of the grammatical</p>

<p>develop their understanding of, and ability to use, figurative language.</p>	<p>features of the texts they read. Drawing on new vocabulary and grammatical constructions from their reading and listening and using these consciously in their writing and speech to achieve effects.</p>	<p>features of the texts they read. Drawing on new vocabulary and grammatical constructions from their reading and listening and using these consciously in their writing and speech to achieve effects.</p>	<p>features of the texts they read. Drawing on new vocabulary and grammatical constructions from their reading and listening and using these consciously in their writing and speech to achieve effects.</p>
<p>Pupils should be taught to control their speaking and writing consciously, understand why sentences are constructed as they are and to use Standard English. They should understand and use age-appropriate vocabulary, including linguistic and literary terminology, for discussing their reading, writing and spoken language. This involves consolidation, practice and discussion of language.</p>	<p>Non-Fiction debating creating viewpoint using Standard English confidently in a range of formal and informal contexts, including classroom discussion, giving short speeches and presentations, expressing their own ideas and keeping to the point. Participating in formal debates and structured discussions, summarising and/or building on what has been said. Improvising, rehearsing and performing play scripts and poetry to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>	<p>Non-Fiction debating creating viewpoint using Standard English confidently in a range of formal and informal contexts, including classroom discussion, giving short speeches and presentations, expressing their own ideas and keeping to the point. Participating in formal debates and structured discussions, summarising and/or building on what has been said. Improvising, rehearsing and performing play scripts and poetry to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>	<p>Non-Fiction debating creating viewpoint using Standard English confidently in a range of formal and informal contexts, including classroom discussion, giving short speeches and presentations, expressing their own ideas and keeping to the point. Participating in formal debates and structured discussions, summarising and/or building on what has been said. Improvising, rehearsing and performing play scripts and poetry to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>
<p>It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching. Pupils whose linguistic development is more advanced should be challenged through being offered opportunities for increased breadth and depth in reading and writing. Those who are less fluent should consolidate their knowledge, understanding and skills, including through additional practice.</p>	<p>Extending and applying the grammatical knowledge and programmes of study to analyse more challenging texts. Studying the effectiveness and impact of the grammatical features of the texts they read. Drawing on new vocabulary and grammatical constructions from their reading and listening and using these consciously in their writing and speech to achieve effects.</p>	<p>Extending and applying the grammatical knowledge and programmes of study to analyse more challenging texts. Studying the effectiveness and impact of the grammatical features of the texts they read. Drawing on new vocabulary and grammatical constructions from their reading and listening and using these consciously in their writing and speech to achieve effects.</p>	<p>Extending and applying the grammatical knowledge and programmes of study to analyse more challenging texts. Studying the effectiveness and impact of the grammatical features of the texts they read. Drawing on new vocabulary and grammatical constructions from their reading and listening and using these consciously in their writing and speech to achieve effects.</p>

Subject Content: Reading, Writing, Speaking and Listening

<p>Develop an appreciation and love of reading and read increasingly challenging material independently through reading a wide range of fiction and non-fiction.</p>	<p>Varied Texts (transitional unit): Literature through Time</p> <p>Play Study: Romeo and Juliet</p> <p>Non-Fiction Debating</p> <p>Poetry will be interleaved throughout each SOW with a variety of poems from different cultures and time periods.</p> <p>Modern text: Animal Farm by George Orwell</p>	<p>Modern Play: Blood Brothers</p> <p>Varied texts: Crime and Punishment, including contemporary Poetry</p> <p>Novel Study: Class readers – Noughts and Crosses by Malorie Blackman, The Inheritance Games by Jennifer Lynne Barnes, Boy in the striped pyjamas by John Boyne and The Hunger Games by Suzanne Collins.</p> <p>Non-Fiction Debating</p>	<p>Play Study: Macbeth by William Shakespeare</p> <p>Novel Study: Frankenstein by Mary Shelley</p> <p>Poetry will be interleaved throughout each SOW with a variety of poems from different cultures and time periods.</p>
<p>Understand increasingly challenging texts.</p>	<p>Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context by studying a variety of texts.</p> <p>Making inferences and referring to evidence in the text.</p> <p>Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.</p> <p>Checking their understanding to make sure that what they have read makes sense.</p>	<p>Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context by studying a variety of texts.</p> <p>Making inferences and referring to evidence in the text.</p> <p>Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.</p> <p>Checking their understanding to make sure that what they have read makes sense.</p>	<p>Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context by studying a variety of texts.</p> <p>Making inferences and referring to evidence in the text.</p> <p>Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.</p> <p>Checking their understanding to make sure that what they have read makes sense.</p>
<p>Develop their reading critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.</p>	<p>Recognising a range of poetic conventions and understanding how these have been used.</p> <p>Studying setting, plot, and characterisation, and the effects of these.</p> <p>Making critical comparisons across texts.</p> <p>Studying a range of authors, including at least two authors in depth each year.</p>	<p>Recognising a range of poetic conventions and understanding how these have been used.</p> <p>Studying setting, plot, and characterisation, and the effects of these</p> <p>Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.</p>	<p>Recognising a range of poetic conventions and understanding how these have been used.</p> <p>Studying setting, plot, and characterisation, and the effects of these</p> <p>Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.</p>

		<p>Making critical comparisons across texts.</p> <p>Studying a range of authors, including at least two authors in depth each year.</p>	<p>Making critical comparisons across texts.</p> <p>Studying a range of authors, including at least two authors in depth each year.</p>
<p>Develop pupils' ability to write accurately, fluently, effectively and at length for pleasure and information.</p>	<p>Develop pupils' ability to write accurately, fluently, effectively and at length for pleasure and information.</p> <p>Writing for a wide range of purposes and audiences, including:</p> <p>Well-structured formal expository and narrative essays.</p> <p>Stories, scripts, poetry and other imaginative writing.</p> <p>Notes and polished scripts for talks and presentations.</p> <p>A range of other narrative and non-narrative texts, including arguments, and personal and formal letters.</p> <p>Summarising and organising material and supporting ideas and arguments with any necessary factual detail</p> <p>Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form.</p> <p>Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.</p>	<p>Develop pupils' ability to write accurately, fluently, effectively and at length for pleasure and information.</p> <p>Writing for a wide range of purposes and audiences, including:</p> <p>Well-structured formal expository and narrative essays.</p> <p>Stories, scripts, poetry and other imaginative writing.</p> <p>Notes and polished scripts for talks and presentations.</p> <p>A range of other narrative and non-narrative texts, including arguments, and personal and formal letters.</p> <p>Summarising and organising material and supporting ideas and arguments with any necessary factual detail</p> <p>Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form.</p> <p>Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.</p>	<p>Develop pupils' ability to write accurately, fluently, effectively and at length for pleasure and information.</p> <p>Writing for a wide range of purposes and audiences, including:</p> <p>Well-structured formal expository and narrative essays.</p> <p>Stories, scripts, poetry and other imaginative writing.</p> <p>Notes and polished scripts for talks and presentations.</p> <p>A range of other narrative and non-narrative texts, including arguments, and personal and formal letters.</p> <p>Summarising and organising material and supporting ideas and arguments with any necessary factual detail</p> <p>Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form.</p> <p>Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.</p>
<p>Consolidate and build on pupils' knowledge of grammar and vocabulary.</p>	<p>Extending and applying the grammatical knowledge and programmes of study to analyse more challenging texts.</p> <p>Studying the effectiveness and impact of the grammatical features of the texts they read.</p> <p>Drawing on new vocabulary and</p>	<p>Extending and applying the grammatical knowledge and programmes of study to analyse more challenging texts.</p> <p>Studying the effectiveness and impact of the grammatical features of the texts they read.</p> <p>Drawing on new vocabulary and</p>	<p>Extending and applying the grammatical knowledge and programmes of study to analyse more challenging texts.</p> <p>Studying the effectiveness and impact of the grammatical features of the texts they read.</p> <p>Drawing on new vocabulary and</p>

	<p>grammatical constructions from their reading and listening and using these consciously in their writing and speech to achieve effects.</p> <p>Knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English.</p> <p>Using Standard English confidently in their own writing and speech.</p> <p>Discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.</p>	<p>grammatical constructions from their reading and listening and using these consciously in their writing and speech to achieve effects.</p> <p>Knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English.</p> <p>Using Standard English confidently in their own writing and speech.</p> <p>Discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.</p>	<p>grammatical constructions from their reading and listening and using these consciously in their writing and speech to achieve effects.</p> <p>Knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English.</p> <p>Using Standard English confidently in their own writing and speech.</p> <p>Discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.</p>
<p>Spoken English: Develop pupils' ability to speak confidently and effectively.</p>	<p>Using Standard English confidently in a range of formal and informal contexts, including classroom discussion giving short speeches and presentations.</p> <p>Expressing their own ideas and keeping to the point. Participating in formal debates and structured discussions, summarising and/or building on what has been said. Improvising, rehearsing and performing play scripts and poetry to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>	<p>Using Standard English confidently in a range of formal and informal contexts, including classroom discussion giving short speeches and presentations.</p> <p>Expressing their own ideas and keeping to the point. Participating in formal debates and structured discussions, summarising and/or building on what has been said. Improvising, rehearsing and performing play scripts and poetry to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>	<p>Using Standard English confidently in a range of formal and informal contexts, including classroom discussion giving short speeches and presentations.</p> <p>Expressing their own ideas and keeping to the point. Participating in formal debates and structured discussions, summarising and/or building on what has been said. Improvising, rehearsing and performing play scripts and poetry to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>

English Curriculum Map 2025-26

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Learning Cycle 1	<p>Transition Unit: Literature through Time</p> <p>Library Lesson: One lesson per fortnight</p>	<p>Societal Feuds</p> <p>Vehicle Text: Blood Brothers</p> <p>Library Lesson: One lesson per fortnight</p>	<p>The pursuit of truth</p> <p>Vehicle text: Frankenstein</p> <p>Library Lesson: One lesson per fortnight.</p> <p>Legacy for 2025/2026: Class Readers - Noughts and Crosses by Malorie Blackman, The Inheritance Games by Jennifer Lynne Barnes, Boy in the striped pyjamas by John Boyne and The Hunger Games by Suzanne Collins.</p>	<p>3x English Literature 2x ‘A Christmas Carol’ / Jekyll and Hyde 1x Power & Conflict (Ozymandias, London, Exposure, Remains, Storm on the Island). 2x English Language: 2x Language: Paper One and Two Section A and B</p>	<p>2x English Language: Language Paper One 3x English Literature X2: Revising Macbeth with essay writing Alternating weeks X1 Unseen Poetry and x1 P&C (London, My Last Duchess. Remains, Ozymandias)</p>	<p>Legacy for 2024 – Elements of Crime (X2): An Introduction to the elements of Crime & ‘The Rime of the Ancient Mariner.’</p> <p>Aspects of Tragedy: An Introduction to tragedy & ‘Othello’</p> <p>New from September 2025 Ibsen and Carter</p> <p>H4701/1 study ‘A Doll’s House’</p> <p>H4701/2 study ‘The Bloody Chamber’</p>	<p>Legacy for 2024/2025 – Aspects of Tragedy: ‘Keats Poetry’: NEA: Thomas Hardy Poetry</p> <p>Elements of Crime: ‘Murder of Roger Ackroyd’. Prose NEA Serious Study!</p> <p>New from September 2026 - H4701/1 study ‘Shakespeare’</p> <p>H4701/2 study either ‘Dracula’ or ‘The Picture of Dorian Gray’</p>
Learning Cycle 2	<p>Exploring Relationships.</p> <p>Vehicle Text: Romeo and Juliet</p>	<p>Societal Feuds</p> <p>Vehicle Text: Blood Brothers</p>	<p>The pursuit of truth</p> <p>Vehicle text: Frankenstein</p>	<p>3x English Literature 2X‘A Christmas Carol’ / Jekyll and Hyde x1 Power & Conflict</p>	<p>2x English Language: Language Paper Two 3x English Literature</p>	<p>Legacy for 2024 – Unseen Crime Elements ‘Rime of the Ancient Mariner.’</p>	<p>Legacy for 2024/2025 - Aspects of Tragedy: ‘The Great Gatsby’: NEA: Thomas Hardy Poetry</p>

	Library Lesson: One lesson per fortnight	Library Lesson: One lesson per fortnight	Library Lesson: One lesson per fortnight Legacy for 2025/2026: Class Readers - Noughts and Crosses by Malorie Blackman, The Inheritance Games by Jennifer Lynne Barnes, Boy in the striped pyjamas by John Boyne and The Hunger Games by Suzanne Collins.	(Ozymandias, London, Exposure, Remains, Storm on the Island). 2x English Language: 2x Language: Paper One and Two Section A and B	X2: A Christmas Carol / Jekyll and Hyde Alternating weeks X1 Unseen Poetry and x1 P&C consolidation (Checking out me history, The Emigree and Tissue)	Aspects of Tragedy: 'Othello' New from September 2025 Ibsen and Carter H4701/1 study 'A Doll's House' H4701/2 study 'The Bloody Chamber' Students will have decided what texts they will study for their NEA.	Elements of Crime: 'Murder of Roger Ackroyd'. Prose NEA New from September 2026 New from September 2026: Revisit all texts and practice exam skills. Final draft of NEA due
Learning Cycle 3	Exploring Relationships. Vehicle Text: Romeo and Juliet Library Lesson: One lesson per fortnight	Crime and Punishment Vehicle Text: Varied extracts Library Lesson: One lesson per fortnight	The Gothic Vehicle Text will be extracts Library Lesson: One lesson per fortnight	3x English Literature x2 An Inspector Calls x1 Power & Conflict (My Last Duchess, The Charge of the Light Brigade, Bayonet Charge, Poppies, The Prelude). 2x English Language: Paper One and Two: Section A and B	2x English Language: Language Paper Two 3x English Literature X2: An Inspector Calls Alternating weeks X1 Unseen Poetry and x1 P&C consolidation (The Prelude, War Photographer, Storm on the	Legacy for 2024/2025 – Elements of Crime: 'Atonement.' Aspects of Tragedy: 'Othello' and 'Death of a Salesman'. New from September 2025 Rossetti and Shelley/Wilde	Legacy for 2024/25 -Aspects of Tragedy: Keats poetry. NEA: Thomas Hardy Poetry Elements of Crime: 'Murder of Roger Ackroyd' and Unseen Crime Elements. Prose NEA New from September 2026:

					Island, Exposure and Bayonet Charge)	H4701/1 study Christina Rossetti poetry anthology H4701/2 study 'Frankenstein' / 'The Picture of Dorian Gray'	Revisit all texts and practice exam skills.
Learning Cycle 4	Equality and Society Vehicle Text: Animal Farm by George Orwell Library Lesson: One lesson per fortnight	Class Reader Vehicle Text: Noughts and Crosses by Malorie Blackman, The Inheritance Games by Jennifer Lynne Barnes, Boy in the striped pyjamas by John Boyne and The Hunger Games by Suzanne Collins. Library Lesson: One lesson per fortnight	Betrayal, Fate and Destiny Vehicle Text: Macbeth Library Lesson: One lesson per fortnight	3x English Literature x2 'An Inspector Calls' x1 Power & Conflict (My Last Duchess, The Charge of the Light Brigade, Bayonet Charge, Poppies, The Prelude). Legacy 2024-2025 Macbeth 2x English Language: 2x Language: Paper One and Two Section A and B	Precision Language and Literature Revision Teaching plan based on needs of cohort identified in November Mock examinations; see Spring 2 Next Steps Plan for detailed lesson outline.	Rossetti and Shelley H4701/1 study Christina Rossetti poetry anthology H4701/2 study 'Frankenstein' / 'The Picture of Dorian Gray'	Legacy for 2024/2025- Aspects of Tragedy: 'Keats Poetry': Consolidation of Tragedy Paper. Elements of Crime: Consolidation of Unseen Crime elements exam paper. New from September 2026: Revisit all texts and practice exam skills. Precision Teaching plan based on needs of cohort identified in November examination.
Learning Cycle 5	Equality and Society	Class Reader Vehicle Text: Noughts and Crosses by Malorie	Betrayal, Fate and Destiny Vehicle Text: Macbeth	3x English Literature X1 Unseen Poetry X2 Power and Conflict Poetry	GCSE/BTEC exams followed by A level bridging work	H4701/1 study 'Shakespeare'	A level/BTEC exams followed by University bridging work

	<p>Vehicle Text: Animal Farm by George Orwell</p> <p>Library Lesson: One lesson per fortnight.</p>	<p>Blackman, The Inheritance Games by Jennifer Lynne Barnes, Boy in the striped pyjamas by John Boyne and The Hunger Games by Suzanne Collins.</p> <p>Library Lesson: One lesson per fortnight</p>	<p>Library Lesson: One lesson per fortnight</p>	<p>(Tissue, The Emigree, Checking out me history, Kamikaze, War Photographer) Legacy 2024 – 2025 Macbeth 2x English Language: 2x Language: Paper One and Two Section A and B</p>		<p>H4701/2 study either 'Dracula' or 'The Picture of Dorian Gray'</p>	
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NB. The detailed SOW, assessments and lessons for each learning cycle should be placed in the correct folder in the subject team.

English Assessment Calendar 2025-26

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Learning Cycle 1	<p><u>Literature Through Time</u></p> <p>WCF 1: Writing WCF 2: Speaking and Listening</p> <p>Assessment: Reading</p>	<p><u>Blood Brothers</u></p> <p>WCF 1: Speaking and Listening WCF 2: Reading</p> <p>Assessment: Writing</p>	<p><u>The Gothic</u></p> <p>WCF 1: Speaking and Listening WCF 2: Reading</p> <p>Assessment: Writing</p>	<p><u>A Christmas Carol / Jekyll and Hyde</u></p> <p>WCF 1: Speaking and Listening WCF 2: Language: P1 Q2 Literature: Thesis writing</p> <p>Assessment: Language: Creative Writing 200-word challenge Q5 Literature: 10 comprehension questions and a thesis statement</p>	<p><u>Revision of Macbeth and Language Paper 1</u></p> <p>WCF 1: Language: Speaking and Listening – debate Literature: Unseen Poetry Self assessed WCF 2: Language: Paper 1 Q3 and 4 Literature: Poetry Anthology peer assessed comparison</p> <p>Assessment: Language: Paper 1 Q5 Literature: Lady Macbeth assessment</p>	<p><u>Othello / The Bloody Chamber</u></p> <p>WCF 1: MCQ on text studied so far WCF 2: Speaking and Listening – debate</p> <p>Assessment: 10 comprehension questions and a thesis statement based on critical literature</p>	<p><u>Legacy AQA A Level</u></p> <p>Elements of Crime: Rime of the Ancient Mariner</p> <p>Aspects of Tragedy</p> <p>WCF 1: Speaking and Listening WCF 2: Low stakes quiz</p> <p>Assessment: Timed piece for each element of the exam.</p>
Learning Cycle 2	<p><u>Romeo and Juliet</u></p> <p>WCF 1: Speaking and Listening WCF 2: Reading</p> <p>Assessment: Writing</p>	<p><u>Blood Brothers</u></p> <p>WCF 1: MCQ WCF 2: Writing</p> <p>Assessment: Knowledge assessment booklet</p>	<p><u>Frankenstein</u></p> <p>WCF 1: MCQ WCF 2: Writing</p> <p>Assessment: Knowledge assessment booklet</p>	<p><u>A Christmas Carol / Jekyll and Hyde</u></p> <p>WCF 1: Literature: MCQ Language: P2 Q2 WCF 2: Literature: Speaking and Listening Language: P2 Q4</p> <p>Assessment: Literature: Essay question Language: Non-fiction writing 200-word challenge for Q5</p>	<p>3-21 Nov Mock exams</p> <p><u>Revision of ACC and Language Paper 2</u></p> <p>WCF 1: Speaking and Listening WCF 2: Language: Paper 2 Q3 and 4 Literature: Poetry Anthology mini-essay</p> <p>Assessment: Mock Language Paper 1 and Literature Paper 2</p>	<p>5-9 Jan Mock exams</p> <p><u>Othello / The Bloody Chamber</u></p> <p>WCF 1: MCQ WCF 2: Speaking and Listening – discussion / debate</p> <p>Assessment: One question from each paper</p>	<p>5-9 Jan Mock exams</p> <p><u>Legacy AQA A Level</u></p> <p>WCF 1: Speaking and Listening WCF 2: Low stakes quiz</p> <p>Assessment: Two questions from each element of the exam.</p>

<p>Learning Cycle 3</p>	<p><u>Romeo and Juliet</u></p> <p>WCF 1: MCQ WCF 2: Writing</p> <p>Assessment: Knowledge assessment booklet</p>	<p><u>Crime and Punishment</u></p> <p>WCF 1: Reading WCF 2: Speaking and Listening</p> <p>Assessment: Writing</p>	<p><u>Frankenstein</u></p> <p>WCF 1: Reading WCF 2: Speaking and Listening</p> <p>Assessment: Writing</p>	<p><u>An Inspector Calls</u></p> <p>WCF 1: Language: Paper 1 Q3 and 4 Literature: Thesis writing and selecting appropriate evidence WCF 2: Speaking and Listening</p> <p>Assessment: Language: Non-fiction Writing 200-word challenge for Q5 Literature: 10 comprehension questions and a thesis statement</p>	<p>23 Feb – 6 Mar Mock exams</p> <p><u>Revision of AIC and Language Paper 1</u></p> <p>WCF 1: Language: Paper 1 Q4 Literature: Planning and writing for AIC essay WCF 2: Speaking and Listening</p> <p>Assessment: Language: Paper 1 Q5 Literature: Poetry Anthology mini-essay</p>	<p><u>Rossetti / Frankenstein</u></p> <p>WCF 1: Speaking and Listening WCF 2: Timed piece Assessment: Mock two questions from each paper</p>	<p><u>Revision</u></p> <p>WCF 1: Timed piece WCF 2: Timed piece</p> <p>Assessment: Mock - Whole paper 1 and 2</p>
<p>Learning Cycle 4</p>	<p><u>Animal Farm</u></p> <p>WCF 1: Speaking and Listening WCF 2: Reading Assessment: Writing</p>	<p><u>The Class Reader</u></p> <p>WCF 1: Speaking and Listening WCF 2: Reading Assessment: Writing</p>	<p><u>Macbeth</u></p> <p>WCF 1: Speaking and Listening WCF 2: Reading – How is the Death of King Duncan presented Assessment: Writing – Non-fiction speech</p>	<p>13-24 April Mock exams</p> <p><u>An Inspector Calls</u></p> <p>WCF 1: Literature: MCQ Language: Paper 2 Q3 and 4 WCF 2: Speaking and Listening</p> <p>Assessment: Mock Language Paper 2 and Literature Paper 1</p>	<p><u>Revision Poetry and Language Paper 2</u></p> <p>WCF 1: Literature: Poetry quiz Language: paper 2 Q3 WCF 2: Language: Paper 2 Q4 Literature: Macbeth quiz Language: Paper 2 Q5</p> <p>Assessment: Mock Language Paper 2 and Literature Paper 1</p>	<p><u>Rossetti / Frankenstein</u></p> <p>WCF 1: MCQ WCF 2: Timed piece</p> <p>Assessment: Bloody Chamber / Othello question</p>	<p>Precision Teach</p>

Learning Cycle 5	<u>Animal Farm</u> WCF 1: MCQ WCF 2: Writing Assessment: Knowledge assessment booklet	<u>The Class Reader</u> WCF 1: MCQ WCF 2: Writing Assessment: Knowledge assessment booklet	<u>Macbeth</u> WCF 1: MCQ WCF 2: Writing story based on structure (Women Serve Men) Assessment: Knowledge assessment	<u>Poetry and the Environment and Language Paper 1</u> WCF 1: Language: Paper 1 Q5 200-word challenge Literature: Poetry Anthology MCQ WCF 2: Speaking and Listening Assessment: Language: Paper 1 Q4 Literature: Unseen Poetry	GCSE/BTEC exams	15-19 June mock exams <u>Dracula OR Dorian Gray and Shakespeare</u> WCF 1: MCQ WCF 2: Timed piece Assessment: Frankenstein / Play timed piece	A level/BTEC exams
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NB. The assessments and mark scheme for each learning cycle should be placed in the correct folder in the subject team.

KS3 Assessment Criteria

Pupils in years 7, 8 and 9 will be assessed on their knowledge, understanding and skills of the curriculum. GCSE grades will be used in years 10 and 11. Each assessment should have the following matrix showing exactly where pupils have met each criteria. The statements should be framed positively e.g. I can....

Year 7	WB – Working below end of year expectations	WT – Working towards end of year expectations	WAT – Working at end of year expectations	WA – Working above end of year expectations
Reading	I can find very simple information but struggle to explain it. I can give my opinion but don't use quotations.	I can find information and make simple inferences. I can sometimes use short quotations. I can spot obvious features (like adjectives or similes).	I can select quotations that support my ideas. I can explain what characters feel or think. I can comment on how language is used to create an effect. I can make simple links to context.	I can choose and use quotations fluently. I can explain clearly how language creates meaning. I can suggest why a writer made particular choices. I can link the text to bigger themes or its context.
Writing and SPaG	I can write simple sentences but often make errors with punctuation. I do not always use capital letters correctly. I find it hard to organise ideas into paragraphs.	I can write clear sentences with full stops and capital letters. I can use apostrophes for contraction. I sometimes use paragraphs. I can spot opportunities to describe, but repeat myself.	I can use paragraphs with clear openings and endings. I can adapt my tone (formal/informal). I can use varied vocabulary, similes, and adjectives to engage the reader. I can use commas accurately, including the Oxford comma.	I can write confidently with varied sentence structures. I can sustain tone for different purposes (persuade, describe, inform). I can embed a wider range of vocabulary. I can punctuate accurately, using compound sentences and apostrophes for possession.
Speaking and Listening	I can share my ideas when asked, even if they are short or simple.	I can explain my ideas in more detail and give reasons for my opinions.	I can present my ideas clearly and use examples to support them.	I can speak confidently to a group, using tone, pace, and emphasis to

	<p>I can speak clearly enough for others to hear me.</p> <p>I can listen to others and sometimes respond to what they say.</p> <p>I can stay on topic with some support from the teacher.</p>	<p>I can use some formal language when presenting to the class.</p> <p>I can listen carefully to others and respond with a relevant comment or question.</p> <p>I can take turns in a group discussion and let others speak.</p>	<p>I can adapt my speaking style depending on the audience (e.g. classmates, teacher).</p> <p>I can ask thoughtful questions to build on what others say.</p> <p>I can work well in a group, contributing ideas and encouraging others to join in.</p>	<p>engage my audience.</p> <p>I can organise my ideas logically, so my points are clear and persuasive.</p> <p>I can challenge or extend someone else's point respectfully, showing I have listened carefully.</p> <p>I can lead or guide a group discussion, helping everyone to take part.</p>
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NB. The assessment criteria matrix should be saved in the correct folder in the subject team.

Year 8	WB – Working below end of year expectations	WT – Working towards end of year expectations	WAT – Working at end of year expectations	WA – Working above end of year expectations
Reading	<p>I can pick out some information but struggle to explain it.</p> <p>I find it hard to use correct quotations in my answers.</p>	<p>I can select quotations and explain what they mean.</p> <p>I can spot some language or structure choices, but I don't always explain them.</p>	<p>I can select relevant quotations to support my points.</p> <p>I can explain how characters, themes or settings are developed.</p> <p>I can explain how language or structure creates meaning using subject terms.</p> <p>I can link my ideas to the context of the text.</p> <p>I can make a simple comparison between two texts.</p>	<p>I can embed quotations smoothly into my writing.</p> <p>I can explain in detail how methods (like imagery, dialogue, stanza structure) create meaning.</p> <p>I can link context thoughtfully to the writer's choices.</p> <p>I can compare texts clearly, showing similarities and differences.</p> <p>My writing is clear, coherent and analytical.</p>
Writing and SPaG	<p>I can write basic sentences but often forget punctuation.</p> <p>I struggle with run-on sentences or comma splices.</p>	<p>I can organise my writing into sections, but ideas may not link clearly.</p> <p>I can use apostrophes for</p>	<p>I can plan and structure writing so ideas flow logically.</p> <p>I can vary tone and register depending on task.</p>	<p>I can create a confident, consistent voice.</p> <p>I can develop arguments with evidence and</p>

		possession. I can use colons and semi-colons sometimes, but not always correctly.	I can use persuasive/descriptive techniques (DAFOREST, imagery). I can use commas for non-essential clauses, complex sentences with relative clauses, and hyphens accurately.	reasoning. I can embed ambitious vocabulary and sentence structures. I can control punctuation for effect, using semi-colons, colons, dashes confidently.
Speaking and Listening	I can share my ideas in sentences that are mostly clear. I can read aloud with some expression to show meaning. I can listen to others and respond with a simple comment. I can join in group discussions when prompted by the teacher.	I can explain my views clearly and give at least one piece of evidence or example. I can use appropriate vocabulary and try to adjust my tone for the audience. I can listen carefully to others and make a relevant response. I can take turns in discussions and show respect for different opinions.	I can present ideas fluently and structure my points so they are easy to follow. I can use persuasive techniques (e.g. rhetorical questions, emotive language) to support my ideas. I can ask questions that move the discussion forward or encourage deeper thinking. I can take an active role in a group by building on and connecting ideas.	I can deliver a presentation or speech that is engaging, confident, and well organised. I can use a range of techniques (tone, pace, emphasis, gesture) to interest and persuade my audience. I can evaluate different viewpoints and respond thoughtfully, showing critical thinking. I can lead a discussion or debate, balancing different contributions and guiding the group to conclusions.

Year 9	WB – Working below end of year expectations	WT – Working towards end of year expectations	WAT – Working at end of year expectations	WA – Working above end of year expectations
Reading	I can make very general comments but struggle to use evidence. My writing is not well structured.	I can give a basic thesis (main idea) but it may not be clear. I can use quotations, though not always embedded. I can mention	I can write a thesis statement to answer the question. I can choose precise quotations and integrate them smoothly. I can explain how	I can develop a clear thesis throughout my essay. I can evaluate why writers use particular methods.

		<p>methods and context, but explanations are limited.</p>	<p>language, structure and form create meaning using subject terms. I can use context to explain the writer's choices. I can compare texts when asked.</p>	<p>I can use context to deepen my analysis, not just add background. I can make perceptive comparisons across texts. I can write fluently, critically and in a style close to GCSE.</p>
<p>Writing and SPaG</p>	<p>I can write basic sentences but my work lacks organisation. I make frequent SPaG errors (missing capitals, poor punctuation) and my writing is erratic in structure.</p>	<p>I can attempt a clear viewpoint or descriptive style, but ideas may be vague. I use paragraphs but not always effectively. I can attempt devices, though links to purpose are unclear. I sometimes misuse punctuation or homophones.</p>	<p>I can write with a clear purpose and sustain tone and viewpoint. I can structure writing logically with varied sentences. I can use imagery, rhetoric and persuasive devices effectively. I can punctuate direct speech, avoid misplaced modifiers, and use semi-colons accurately.</p>	<p>I can sustain a confident, engaging voice across a whole text. I can use structural devices (contrasts, cyclical endings, varied openings). I can evaluate the effect of my writing choices. I can use ambitious vocabulary, varied syntax, and punctuation for precise effect with consistent accuracy (homophones, advanced sentence structures, colons, dashes, brackets).</p>
<p>Speaking and Listening</p>	<p>I can share my ideas in clear sentences, though sometimes I need prompts. I can speak audibly and with some expression so people understand me. I can listen and give simple responses to what others say. I can work in a group, taking part when asked.</p>	<p>I can explain my ideas in detail and support them with examples or evidence. I can use a range of vocabulary and begin to adjust my tone for different audiences. I can listen carefully to others and respond in ways that connect to their points. I can take turns in discussions and</p>	<p>I can present a structured talk or argument, using rhetorical or persuasive devices. I can use tone, pace, and emphasis to keep my audience interested. I can ask and answer questions to extend the discussion. I can adapt my speaking style to suit purpose (e.g. formal presentation vs. informal discussion).</p>	<p>I can deliver a presentation that is well-structured, engaging, and confident. I can use a wide range of techniques (tone, pause, gesture, eye contact) to make my delivery effective. I can listen and respond perceptively, challenging</p>

		respect different viewpoints.		ideas or developing them further. I can lead a discussion or presentation with authority, showing control and flexibility. I can demonstrate the skills needed to meet the AQA Spoken Language assessment: confident presentation, effective use of Standard English, and strong interaction with the audience.
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