

## English Curriculum 2025-26

	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Year 7	<b>Myth and Legends</b> Study Greek mythology, through the stories of Homer.	<b>Gothic Fiction</b> Study a range of extracts and develop writing to describe skills	<b>Romanticism</b> Learn about the Romantic movement and study a range of poetry from an anthology	<b>Shakespeare's World and Works</b> Study sonnets, speeches/soiloquys, and Shakespeare's life.	<b>Exploring Personal Writing</b> Study range of extracts from biography, autobiography and diaries	<b>Shared &amp; Independent Reading</b> Read play script of Frankenstein and one other novel
	<b>Assessment:</b> diagnostic writing task, based on an image	<b>Assessment:</b> Writing to describe - based on an image <i>Eng Lang Paper 1 Section B</i>	<b>Assessment:</b> response to a prepared poem <i>Eng Lit Paper 2 Section B</i>	<b>Assessment:</b> S&L group presentations about Shakespeare and Elizabethan theatre	<b>Assessment:</b> multiple choice quiz - comprehension	<b>Assessment:</b> end of year 7 exam
Inclusion	Teachers use a range of inclusion strategies, adaptive to their needs of their classes, which may include:  <b>Cognition and Learning</b> Scaffolding, chunking and live modelling of tasks. Clear instructions reinforced by task lists. Use of visuals to support new learning. Pre-teaching of vocabulary. Style models used for creative writing. Use of front-end feedback.  <b>Communication and Interaction</b> Checking for understanding. Use of thinking time. Use of mind maps or symbols to support processing. Writing frames provided, with sentence starters if needed. Highlighting of key information.  <b>Social, Emotional and Mental Health</b> Use of unit overview sheets and knowledge organisers. Adaptive questioning. Tasks lists and checklists.  <b>Sensory and Physical</b> Scaffolding, chunking and live modelling of tasks. Use of scribe if needed. Printing out of PPT slides. Use of thinking time.	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Oracy Opportunities	Teachers model effective verbal communication. Creation of an inclusive and safe environment where students can contribute. Established cold calling. Use of think/pair/share. Explicit vocabulary instruction.	Teachers model effective verbal communication. Creation of an inclusive and safe environment where students can contribute. Established cold calling. Use of think/pair/share. Explicit vocabulary instruction.	Teachers model effective verbal communication. Creation of an inclusive and safe environment where students can contribute. Established cold calling. Use of think/pair/share. Explicit vocabulary instruction.	Teachers model effective verbal communication. Creation of an inclusive and safe environment where students can contribute. Established cold calling. Use of think/pair/share. Explicit vocabulary instruction. Research and presentation skills.	Teachers model effective verbal communication. Creation of an inclusive and safe environment where students can contribute. Established cold calling. Use of think/pair/share. Explicit vocabulary instruction.	Teachers model effective verbal communication. Creation of an inclusive and safe environment where students can contribute. Established cold calling. Use of think/pair/share. Explicit vocabulary instruction.
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CST	Common Good	Favourable Option for the Poor and Vulnerable	Care for Creation	Dignity of Work and Participation	Dignity of Person	Solidarity

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Year 8	<b>Tomorrow's World</b> Study a range of extracts from fiction, related to sci-fi and dystopian futures.	<b>Dickens &amp; A Christmas Carol</b> Study the novel and context	<b>The Power of Poetry</b> Study a range of poetry which highlight the power and impact of poetry.	<b>The Power of the Spoken Word</b> Read a range of extracts and study rhetorical techniques	<b>Shakespeare Play – The Tempest</b> Close study of the play exploring character and plot.	<b>Literature on Screen</b> Learn about how literature texts are converted into live action – studying media techniques and language.
	<b>Assessment:</b> Writing to describe or narrate <i>Eng Lang Paper 1 Section B</i>	<b>Assessment:</b> Response to an extract from novel and question on whole text <i>Eng Lit Paper 1 Section B</i>	<b>Assessment:</b> Response to an unseen poem <i>Eng Lit Paper 2 Section C</i>	<b>Assessment:</b> Individual speech	<b>Assessment:</b> multiple choice quiz – comprehension	<b>Assessment: end of year 8 exam</b>
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CST	Dignity of Person	Favourable Option for the Poor and Vulnerable	Solidarity	Dignity of Work and Participation	Peace	Dignity of Work and Participation

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Year 9	<p><b>The Art of the Story -</b> Study the structure of short stories and how writers craft and draft their work.</p>	<p><b>The Crossing –</b> Study the novel and context. Also look at media and linguistic representations.</p>	<p><b>Poetry – Belonging</b> Study a range of poetry and develop skills when responding to unseen poetry</p>	<p><b>Greek Tragedy</b> The study of a classical Greek tragedy with focus on structure</p>	<p><b>Shakespeare Play – Much Ado About Nothing</b> Close study of the play focus on plot &amp; character</p>	<p><b>The Victorian Era</b> Read a range of extracts about key contextual concerns</p>
	<p><b>Assessment:</b> Writing to describe or narrate <i>Eng Lang Paper 1 Section B</i></p>	<p><b>Assessment:</b> Reading – evaluation <i>Eng Lang P1A Q4</i></p>	<p><b>Assessment:</b> Response to an unseen poem <i>Eng Lit Paper 2 Section C</i></p>	<p><b>Assessment:</b> write a review of a production <i>Eng Lang Paper 2 Section B</i></p>	<p><b>Assessment:</b> multiple choice quiz - comprehension  <b>Assessment: end of year 9 exam</b></p>	<p><b>Assessment:</b> English Language style reading questions <i>Eng Lang Paper 2 Section A</i></p>
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Year 10 Lit	<b>Jekyll &amp; Hyde</b> Reading and close study of the novel focusing on plot, character and context.	<b>P&amp;C – Effects of War – Study the 5 key poems.</b>	<b>P&amp;C – Power - Study the 5 key poems.</b>	<b>Animal Farm</b> Close study of the novel, focusing on plot & character.	<b>Unseen</b> practice skills and approaches to unseen poetry	<b>Macbeth</b> Reading and close study of the play focusing on plot, character and context.	<b>P&amp;C – Others</b> Study the 5 key poems.
	<b>Assessment:</b> GCSE exam question <i>Eng Lit Paper 1 Section B</i>			<b>Assessment:</b> Response to GCSE exam question <i>Eng Lit Paper 2 section A</i>			<b>Year 10 mock:</b> Jekyll and Hyde Animal Farm Unseen Poetry
Lang	<b>Explorations in Creative Writing</b>			<b>Explorations of Modern Fiction</b>		<b>Spoken Language Assessment with Paper 2 Q5 practice</b>	
		<b>Assessment:</b> Writing to Describe <i>Eng Lang Paper 1 Q5</i>			<b>Assessment:</b> P1 Section A <i>Eng Lang Paper 1 Q1-4</i>		<b>Year 10 mock:</b> Language Paper 1
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Oracy Opportunities	Teachers model effective verbal communication. Creation of an inclusive and safe environment where students can contribute. Established cold calling. Use of think/pair/share	Teachers model effective verbal communication. Creation of an inclusive and safe environment where students can contribute. Established cold calling. Use of think/pair/share	Teachers model effective verbal communication. Creation of an inclusive and safe environment where students can contribute. Established cold calling. Use of think/pair/share	Teachers model effective verbal communication. Creation of an inclusive and safe environment where students can contribute. Established cold calling. Use of think/pair/share	Teachers model effective verbal communication. Creation of an inclusive and safe environment where students can contribute. Established cold calling. Use of think/pair/share	Teachers model effective verbal communication. Creation of an inclusive and safe environment where students can contribute. Established cold calling. Use of think/pair/share. Persuasive writing and presentation skills.	Teachers model effective verbal communication. Creation of an inclusive and safe environment where students can contribute. Established cold calling. Use of think/pair/share. Persuasive writing and presentation skills.
Literacy Opportunities	Extended writing tasks. Comprehension and language analysis tasks. Reading content scaffolded. COPS checking built in. Reading embedded at start of lessons.	Extended writing tasks. Comprehension and language analysis tasks. Reading content scaffolded. COPS checking built in. Reading embedded at start of lessons.	Extended writing tasks. Comprehension and language analysis tasks. Reading content scaffolded. COPS checking built in. Reading embedded at start of lessons.	Extended writing tasks. Comprehension and language analysis tasks. Reading content scaffolded. COPS checking built in. Reading embedded at start of lessons.	Extended writing tasks. Comprehension and language analysis tasks. Reading content scaffolded. COPS checking built in. Reading embedded at start of lessons.	Extended writing tasks. Comprehension and language analysis tasks. Reading content scaffolded. COPS checking built in. Reading embedded at start of lessons.	Extended writing tasks. Comprehension and language analysis tasks. Reading content scaffolded. COPS checking built in. Reading embedded at start of lessons.
CST	Dignity of Person	Peace	Dignity of Work and Participation	Solidarity	Common Good	Care for Creation	

## English Curriculum 2025-26

<b>Year 11 Lit</b>	<b>Macbeth</b> Detailed study including themes, structure and context	<b>All Poetry</b> Revision of poetry analysis	<b>Jekyll and Hyde</b> Detailed study including themes, structure and context	<b>Animal Farm</b> Detailed study including themes, structure and context	FINAL REVISION  This is decided on a what is most needed by the class at this point and will essentially cover all areas of the course.	STUDY LEAVE	
	<b>Assessment:</b> GCSE exam question <i>Eng Lit Paper 1 Section A</i>	<b>Assessment:</b> GCSE exam question on P&C and unseen <i>Eng Lit Paper 1 Section B</i>	<b>Year 11 mock –</b> Macbeth/Power and Conflict Poetry	<b>Assessment:</b> GCSE exam question <i>Eng Lit Paper 2 Section A</i>			
<b>Lang</b>	<b>Language Paper 2</b> Non-fiction extracts, analysis and non-fiction writing		<b>Revision:</b> Language P1 and P2, focused on completion of past questions in timed conditions				
		<b>Year 11 mock:</b> Language Paper 2	<b>Assessment:</b> Language questions				
<b>Inclusion</b>	Teachers use a range of inclusion strategies, adaptive to their needs of their classes, which may include:  <b>Cognition and Learning</b> Scaffolding, chunking and live modelling of tasks. Clear instructions reinforced by task lists. Use of visuals to support new learning. Pre-teaching of vocabulary. Style models used for creative writing. Use of front-end feedback.  <b>Communication and Interaction</b> Checking for understanding. Use of thinking time. Use of mind maps or symbols to support processing. Writing frames provided, with sentence starters if needed. Highlighting of key information.  <b>Social, Emotional and Mental Health</b> Use of unit overview sheets and knowledge organisers. Adaptive questioning. Tasks lists and checklists.  <b>Sensory and Physical</b> Scaffolding, chunking and live modelling of tasks. Use of scribe if needed. Printing out of PPT slides. Use of thinking time.	Teachers use a range of inclusion strategies, adaptive to their needs of their classes, which may include:  <b>Cognition and Learning</b> Scaffolding, chunking and live modelling of tasks. Clear instructions reinforced by task lists. Use of visuals to support new learning. Pre-teaching of vocabulary. Style models used for creative writing. Use of front-end feedback.  <b>Communication and Interaction</b> Checking for understanding. Use of thinking time. Use of mind maps or symbols to support processing. Writing frames provided, with sentence starters if needed. Highlighting of key information.  <b>Social, Emotional and Mental Health</b> Use of unit overview sheets and knowledge organisers. Adaptive questioning. Tasks lists and checklists.  <b>Sensory and Physical</b> Scaffolding, chunking and live modelling of tasks. Use of scribe if needed. Printing out of PPT slides. Use of thinking time.	Teachers use a range of inclusion strategies, adaptive to their needs of their classes, which may include:  <b>Cognition and Learning</b> Scaffolding, chunking and live modelling of tasks. Clear instructions reinforced by task lists. Use of visuals to support new learning. Pre-teaching of vocabulary. Style models used for creative writing. Use of front-end feedback.  <b>Communication and Interaction</b> Checking for understanding. Use of thinking time. Use of mind maps or symbols to support processing. Writing frames provided, with sentence starters if needed. Highlighting of key information.  <b>Social, Emotional and Mental Health</b> Use of unit overview sheets and knowledge organisers. Adaptive questioning. Tasks lists and checklists.  <b>Sensory and Physical</b> Scaffolding, chunking and live modelling of tasks. Use of scribe if needed. Printing out of PPT slides. Use of thinking time.	Teachers use a range of inclusion strategies, adaptive to their needs of their classes, which may include:  <b>Cognition and Learning</b> Scaffolding, chunking and live modelling of tasks. Clear instructions reinforced by task lists. Use of visuals to support new learning. Pre-teaching of vocabulary. Style models used for creative writing. Use of front-end feedback.  <b>Communication and Interaction</b> Checking for understanding. Use of thinking time. Use of mind maps or symbols to support processing. Writing frames provided, with sentence starters if needed. Highlighting of key information.  <b>Social, Emotional and Mental Health</b> Use of unit overview sheets and knowledge organisers. Adaptive questioning. Tasks lists and checklists.  <b>Sensory and Physical</b> Scaffolding, chunking and live modelling of tasks. Use of scribe if needed. Printing out of PPT slides. Use of thinking time.	Teachers use a range of inclusion strategies, adaptive to their needs of their classes, which may include:  <b>Cognition and Learning</b> Scaffolding, chunking and live modelling of tasks. Clear instructions reinforced by task lists. Use of visuals to support new learning. Pre-teaching of vocabulary. Style models used for creative writing. Use of front-end feedback.  <b>Communication and Interaction</b> Checking for understanding. Use of thinking time. Use of mind maps or symbols to support processing. Writing frames provided, with sentence starters if needed. Highlighting of key information.  <b>Social, Emotional and Mental Health</b> Use of unit overview sheets and knowledge organisers. Adaptive questioning. Tasks lists and checklists.  <b>Sensory and Physical</b> Scaffolding, chunking and live modelling of tasks. Use of scribe if needed. Printing out of PPT slides. Use of thinking time.		
	<b>Oracy Opportunities</b>	Teachers model effective verbal communication. Creation of an inclusive and safe environment where students can contribute. Established cold calling. Use of think/pair/share. Explicit vocabulary instruction.	Teachers model effective verbal communication. Creation of an inclusive and safe environment where students can contribute. Established cold calling. Use of think/pair/share. Explicit vocabulary instruction.	Teachers model effective verbal communication. Creation of an inclusive and safe environment where students can contribute. Established cold calling. Use of think/pair/share. Explicit vocabulary instruction.	Teachers model effective verbal communication. Creation of an inclusive and safe environment where students can contribute. Established cold calling. Use of think/pair/share. Explicit vocabulary instruction.		Teachers model effective verbal communication. Creation of an inclusive and safe environment where students can contribute. Established cold calling. Use of think/pair/share. Explicit vocabulary instruction.
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	<b>CST</b>	Common Good	Solidarity	Dignity of Person	Dignity of Work and Participation		