

**2025-26**

**English Curriculum Plan**

English	AT1	AT2	SPT1	SPT2	SUT1	SUT2
<b>Assessments/ Exams</b>	PIRA (All year groups)	Functional Skills (10/11)	PIRA (All year groups)	Coursework Deadline (10/11) Functional Skills (10/11)	GCSE (10/11)	PIRA (All year groups) Functional Skills (9/10)
<b>Year 7</b>	<b>Reading:</b> Anthony Horowitz Teenage Spies Alex Rider <b>Writing:</b> letter, summary of events and diary writing.	<b>Reading:</b> Coraline <b>Writing:</b> (Creative Writing) Simple Plot Create a character Create a setting	<b>Reading:</b> War Horse novel, short extracts from other novels of WW1 soldier experiences <b>Writing:</b> Poster/propaganda, Letter, Diary Entry, horse 1st person narrative.	<b>Reading:</b> King Arthur and the Round Table The Boy who Would be King <b>Writing:</b> non-fiction piece on King Arthur, description of one key event, diary entry and character description.	<b>Reading:</b> The Hunger Games <b>Writing:</b> plot summary, letter, Diary entry, character description and Poster on key themes.	<b>Reading:</b> Excerpts from We bought a Zoo <b>Writing:</b> Research project/a leaflet, Report, fact and opinion, Poster (advert).
<b>Skills</b>	<ul style="list-style-type: none"> <li>Secure phonics; decode multisyllabic words; read with pace and punctuation.</li> <li>Tier 2 words; figurative language basics; prefixes/suffixes; context clues.</li> <li>Retrieval; basic inference; prediction; summarising.</li> <li>Identify simple techniques (simile, alliteration); basic character/setting comments.</li> <li>Purpose &amp; audience; identify main ideas; spot simple arguments.</li> <li>Basic genres (narrative, poetry, information).</li> <li>Simple historical/cultural awareness.</li> <li>Basic fact-finding; keywords.</li> <li>Oracy focus: Clear explanation; turn-taking; basic presentation.</li> </ul>			<ul style="list-style-type: none"> <li>Plan paragraphs; logical sequence.</li> <li>Character, setting, simple plot.</li> <li>Sensory detail; simple figurative language.</li> <li>Basic inform/explain/persuade.</li> <li>Simple/compound/early complex sentences.</li> <li>Capitals, full stops, commas, apostrophes, speech marks.</li> <li>Word classes; tense consistency.</li> <li>Simple notes and highlighting.</li> </ul>		
<b>Year 8</b>	<b>Reading:</b> Holes <b>Writing:</b> Diary (layout), first person plot summary, poster	<b>Reading:</b> The Woman in Black <b>Writing:</b> Descriptive Writing of a setting, plot and character (using gothic conventions)	<b>Reading:</b> Private Peaceful novel, Wilfred Owen poem about trench life/Dolche Et Decorum Est <b>Writing:</b> diary entry, newspaper article, letter	<b>Reading:</b> A Knights Tale (and extracts from contextual information) <b>Writing:</b> non-fiction piece e.g. leaflet on jousting, description of one key event and character description	<b>Reading:</b> Super 8 and extracts on aliens/moon landing <b>Writing:</b> writing to inform e.g. aliens, first person plot summary and newspaper article, description of an alien	<b>Reading:</b> Our Day Out <b>Writing:</b> first person narratives, diary entry, letter, short script.
<b>Skills</b>	<ul style="list-style-type: none"> <li>Fluent, expressive reading; stamina with longer texts; tackle unfamiliar vocabulary in context.</li> <li>Subject-specific terminology; multiple meanings.</li> <li>Infer with evidence; interpret implicit meaning.</li> <li>Bias; fact vs opinion; rhetorical device identification.</li> <li>Evaluate evidence; explore interpretations.</li> <li>Oracy focus: Present ideas with evidence; formal discussion roles.</li> </ul>			<ul style="list-style-type: none"> <li>Narrative perspective; control of tension and pace; effective dialogue.</li> <li>Show-not-tell, precise imagery.</li> <li>Rhetorical devices; tone control.</li> <li>Range of complex sentences for effect</li> <li>Colons, accurate dialogue punctuation.</li> <li>clause types; cohesion through grammar.</li> </ul>		

				<ul style="list-style-type: none"> <li>Structured note-making; summarising key ideas.</li> <li>Edit for clarity and vocabulary.</li> </ul>		
<b>Year 9</b>	<p><b>Reading:</b> Animal Farm <b>Writing:</b> Newspaper article, character description and first-person plot summaries.</p>	<p><b>Reading:</b> Van Helsing, Dracula (and other Gothic extracts) <b>Writing:</b> Narrative writing using descriptive techniques including character and setting. With a focus on exciting openings and pathetic fallacy.</p>	<p><b>Reading:</b> The Book Thief (The Happiest Man Alive extracts and WW2 extracts) <b>Writing:</b> First person plot summary, diary entry, newspaper article, letter.</p>	<p><b>Reading:</b> Honey Trap Murder Crime and Punishment/Knife crime/Gangs <b>Writing:</b> Independent research on knife and gang crime in the UK, punishments and rule of law writing to inform, Summary, Poster, writing to argue and persuade.</p>	<p><b>Reading:</b> Ready Player One, extracts on VR/young people <b>Writing:</b> non-fiction (game description), diary, newspaper, character design and description.</p>	<p><b>Reading:</b> Romeo and Juliet <b>Writing:</b> Newspaper article, modernise versions of conversations e.g. scripts, plot summary, letter, poster.</p>
	<ul style="list-style-type: none"> <li>Fluent, expressive reading; stamina with longer texts; tackle unfamiliar vocabulary in context.</li> <li>Academic vocabulary; subject-specific terminology; etymology; multiple meanings.</li> <li>Infer with evidence; interpret implicit meaning; understand structural features.</li> <li>Analyse deeper methods (symbolism, tone); perspective; writer's purpose.</li> <li>Bias; fact vs opinion; rhetorical device identification.</li> <li>How context shapes characters and themes.</li> <li>Check credibility; paraphrase; avoid plagiarism.</li> <li>Oracy focus: Present ideas with evidence; formal discussion roles; speaking with structure.</li> </ul>			<ul style="list-style-type: none"> <li>Cohesive devices; shape whole texts for effect.</li> <li>Narrative perspective; control of tension and pace; effective dialogue.</li> <li>Show-not-tell; precise imagery; symbolism.</li> <li>Rhetorical devices; balanced argument; tone control.</li> <li>Range of complex sentences for effect; clause control.</li> <li>Colons, semi-colons, dashes, parentheses; accurate dialogue punctuation.</li> <li>Clause types; cohesion through grammar.</li> <li>Conventions of dystopia, tragedy, autobiography, speeches.</li> <li>Edit for clarity, structure, vocabulary.</li> <li>Structured note-making; summarising key ideas.</li> </ul>		
<b>Year 10</b>	<p><b>Reading:</b> Percy Jackson and the Lightning Thief and extracts on Greek Gods <b>Writing:</b> Newspaper article, first person plot and descriptive writing of setting and character.</p>	<p><b>Reading:</b> Gothic, IT (other extracts to show language techniques) <b>Writing:</b> Descriptive coursework writing</p>	<p><b>Reading:</b> American Sniper novel extracts and interviews <b>Writing:</b> 1st person narrative/descriptive coursework writing</p>	<p><b>Reading:</b> Trial by Fire, death penalty information, criminal interviews and extracts, Crime and Punishment <b>Writing:</b> Crime and punishments/ rule of law writing to argue and persuade coursework writing</p>	<p><b>Reading:</b> The Martian, extracts on space travel/moon landing <b>Writing:</b> Independent research and develop writing to inform, reports, leaflets</p>	<p><b>Reading:</b> Blood Brothers <b>Writing:</b> First person/character plot summaries, diary entry in character voice, poster</p>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Independent reading of complex syntax and academic texts; confident tackling abstract language.</li> <li>Precision vocabulary for analysis; wide rhetorical and literary terminology.</li> <li>Critical interpretation; evaluate viewpoints; synthesise information across texts.</li> <li>Sophisticated analysis of structural choices, methods, context.</li> <li>Evaluate arguments; compare viewpoints.</li> <li>Synthesise multiple perspectives; critically evaluate texts and arguments.</li> <li>Conventions of dystopia, tragedy, autobiography, speeches.</li> <li>Oracy Focus: Persuasive speech; structured debate; formal register; spoken analysis.</li> </ul>			<ul style="list-style-type: none"> <li>Strategic structuring; purposeful paragraphing</li> <li>Sophisticated narrative voice; control of tension and pace; effective dialogue; crafted structure.</li> <li>Show-not-tell; precise imagery; symbolism.</li> <li>Rhetorical devices; balanced argument; tone control.</li> <li>Range of complex sentences for effect; clause control.</li> <li>Punctuation for rhetorical impact and clarity in complex writing.</li> <li>Integrate evidence effectively; academic register; referencing basics.</li> </ul>		

				<ul style="list-style-type: none"> <li>Redraft for sophistication; purpose-driven editing; refined self-regulation.</li> </ul>		
<b>Year 11</b>	<p><b>Reading:</b> Lord of the Flies</p> <p><b>Writing:</b> News Article, Leaflet and Speech. Focus on Presentational devices and format of the writing.</p>	<p><b>Reading:</b> Gothic Extracts and Frankenstein, PEE and Comprehension skills</p> <p><b>Writing:</b> Descriptive coursework development</p>	<p><b>Reading:</b> Hacksaw Ridge novel extracts and interviews</p> <p><b>Writing:</b> 1st person narrative coursework development</p>	<p><b>Reading:</b> Green Mile and death penalty information, criminal interviews and extracts, Crime and Punishment</p> <p><b>Writing:</b> Crime and punishments/ rule of law writing to argue and persuade coursework development</p>	<b>Exam preparation and revision</b>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>Independent reading of complex syntax and academic texts; confident tackling archaic or abstract language.</li> <li>Precision vocabulary for analysis; wide rhetorical and literary terminology.</li> <li>Critical interpretation; evaluate viewpoints; synthesise information across texts.</li> <li>Sophisticated analysis of structural choices, methods, context; sustained critical argument.</li> <li>Evaluate arguments; compare viewpoints; analyse rhetoric with precision.</li> <li>Synthesise multiple perspectives; critically evaluate texts and arguments.</li> <li>Interplay between text/context; critical interpretations and perspectives.</li> <li>Synthesised notes; revision summaries; thematic linking.</li> <li>Oracy Focus: Persuasive speech; structured debate; formal register; spoken analysis.</li> </ul>			<ul style="list-style-type: none"> <li>Strategic structuring; purposeful paragraphing (topic sentences, development, contrast).</li> <li>Sophisticated narrative voice; structural craft; thematic coherence.</li> <li>Show-not-tell; precise imagery; extended metaphor; tonal and stylistic control.</li> <li>Rhetorical devices; balanced argument; tone control.</li> <li>Sophisticated syntax manipulation for clarity, voice, and emphasis.</li> <li>Punctuation for rhetorical impact and clarity in complex writing.</li> <li>High-level grammar control; nominalisation; advanced formal structures.</li> <li>Conventions of dystopia, tragedy, autobiography, speeches.</li> <li>Integrate evidence effectively; academic register; referencing basics.</li> <li>Redraft for sophistication; purpose-driven editing; refined self-regulation.</li> </ul>		