English Curriculum Overview 2025 26

Red = Speaking and Listening

Blue = Reading

Green = Writing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	**Autobiography – Writing about Experiences** Non-fiction text types Comprehension, information retrieval and inference/deduction – knowledge about reading, Form, structure and language, including narrative/authorial voice Using quotations Planning and drafting: peer- and self-reflection and improvement How to structure an effective autobiographical piece WHW paragraphing – focus on how	**Prose – Quest Narratives – Genre Across Time** Reading knowledge – analyse and predict Key issues linked to novels, e.g. social and historical context Using quotations Reading knowledge – passage based Analysis of form, structure and language, including narrative/authorial voice Creating own Fantasy Narrative opening – developing characters and setting Planning and drafting: peer- and self-reflection and improvement	**Themed poetry collection – how do poems fit together to form a collection?** Recap poetic terms and devices: terminology and definitions Effects of structure and form Understanding of themes, big ideas and context WHW paragraphing and essay structure – exploring how a single poem fits in with a collection. Using quotations Planning and drafting: peer- and self-reflection and improvement Improvisation and scripted performances/role play	**Pre-1900 short stories – developing concepts of genre and context** Reading knowledge – denotation and connotation Genre and context - Gothic Analysis of form, structure and language, including narrative/authorial voice Structure: tension, suspense, climax and anti-climax, comparison and contrast, tone and mood – and using in own writing. Using quotations: being precise and judicious Script writing, dramatic monologue and descriptive writing:	**Creative reading and writing – read a range of extracts from genres and contexts and use to inspire own writing.** Read a range of extracts: annotating effectively, difference between showing and telling. Conventions of descriptive writing Language and structural features for effect Creative writing: mimicking a style/genre Narrative voice and point of view Planning and drafting: peer- and self-reflection and improvement – beginning to use techniques used by other writers.	**Midsummer Night's Dream – introduction to drama text** Research skills: Shakespearean England, theatre (The Globe) etc. Structure and plot, characterisation, setting (green world) Viewpoints and perspectives: debate, discussion, empathy WHW paragraphing Explore language, structure and dramatic effects Improvisation and scripted performance Cultural capital: activities week production and creative project work 'Shakespearience'; life in Elizabethan England,

	experiences are described Class discussion, pair and group work; presenting own ideas	Improvisation and performance - role plays WHW - longer answers, focus on character	Literary non-fiction writing: diary entry, monologue, script writing	focus on structure of whole piece Improvisation and performance/role play Journalism – article writing – reporting on the events of the story	END OF YEAR EXAM – a reading and a writing task	empathy exercises and debates

Year 8	**Pre-1900 prose: Intro to the Gothic genre** Explore and understand a selection of Gothic extracts: Frankenstein, Wuthering Heights, Jane Eyre, Yellow wallpaper; Tell Tale Heart Write own gothic description using techniques and style of authors studied. Reading assessment on *Yellow Wallpaper* or *A Vendetta* Mental health, patriarchy, post-natal depression, female oppression	**'The Hound of the Baskervilles' – focus on whole 19th century text.** Developing knowledge of context – detective fiction. Analysing theme/character in extract and whole text, leading to a sustained response based on an extract. Literary non-fiction writing: diary entry format. Changing perspective – retelling the story from another character's point of view. Debating the issues in the novel – silent debate and speeches.	**Voices and Places – how do writers from a range of cultures and traditions explore ideas about place using poetry and non-fiction?** **Poetry:** Recap poetic terms and devices: terminology and definitions Effects of language form and structure Exploration of themes, big ideas and context (ext. interpretations) Writer's message/critical commentaries: WHW paragraphing and essay structure Comparing poems: themes, method, context and big ideas Using quotations – comparing texts Planning and drafting: peer- and self-reflection and improvement Improvisation and scripted performances/role play/debate Article writing – own views about place.	**Non-fiction:** Read a range of extracts – identify and analyse non-fiction text features. How an opinion is expressed. Comparing two texts on the same topic from different time periods. Drafting, crafting and peer assessing own travel writing. Travel advertisement for holiday destination – group presentation.	**Creative reading and writing** Comprehension, information retrieval and inference/deduction (Q1) Range of vocab, figurative language, rhetorical, and structural features (paragraphing, sentence structures and punctuation) used for effect (Q2-3/Q5) Planning and drafting: peer- and self-reflection and improvement Creative writing – structuring and using knowledge gained from texts over the past year. **END OF YEAR EXAM – READING AND WRITING TASK**	**Drama text – how to explore and write about a modern play.** Structure and plot, characterisation, setting, 'Big Ideas' (themes) WHW paragraphing – developing to include dramatic and theatrical devices and conventions. Introducing essay focus on an extract moving to the whole text (or key extracts across the whole play) Improvisation and scripted performance – recreate playwright's style. Recap on conventions of drama texts before drafting own script.

Year 9	**Texts in context: Animal Farm** Exploring the impact of context(s) of production and reception: WW2 and Cold War/1930s and Great Depression Exploring key themes in dystopian literature – extracts from a range of dystopian novels/typical features of American writing of the early 20th century. Using quotations and linking to context – authorial intent Reading knowledge, linked explicitly to GCSE criteria. Analysis of form, structure and language, including narrative/authorial voice Language analysis: exploding quotations, terminology and specific effects (linked to context etc) Planning and drafting: peer- and self-reflection and improvement – using/imitating authorial style in own piece.	**WW1 – different perspectives – poetry unit.** Recap poetic terms and devices: terminology and definitions Analyse how language form and structure create effects – consolidate and build on knowledge. Exploration of themes, big ideas and context. Context: WW1, propaganda v reality, conscription, conscientious objectors, Owen's experiences WHW paragraphing and essay structure - how to compare two poems and develop an argument - themes, method, context and big ideas. Improvisation and scripted performances/role play – developed from the poems studied and reflecting opposing views. Literary non-fiction writing: letter or diary	. **Non-fiction collection – how are these used to critique society?** Explore a selection of literary extracts and poems, and non-fiction articles focusing on viewpoints and perspectives Foster understanding and awareness of: diversity and community; tolerance rights and respect; justice change and action; democracy equality and responsivity; power, freedom and control Reading knowledge and application of knowledge Writing to persuade, advise and argue: the differences Range of vocab, figurative language, rhetorical, and structural features (paragraphing, sentence structures and punctuation) used for effect	**Non-fiction reading and writing** Comprehension, information retrieval and inference/deduction (Q1) Range of vocab, figurative language, rhetorical, and structural features (paragraphing, sentence structures and punctuation) used for effect (Q2-4/Q5) Planning and drafting: peer- and self-reflection and improvement Creative writing – structuring and using knowledge gained from texts over the past year. **END OF YEAR EXAM - READING AND WRITING NON-FICTION TASKS**	**Shakespeare: Much Ado or Macbeth – gender and context focus** Research skills: Elizabethan/Jacobean England with a focus on gender role and patriarchy. Structure and plot, characterisation, setting, 'Big Ideas' (themes) WHW paragraphing – writing about extract and whole text. Introducing essay focus on an extract moving to the whole text (or key extracts across the whole play) Explore Shakespeare's method: language, structure and dramatic effects Improvisation and scripted performance, adapted from an extract. Review writing – a review of a performed version and features of that genre	**Shakespeare: Much Ado or Macbeth – gender and context focus - continued**

	WHW paragraphing emphasising the 'Big Ideas' (key themes and writer's message/critical commentary) -analysing theme/character in extract and whole text	from the front. Features of this form.	Planning and drafting: peer- and self-reflection and improvement Structuring arguments and persuasive writing: order and sequencing for effect Comparing how writers convey their points of view: focus on voice and method Synthesising a point of view/argument (inference/deduction) Speaking and Listening: Arguing and Debating **Spoken Language Endorsement Practice – link to Non-Fiction topic** Students use what they have learned in the previous unit to plan, develop and present a speech on a topic of their choice. They will be ready to answer questions at length on their chosen topic.			

Year 10	**Power and Conflict Poetry – Lit Paper 2** Poetic techniques and strategies for analysing a poem Writers' ideas and contexts and how these are reflected in a text Comparing and contrasting poems: language, form, structure and ideas. Academic expression and essay planning **Lang P1Q5 – descriptive or narrative writing – linked to image relating to power/conflict** Structuring a piece of creative writing for effect Using techniques and evaluating their effectiveness in own writing Responding to feedback to improve writing skill	**Modern Text: An Inspector Calls – Lit Paper 2** Contextual knowledge about when text produced/set Author's intention and viewpoint Conventions of text, either novel or play and how these are used. Structuring of text; language and other technical features. Ability to write confidently about character, plot and themes. Developing 'big ideas' and supporting with textual evidence and analysis. Academic language and writing an essay. Discussion and debate of ideas – how is text relevant for today? **Lang P2 Q5 – opinion piece linked to themes of modern text.** Features of non-fiction writing.	**Finish Modern Text** **Eng Lang Paper 1 Practice** Strategies for reading and responding to fiction extracts Reading skills: info retrieval, inference and deduction, structural and language analysis, evaluating texts. Developing confidence in own critical response to texts.	**Romeo and Juliet – Lit Paper 1** Contextual background of play when written and how it relates to modern life Conventions of dramatic texts and genres Ability to write confidently about character, plot and theme Develop own 'big ideas' about texts and express them confidently and effectively in writing and speaking. Building confidence from paragraph writing to whole essay development	**Preparation for EOY assessment – Lang P1 and Lit P2** Revision skills and ways of revising for different areas Revision of character, theme and plot Planning and writing longer answers – writing stamina Timings in the exam and how to use these. **EXAMS: LANG P1 and LIT P2** **Spoken Language Endorsement** Expectations for Spoken Language Endorsement Generating ideas, planning and structuring an effective speech Listening and responding to questions	**Romeo and Juliet – Lit Paper 1** Finish study of the play Knowledge of overarching themes and ideas Linking extract to rest of play and context

		Using structural and language techniques to persuade/argue. Planning, proofreading and responding to feedback.				

Year 11	**Paper 2 Reading Section** Recap on features of non-fiction texts AOs for each question Strategies for responding to 19th century and modern extracts Reminder of exam technique and timings. **Paper 2 Writing Section** Features of non-fiction writing. Using structural and language techniques to persuade/argue. Planning, proofreading and responding to feedback.	**Revision for mock (Lit P1 R and J) and Eng Lang P2** Revision skills and ways of revising for different areas Revision of character, theme and plot Planning and writing longer answers – writing stamina Timings in the exam and how to use these **Jekyll and Hyde – Lit Paper 1** Context of novel – 19th century preoccupations and Stevenson's life. Study of novel, exploring character, plot and theme. How to respond to an extract and link it to context and whole text. Using/embedding quotations effectively.	**Jekyll and Hyde – Lit Paper 1** Complete study of novel and exam practice. **Paper 1 and 2 Lang Revision** Revision skills and ways of revising for different areas Revision of character, theme and plot Planning and writing longer answers – writing stamina Timings in the exam and how to use these	**Unseen poetry – Lit Paper 1** Responding to an unseen poem – link to strategies used with anthology poems last year. How to meet AOs for the two different parts of the question. **Lit Revision – Papers 1 and 2** Revision of character, theme and plot Practice essay questions	**Revision and practice** Revision skills and ways of revising for different areas Revision of character, theme and plot Planning and writing longer answers – writing stamina Timings in the exam and how to use these	**Exams**
	KS5 Key: **Different colours denote Teacher 1 or Teacher 2**					

Year 12 Lit	**Teacher 1: Rossetti – Collected Poems – Paper 1** Context of Victorian England and Rossetti's life – Political, social, historical. Critical perspectives on her poetry, including named critics and specific perspectives e.g. Marxist, Feminist. Study, discuss, annotate all poems in the collection. Generating ideas and formulating a thesis. Use of Cornell Notes templates. Essay planning techniques. Identifying common themes across the collection. **Teacher 2: Close Reading Coursework – Duffy 'The Feminine Gospels' - NEA** Expectations of NEA – close reading – AOs which need to be addressed. Study a range of Duffy poems from a single	**Teacher 1: Rossetti See Autumn 1 – Paper 1** **Teacher 2: Shakespeare – Paper 1** Recap knowledge of Shakespeare and his time. Relevant context, historical background. Study of the play, including focus on characters, plot development, themes. Critical perspectives across time and performed versions. Passage question – how to approach, planning, writing.	**Teacher 1: Doll's House – Paper 1, Comparative with Rossetti** Context: 19th century England/Norway – start to compare/contrast with Rossetti. Study of play, exploring character, theme, plot development. Critical perspectives and performed versions and how these inform our readings. **Teacher 2: Shakespeare – Paper 1** Continue studying play. Focus on essay question – using critical perspectives/performed versions. Ideas about the play across time.	**Teacher 1: Doll's House – Paper 1** Finish study of play. Comparative essay writing – addressing all of the AOs. **Teacher 2: Shakespeare (Paper 1) then Streetcar (NEA)** Finish Shakespeare. Introduce NEA part 2 – comparative essay. AOs and expectations. Study of play, exploring character, theme and plot and considering potential questions.	**Teacher 1: Preparation for KSAS exams – Paper 1** Contextual/critical enrichment in preparation for KSAS. Essay practice. **Teacher 2: Streetcar (NEA)** Exploration of context and critical perspectives.	**Both teachers: contextual/critical enrichment on respective texts for KSAS** **KSAS – whole Paper 1**

	collection – identify key themes and preoccupations. Creating a question and planning a response.					

Year 13 Lit	**Teacher 1: The Great Gatsby – Paper 2** Context of American History/Society and Fitzgerald's life. Critical perspectives on his work, including named critics and specific perspectives e.g. Marxist, Feminist. Study, discuss, annotate novel. Generating ideas and formulating a thesis – meeting the AOs. Identifying common themes and preoccupations in American Literature. **Teacher 2: Comparative Coursework (Atonement)** Context of novel and how this differs from Streetcar. Study of novel considering plot, character and theme and potential areas of focus for NEA. Critical perspectives on the novel – compare/contrast with Streetcar.	**Teacher 1: Gatsby/unseen/start Grapes – Paper 2** As Autumn 1, but beginning to develop a concrete sense of the key themes and preoccupations in American Literature. Grapes of Wrath – how is America different by this point? Identifying similarities and differences in themes, characters and approach. Reading extracts from other American texts on OCR list. **Teacher 2: Comparative coursework** Researching, generating ideas, planning and drafting, with teacher support.	**Teacher 1: Grapes – Paper 2** Finish study of novel, focusing on comparative points with Gatsby and other American Literature. Practising comparative essay planning and writing. **Teacher 2: Unseen extracts – Paper 2 Part a** Demands/expectations of unseen task. Plenty of practice of unseens.	**MOCKS – Paper 2** **Teacher 1: Paper 2 revision** Revision for Paper 2 – revise character, theme, plot, context and critical reception plus comparative points. **Teacher 2: Paper 1 Revision** Revision for Paper 1. Revise character, theme, plot, context and critical reception, plus comparative points (Wilde/Rossetti).	**Revision for final exams and essay practice**	**EXAMS**