

# YEAR PLAN: ENGLISH (2025-26)

2025-26 KS3		HT1	HT2	HT3	HT4	HT5	HT6
Y7	Unit Knowledge Content Analytical Skills	GL Reading Assessment (PTE 11T) as OAT baseline for broader reading skills early in HT1.  19th Century: <i>Oliver Twist</i> (Charles Dickens) <i>Victorian London, workhouse conditions, social inequality, Dickens &amp; social commentary</i> Analytical paragraph construction: <i>what, where, how*, why.</i> *Focusing on word-level analysis End of HT2: summative assessment of content and analytical paragraph skills. Informs HT3 data window.		Shakespeare: <i>A Midsummer Night’s Dream</i> <i>Shakespeare, Elizabethan England, conventions of plays &amp; Shakespearean comedy, patriarchy</i> Increasing independence with analytical paragraphs and quality of analysis. Introduces analysis of metaphor, soliloquy, dramatic irony. End of HT4: summative assessment of content and analytical paragraph skills. Informs HT6 data window.		Short Stories: Gothic <i>Gothic conventions</i> Greater independence and quality of analytical paragraphs. Introduces pathetic fallacy.	Short Stories: Dystopian <i>Dystopian conventions</i> Greater independence and quality of analytical paragraphs. Introduces pathetic fallacy. Mid HT6: summative assessment of content and analytical paragraph skills. Informs HT6 data window.
	Grammar	Grammar: Subjects, verbs, fragments, adjectives, nouns (sentence construction).			OAT midpoint assessment: Grammar.	Grammar: HT1-3 content plus run-on sentences, object, adverbs and adverbial phrases, punctuation (comma, semicolon, colon, inverted commas, dash).  OAT end of year assessment: Grammar.	
	Integrated writing skills	Descriptive writing: <i>show, don’t tell</i> (settings and characters)		Descriptive writing: metaphor and imagery		Narrative writing: structure and conventions – gothic and dystopian stories	
	Reading programme	Bedrock reading					
Y8	Unit Knowledge Content Analytical Skills	Poetry: Perspectives of War <i>Propaganda, effects of war, attitudes to war, poems and poetic form</i> Essay construction: introduction supported by analysis of language and poetic form/structure. Introduces analysis of poetic form/structure (rhyme, enjambment, caesura). End of HT2: summative assessment – poem analysis. Informs HT3 data window.		Shakespeare: <i>The Tempest</i> <i>Power, oppression and injustice, colonialism, conventions of comedy</i> Essay construction on prepared topic: introduction supported by three analytical paragraphs – given extracts. Exploration of character development. End of HT4: summative assessment – full essay on Caliban (using 3 pre-prepared extracts). Informs HT6 data window.		Modern Novel: <i>The Woman in Black</i> (Susan Hill) <i>Gothic conventions, Victorian attitudes to the supernatural and Christmas</i> Independent essay construction on prepared topic: introduction and three sequenced analytical paragraphs – student selected. Mid HT6: summative assessment – full essay on Kipps’ mental state (open book – extracts). Informs HT6 data window.	
	Grammar	Grammar: Subjects, verbs, fragments, adjectives, nouns (sentence construction).			Grammar: HT1-3 content plus run-on sentences, object, adverbs and adverbial phrases, punctuation (comma, semicolon, colon, inverted commas, dash).		OAT end of year assessment: Grammar.
	Integrated writing skills	Letters from soldiers’ perspectives, using description	Poetry writing – applying poetic form	Monologue writing OAT midpoint assessment: extended writing (creative) – NMM.		Narrative writing: gothic story and narrative framing	
	Reading programme	Bedrock reading					
Y9	Unit Knowledge Content Analytical Skills	Poetry: Perspectives of War <i>Propaganda, effects of war, attitudes to war, poems and poetic form</i> Essay construction: introduction supported by analysis of language and poetic form/structure. Introduces analysis of poetic form/structure (rhyme, enjambment, caesura). End of HT2: summative assessment – summative assessment – poem analysis. Informs HT3 data window.		Shakespeare: <i>Julius Caesar</i> <i>Power, oppression and injustice, conventions of tragedy, rhetoric and manipulation</i> Independent essay construction using given extract and full text: introduction and three sequenced analytical paragraphs – student selected. Contextualised, higher quality. End of HT4: summative assessment – full essay on Brutus (given unseen extract and full text). Informs HT6 data window.		Modern Novel: <i>Animal Farm</i> (George Orwell) <i>Dystopia, power and tyranny, oppression and injustice, allegory and social commentary</i> Independent essay construction on unseen topic: introduction and three sequenced analytical paragraphs – student selected. Contextualised response with higher quality. Mid HT6: summative assessment – full essay on power (open book). Informs HT6 data window. GL Reading Assessment (PTE 14) as OAT end of KS3 assessment of broader reading skills.	
	Integrated writing skills	Rhetoric and transactional writing (articles – TBC) *For this year, this will be a separate unit that follows ‘Perspectives of War’ prior to Christmas.		Rhetoric and transactional writing (speeches – TBC) OAT midpoint assessment: extended writing (transactional) – NMM.		TBC based on assessment of gaps following midpoint assessment.	
	Reading programme	Weekly fiction and nonfiction extracts, developing comprehension, inference and vocabulary.					

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2025-26 KS4	HT1	HT2	HT3	HT4	HT5	HT6
Y10 Language	<b>Language Paper 1, Section B</b> Creative Writing (P1Q5) Lang AO5, AO6 <b>Mid HT2: summative assessment – Lang 1B (P1Q5). Informs DC0 data window at the end of HT2.</b>		<b>Language Paper 1, Section A</b> Fiction reading (P1Q1-4) Lang AO1, AO2, AO4		<b>Start of HT5: mock exam – Lang P1 (OAT common assessment). Informs DC1 data window in HT5.</b>	
					<b>Language Paper 2, Section B + Spoken Language</b> Nonfiction writing (P2Q5) & Spoken Language presentation Lang AO5, AO6, AO7, AO8, AO9 <b>End of HT6: Spoken Language GCSE assessed presentations (component 8700/C).</b>	
Y10 Literature	<b>A Christmas Carol</b> P1B – 19 <sup>th</sup> Century Novel Lit AO1, AO2, AO3 <b>Mid HT2: summative assessment – Lit 1B (ACC). Informs DC0 data window at the end of HT2.</b>		<b>Blood Brothers</b> P2A – Modern drama Lit AO1, AO2, AO3, AO4		<b>Start of HT5: mock exam – combined Lit 1B and 2A paper (ACC, BB). Informs DC1 data window in HT5.</b>	
					<b>Power &amp; Conflict Poetry</b> P2B – Anthology poetry Lit AO1, AO2, AO3	
Y11 Language	<b>Language Paper 2, Section A + Mock exam preparation</b> Nonfiction reading (P2Q1-4) Lang AO1, AO2, AO3 Revisiting Nonfiction writing (P2Q5) Lang AO5, AO6 <b>End of HT1: summative assessment – Language Paper 2 (OAT common assessment). Informs DC2 data window in HT2.</b>	<b>Revisit Language P1</b> AO1, AO2, AO4, AO5, AO6 <b>Week 2 HT2: summative assessment – Language Paper 1 (OAT common assessment). Informs DC2 data window in HT2.</b>	<b>Bespoke exam preparation and intervention</b> Focus on gaps identified in mock exams – both papers Lang AO1, AO2, AO3, AO4, AO5, AO6  <b>Mid HT3: mock exam – TBC (weaker of the two papers in common assessment). Early HT4: mock exam – TBC (whichever paper not covered in HT3 mock period).</b>		<b>Exam season</b>  <b>Thu 21<sup>st</sup> May (HT5 week 6): Language Paper 1</b>  <b>Fri 5<sup>th</sup> June (HT6 week 1): Language Paper 2</b>	
Y11 Literature	<b>Power &amp; Conflict Poetry</b> Complete P&C poems not covered in Y10. <b>Mid HT1: summative assessment – Lit 2B. Informs DC2 data window in HT2.</b>	<b>Romeo &amp; Juliet</b> P1A – Shakespeare Lit AO1, AO2, AO3, AO4	<b>Unseen Poetry</b> P2C – Unseen Poetry with <b>Mock exam preparation</b> Lit AO1, AO2, AO3, AO4 <b>Mid HT3: mock exams – Lit P1 and Lit P2 (full).</b>	<b>Bespoke exam preparation and intervention</b> Focus on gaps identified in mock exams – both papers Lit AO1, AO2, AO3, AO4	<b>Exam season</b>  <b>Mon 11<sup>th</sup> May (HT5 week 4): Literature Paper 1</b>  <b>Tue 19<sup>th</sup> May (HT5 week 5): Literature Paper 2</b>	