



English

Through the study of rich and diverse texts, we develop confident, articulate and critical thinkers who analyse, interpret and craft language with precision, creativity and purpose.

Key Stage 3 Long-Term Plan	Year 7	Year 8	Year 9
Autumn 1	An Introduction to Victorian Literature Core Text: 'A Christmas Carol' by Charles Dickens	Dynamics of Power Resounding Voices: Narratives of Influence and Bravery (Anthology)	Conflict: Unspoken vs. Expressed Between the Lines: Insights and Inspirations (Anthology)
Autumn 1 Assessment:	Creative writing assessment completed in class, drawing inspiration from Victorian literature studied. Pupils will write in role, using a range of literary techniques to describe a bustling Victorian scene in London. Teachers will assess and mark responses in exercise books.	In-class reading assessment of analytical skills: comparison of two poems. Pupils will analyse and compare how themes of identity and resilience are presented in two poems. Question: "How are the themes of identity and resilience conveyed in Langston Hughes' 'I, Too' and Amanda Gorman's 'We Rise'?" Teachers will assess and mark responses in exercise books.	In-class reading assessment (analytical skills: comparison and analysis). Pupils will respond to the following essay question: "Compare and contrast how Henry David Thoreau in 'Nature' and Wendell Berry in 'The Peace of Wild Things' convey their perspectives on the relationship between humanity and the natural world." Teachers will assess and mark responses in exercise books.
Autumn 2	'A Christmas Carol' by Charles Dickens	Dynamics of Power Resounding Voices: Narratives of Influence and Bravery	Conflict: Unspoken vs. Expressed Between the Lines: Insights and Inspirations

		(Anthology)	(Anthology)
Autumn 2 Assessment:	In-class reading assessment of analytical skills, focusing on character development. Using an extract, pupils will respond to the question: "how does Dickens present Scrooge's transformation throughout the novella?" Teachers will assess and mark responses in exercise books.	In-class assessment of transactional writing skills: biography writing. Pupils will write a biographical entry about a hero or heroine in their lives, focusing on the individual's influence and the lessons they have learned from them. Teachers will assess and mark responses in exercise books.	In-class assessment of transactional writing skills (article writing). Pupils will write an article exploring the impact of societal pressures on human identity and/or human relationships. Teachers will assess and mark responses in exercise books.
Spring 1	An Introduction to Poetry Voices of Adversity: Narratives of Struggle and Strength (Anthology)	The Influence of Power Core Text: The Tempest by William Shakespeare	Conflict: The Personal vs. the Political Core Text: The Merchant of Venice by William Shakespeare
Spring 1 Assessment:	In-class reading assessment of analytical skills. Pupils will analyse how the poet presents ideas about a specific theme or topic, focusing on the use of language and literary devices to explore emotional impact and viewpoint. Question: "How are feelings about District Six presented in the poem 'Nothing's Changed'?" Teachers will assess and mark responses in exercise books. In-class assessment of oracy skills.	In-class reading assessment of analytical skills. Pupils will complete a character-focused analysis, using relevant extracts to explore character motivations, relationships, and development throughout the text. Teachers will assess and mark responses in exercise books.	In-class assessment of transactional writing skills: persuasive speech. Pupils will write a compelling call to action in a persuasive speech, aiming to motivate their audience to take specific actions or reconsider their views. Teachers will assess and mark responses in exercise books. In-class assessment of oracy skills. Pupils will deliver an individual performance of the speeches they have written, developing the skills required for the GCSE Spoken Language endorsement.

	Pupils will deliver small-group speeches on topics linked to the poems studied. Oracy will be assessed within lessons.		Oracy will be assessed during lessons, with a focus on clear communication, audience engagement, and effective delivery.
Spring 2	An Introduction to Play Scripts Core Text: 'Dracula' by Bram Stoker, adapted by David Calcutt	The Influence of Power Core Text: The Tempest by William Shakespeare	Conflict: The Personal vs. the Political Core Text: The Merchant of Venice by William Shakespeare
Spring 2 Assessment:	In-class creative writing assessment. Pupils will use a range of literary and descriptive techniques to produce a Gothic-style narrative inspired by an image. Teachers will assess and mark responses in exercise books.	Pupils will complete a series of three assessment papers: Reading – Pupils will respond to questions based on a range of texts, assessing comprehension, inference, analysis, and evaluation skills. Writing – Pupils will produce two short pieces of writing: one narrative and one transactional, demonstrating effective communication, organisation, and technical accuracy. Grammar – Pupils will complete an online multiple-choice assessment designed to evaluate their knowledge and application of grammatical conventions. In-class assessment of oracy skills. Pupils will deliver small-group speeches exploring key themes within the play, such as colonisation, prejudice, power and control, and Jacobean gender expectations. They	In-class reading assessment of analytical skills. Pupils will analyse how Shakespeare develops the characterisation of Shylock across the play, using a given extract as a starting point to support their understanding of the wider text. They will explore language, structure, and dramatic methods to present a sustained interpretation. Teachers will assess and mark responses in exercise books.

		will present ideas clearly, using evidence from the text to support their viewpoints and analysis. Oracy will be assessed within lessons.	
Summer 1	Completion of 'Dracula' by Bram Stoker, adapted by David Calcutt	The Imbalance of Power Core text: To Kill A Mockingbird by Harper Lee	Transition to Key Stage 4 Conflict: External vs. Internal Core Text: Lord of the Flies By William Golding
Summer 1 Assessment:	Pupils will complete a series of three papers: Reading – pupils will answer questions based on a selection of sources, assessing comprehension, inference, and analytical skills. Writing – pupils will produce two short written pieces: one narrative and one transactional. Grammar – assessed online through a multiple-choice questionnaire.	In-class assessment of creative writing. Pupils will use a range of literary and descriptive techniques to write the opening of a short story centred on a quest, in which the protagonist experiences personal growth and develops a deeper understanding of their world. Teachers will assess and mark responses in exercise books.	In-class reading assessment of analytical skills. Pupils will respond to the question: "How do the characters of Ralph and Jack represent the conflict between civilisation and savagery in 'Lord of the Flies', and to what extent does their development throughout the novel explore the theme of humanity's inherent darkness?" Teachers will assess and mark responses in exercise books.
Summer 2	An Introduction to Shakespeare Core Text: 'Romeo and Juliet' by William Shakespeare	The Imbalance of Power Core text: To Kill A Mockingbird by Harper Lee	Transition to Key Stage 4 Conflict: External vs. Internal Core Text: Lord of the Flies By William Golding
Summer 2 Assessment:	In-class assessment of transactional writing skills (formal review writing). Pupils will write a formal review of 'Romeo and Juliet', focusing on	In-class assessment of transactional writing and oracy. Pupils will write a persuasive speech from the perspective of Atticus Finch, defending Tom Robinson's case. They	Pupils will complete a series of three assessment papers: Reading – Pupils will answer questions on a range of unseen texts, assessing

	appropriate use of formal language and effective text structure. Teachers will assess and mark responses in exercise books. In-class assessment of oracy skills. Pupils will deliver small-group presentations exploring character development and motivation, using evidence from the text to support their analysis. Oracy will be assessed within lessons.	will explore how themes of prejudice, integrity, and humanity are presented within the text and consider their relevance to contemporary society. Teachers will assess and mark written responses in exercise books. Oracy will be assessed within lessons.	comprehension, inference, and analytical skills. Writing – Pupils will produce two pieces of writing: one narrative and one transactional, demonstrating accuracy, structure, and style. Grammar – Pupils will complete an online multiple-choice assessment focused on grammar, punctuation, and sentence control.
What will a student know by the end of each year? Why?	By the end of Year 7, pupils will understand how to analyse texts, craft creative writing and communicate ideas effectively through spoken language. They will be able to identify key language and structural techniques, develop their own imaginative and transactional writing, and present ideas confidently to an audience. Pupils will understand how their performance is assessed across analytical, creative and oracy strands and use feedback to improve their work. Why? This establishes the foundations of English by developing reading, writing and communication skills, whilst	By the end of Year 8, pupils will be able to analyse texts in greater depth, exploring how writers use language, structure and form to influence readers. They will write with increasing control, creativity and technical accuracy across a range of forms and demonstrate greater confidence when presenting and discussing ideas. Pupils will understand assessment criteria and use standardised feedback to evaluate their strengths and identify areas for development. Why? This builds upon the skills developed in Year 7, encouraging pupils to become more independent readers, writers and speakers while preparing	By the end of Year 9, pupils will be able to produce thoughtful analyses of a range of literary and non-fiction texts, demonstrating an understanding of writer's methods, context and interpretation. They will write with greater sophistication, adapting their language and style to suit different audiences and purposes, and communicate ideas confidently through formal spoken presentations. Pupils will understand how their work is assessed against GCSE-style criteria and use assessment data to monitor and improve their progress. Why? This prepares pupils for GCSE study by developing the analytical, creative and

	helping pupils understand how writers create meaning and how they can express their own ideas with increasing confidence and accuracy.	them for the increased challenge and analytical demands of Key Stage 4.	oracy skills needed for success in English. It equips them with the confidence, independence and critical thinking required to engage with complex texts and communicate effectively in a range of academic and real-world contexts.
What extra-curricular opportunities are available to pupils?	• Pupils can take part in debating, reading, and creative writing clubs to strengthen literacy, critical thinking, and communication skills beyond the classroom. • Drama productions and spoken word events provide opportunities to develop confidence, performance skills, and effective oracy. • Writing competitions and contributions to school publications allow pupils to apply and refine their writing for real audiences and purposes. • Reading-focused enrichment, including book clubs and library initiatives, encourages wider reading and fosters engagement with diverse texts. • Curriculum-linked enrichment such as theatre visits, author talks, and workshops (depending on availability) enhances cultural understanding and deepens engagement with studied literature.		



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Key Stage 4 Long-Term Plan

Year 10

Year 11

Autumn 1

**AQA GCSE English Literature:
19th-Century Novel**
Pupils study one of the following texts:

**'Strange Case of Dr Jekyll and Mr Hyde'
by Robert Louis Stevenson**
OR
**'Frankenstein'
by Mary Shelley**

**AQA English Language GCSE –
Paper 1: Explorations in Creative Reading and Writing**

Questions 1, 2 and 3 focus

**AQA GCSE English Literature:
An Inspector Calls by J.B. Priestley**

**AQA GCSE English Literature: Power and Conflict Poetry
(Final Seven Poems)**
1 Lesson per Week

**AQA English Language GCSE –
Paper 1: Explorations in Creative Reading and Writing**
Intensive Revision

Autumn 1
Assessment:

Literature/Reading: In-class reading assessment (analytical skills: 19th century).
Pupils will write one or more analytical paragraphs in response to an extract from their studied 19th-century text. The extract will be taken from a section recently studied in class.
Teachers will mark responses in exercise books.

Literature/Formal reading assessment.
A timed, unseen extract-based assessment on a 19th-century novel.

Literature/Reading: in-class reading assessment: Poetry Anthology (analytical skills).
Pupils will write one or more analytical paragraphs based on a comparison of two recently studied poems.
Responses to be marked by teachers in exercise books.

Literature/Reading: in-class reading assessment: An Inspector Calls (analytical skills).
Pupils will write one or more analytical paragraphs in response to a character or theme-based question.
Responses will be marked by teachers in exercise books.

	The assessment will be centrally set, administered under exam conditions, and marked according to departmental procedures.			
Autumn 2	AQA GCSE English Literature: 19th-Century Novel Pupils study one of the following texts: 'Strange Case of Dr Jekyll and Mr Hyde' by Robert Louis Stevenson OR 'Frankenstein' (1831) by Mary Shelley	AQA GCSE English Language – Paper 1: Explorations in Creative Reading and Writing Questions 4 and 5 focus	AQA GCSE English Literature: 'An Inspector Calls' by J.B. Priestley & Unseen Poetry Skills (Analysis and Comparison)	AQA GCSE English Language - Paper 2: Writers' Viewpoints and Perspectives Intensive Revision
Autumn 2 Assessment:	Literature/Writing: assessment based on AQA English Language Paper 1, focusing on descriptive and narrative writing skills. Literature/Reading: in-class reading assessment (analytical skills: 19th century). Pupils will write one or more analytical paragraphs in response to an extract from their studied 19th-century text. Responses should include analysis of language and/or structure, with relevant links to the wider text where appropriate. Teachers will mark responses in exercise books.		Independent revision period during which pupils complete practice essays. Individual feedback will be provided through targeted intervention sessions. Year 11 Mock Examinations: AQA GCSE English Literature Paper 2 Year 11 Mock Examinations: AQA GCSE English Language Paper 2	

Spring 1	AQA GCSE English Literature Shakespeare: 'Macbeth'	AQA GCSE English Language - Paper 2: Writers' Viewpoints and Perspectives Questions 1, 2 and 3 focus	AQA GCSE English Literature: 19th-Century Novel – Revision (Extract Analysis)	AQA English Language GCSE – Paper 1: Explorations in Creative Reading and Writing Intensive Revision
Spring 1 Assessment:	Literature/Reading: in-class reading assessment (analytical skills: <i>Macbeth</i>). Pupils will write one or more analytical paragraphs in response to an extract from their recently studied section of the text. Responses should analyse language, form and/or structure, and make relevant links to the wider play where appropriate. Teachers will mark responses in exercise books.		Independent revision period during which pupils complete practice essays. Individual feedback will be provided through targeted intervention sessions.	
Spring 2	AQA GCSE English Literature Shakespeare: 'Macbeth'	AQA GCSE English Language - Paper 2: Writers' Viewpoints and Perspectives Questions 4 and 5 focus	Shakespeare: Macbeth – Revision (Extract Analysis)	AQA GCSE English Language - Paper 2: Writers' Viewpoints and Perspectives Intensive Revision
Spring 2 Assessment:	Language/Writing: in-class writing assessment (AQA English Language skills). Pupils will complete a response to a past AQA English Language Paper 2, Question 5 task. Responses should demonstrate the ability to write clearly and effectively for a specified purpose, audience and form. Teachers will mark responses in exercise books.		Independent revision period during which pupils complete practice essays. Individual feedback will be provided through targeted intervention sessions.	

Summer 1	AQA GCSE English Literature Shakespeare: 'Macbeth' – Teaching completed Poetry: Power and Conflict Anthology	AQA GCSE Spoken Language NEA – Preparation Period	GCSE Examinations
Summer 1 Assessment:	Literature/Reading: in-class reading assessment (analytical skills: <i>Macbeth</i>). Pupils will write one or more analytical paragraphs in response to an extract from their recently studied section of the text. Responses should analyse language, form and structure, and make relevant connections to the wider play. Teachers will mark responses in exercise books.		GCSE
Summer 2	AQA GCSE English Literature Poetry: Power and Conflict Anthology - first seven poems Poetry: Unseen poetry skills (analysis and comparison)	Revision: AQA English Language Paper 1	GCSE Examinations
Summer 2 Assessment:	Year 10 Mock Examinations: AQA GCSE English Literature Paper 1 Year 10 Mock Examinations: AQA GCSE English Language Paper 1 AQA GCSE English Language: Spoken Language Endorsement (NEA) assessment		GCSE

What extra-curricular opportunities are available to pupils?	By the end of Year 10, pupils will be able to analyse a range of literary and non-fiction texts using GCSE assessment objectives, developing their understanding of writer's methods, meaning and context. They will produce increasingly detailed and well-structured analytical and creative writing, whilst building confidence in spoken language through formal presentations and discussion. Pupils will become familiar with GCSE assessment criteria through regular exam-style tasks and formal assessments. Why? This provides pupils with the knowledge, skills and exam experience required for success at GCSE, establishing secure foundations in reading, writing and spoken communication that can be refined and developed further in Year 11.	By the end of Year 11, pupils will be able to confidently analyse, evaluate and compare texts, producing sustained and sophisticated written responses under exam conditions. They will understand how to apply GCSE assessment objectives effectively, constructing clear arguments, selecting relevant evidence and writing with accuracy and control. Pupils will also be able to communicate ideas confidently through spoken language and independently apply revision and exam techniques to support their performance. Why? This prepares pupils for GCSE examinations and future study by developing the critical thinking, communication and literacy skills needed for academic success, further education and the wider world beyond school.
What extra-curricular opportunities are available to pupils?	• Attendance at 'An Inspector Calls' theatre production (2027) as an enrichment opportunity, providing extended academic challenge and enhancing understanding of dramatic interpretation and performance in context. • Attendance at the 'Poetry Live' event to support enrichment and deepen understanding of examined poetry. • Targeted after-school intervention sessions focused on key skills in reading, writing, and exam preparation. • One-to-one essay feedback sessions offered within allocated time to support individual improvement and address specific areas for development. • Participation in Speaker's Trust workshops to develop confidence, oracy skills, and effective communication.	