

English

Curriculum overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Reception through to Year 13, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving through to the optimum knowledge sequence for building secure schema

Knowledge, skills and understanding to be gained at each stage*

		Cycle 1	Cycle 2	Cycle 3
Nursery	Reading	Letters and sounds phase 1 Owl Babies, Peace at Last	Letters and sounds phase 1 3 Little Pigs, 3 Billy Goats Gruff, Gingerbread Man, Little Red Hen	Letters and sounds phase 1 The Very Hungry Caterpillar, Handa's Surprise, We're Going on a Bear Hunt, Elmer
	Writing including handwriting	Holds pencil between thumb and two fingers, no longer using whole hand grasp Ascribe meaning to marks	Holds pencil near point between first two fingers and uses it with good control Recognises name	Can copy some letters, usually from own name Begins to write name
	GPS and vocabulary			
Reception	Reading	RWI Phonics Introduction Supertato, Space Tortoise	RWI Phonics Set 1 Goldilocks and the 3 Bears, Mr Wolf's Pancakes	Gruffalo, The Naughty Bus Write simple sentences which can be read by themselves and others
	Writing including handwriting	Starts writing on the left and at the top Can write their own name	Holds a pencil with the correct grip Can form most letters correctly Write words which can be read by themselves and others	Write simple sentences which can be read by themselves and others Some words are spelt correctly and others are phonetically plausible
	GPS and vocabulary			Write some irregular common words Some words are spelt correctly and others are phonetically plausible
Year 1	Reading	RWI Phonics/RWI Books Set 2 Room on the Broom, Little Red Riding Hood	RWI Phonics/RWI Books Set 3	RWI Phonics/ RWI Books Alternatives
	Writing including handwriting	To inform – labels, lists To entertain – Sequencing narratives, poetry (spell writing),	To inform – recount, letter To entertain – Narrative, description, poetry	To inform – recount, letter To entertain – Narrative Write with many letters accurate in shape and



		Form many lower case and capital letters accurately	Use spacing between words	size, including capital letters and digits
	GPS and vocabulary	Use phonic knowledge to write words which match their spoken sounds, many being spelt correctly and others being phonetically plausible	Add the suffixes ing, ed, er to spell many words correctly	Spell most Year 1 common exception words
Year 2	Reading	Reciprocal Reading Pumpkin Soup, Traction Man	Reciprocal Reading Hansel and Gretel, The Dragon Machine	Reciprocal Reading The Smartest Giant in Town, The Journey/The Enchanted Wood
	Writing including handwriting	To inform – instructions, recount To entertain – innovated narrative ending, description, poetry Form capital letters and digits of the correct size	To inform – letter, instructions To entertain – narrative, description Form capital letters and digits of the correct size, orientation and relationship to one another and lower-case letters Use spacing between words	To inform – instructions, recount To entertain – description, narrative Use the diagonal and horizontal strokes needed to join some letters
	GPS and vocabulary	Spell many common exception words, segment words and spell most correctly	Add suffixes to spell words with suffixes including –ment, -ness, -ful, -less, -ly	Consolidation of other terms
Year 3	Reading	Reciprocal Reading (weekly), Fluency Reading (fortnightly), All Doman Comprehension (fortnightly) Vocabulary, Retrieval, Inference (2 weeks each x2) Stone Age Boy, James and the Giant Peach	Reciprocal Reading (weekly), Fluency Reading (fortnightly), All Doman Comprehension (fortnightly) Vocabulary, Retrieval, Inference (2 weeks each x2) Varjak Paw, Coming to England	Reciprocal Reading (weekly), Fluency Reading (fortnightly), All Doman Comprehension (fortnightly) Vocabulary, Retrieval, Inference (2 weeks each x2) Hetty Feather
	Writing inc. handwriting	To entertain – narrative innovation of ending, description To inform – instructions, report use the diagonal and horizontal strokes needed to join some letters	To persuade – advert To inform – biography To entertain – diaries increase the legibility, consistency and quality of their handwriting, for example, by ensuring that the down-strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and	To inform – letter To entertain – narrative, poetry increase the legibility, consistency and quality of their handwriting, for example, by ensuring that the down-strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch



			descenders of letters do not touch	
	GPS	Apply Y1/2 spelling rules accurately (e.g –ed, -ing, -est, -er, -s, -es suffixes) follow spelling rules/patterns as stated in Appendix 1 and Spelling Shed medium term plans	Spell all common exception words correctly (KS1 and Year 3) Spell 50% of the Year 3/4 word list correctly	Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones
Year 4	Reading	Reciprocal Reading (weekly), Fluency Reading (fortnightly), All Doman Comprehension (fortnightly) Vocabulary, Retrieval, Inference (2 weeks each x2) Stone Age Boy, The Great Chocoplot	Reciprocal Reading (weekly), Fluency Reading (fortnightly), All Doman Comprehension (fortnightly) Vocabulary, Retrieval, Inference (2 weeks each x2) Jake Atlas and the Tomb of the Emerald Snake, Linnea in Monet's Garden	Reciprocal Reading (weekly), Fluency Reading (fortnightly), All Doman Comprehension (fortnightly) Vocabulary, Retrieval, Inference (2 weeks each x2) Julius Caesar
	Writing inc. handwriting	To entertain – narrative innovation, To inform – report, formal letter To persuade – advert write in cursive handwriting	To entertain – present tense narrative, description To inform – letter/recount, biography increase the legibility, consistency and quality of their handwriting, for example, by ensuring that the down-strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	To entertain – poetry, narrative (dialogue) To persuade – speech increase the legibility, consistency and quality of their handwriting, for example, by ensuring that the down-strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch
	GPS	Spell most of the Year 3/4 word list correctly	Spell all common exception words correctly (KS1 and Y3/Y4)	Spell most words correctly, adding prefixes and suffixes appropriately, spell the correct form of homophones follow spelling rules/patterns as stated in Appendix 1 and Spelling Shed medium term plans
Year 5	Reading	Reciprocal Reading (weekly), Fluency Reading (fortnightly),	Reciprocal Reading (weekly), Fluency Reading (fortnightly),	Reciprocal Reading (weekly), Fluency Reading (fortnightly),



		All Doman Comprehension (fortnightly) Vocabulary, Retrieval, Inference (2 weeks each x2) Cosmic, Anglo-Saxon Boy	All Doman Comprehension (fortnightly) Vocabulary, Retrieval, Inference (2 weeks each x2) Wonder, Prince Caspian	All Doman Comprehension (fortnightly) Vocabulary, Retrieval, Inference (2 weeks each x2) Who Let the Gods Out?
	Writing	To entertain – narrative (focus on description of characters/setting), poetry (figurative language) To inform – report, recount (diary) write legibly, fluently and with increasing speed	To entertain – narrative (from a different perspective), description To discuss – balanced argument To persuade – speech choose which shape of a letter to use when given choices and deciding whether or not to join specific letters	To inform – letter (formal) To entertain – play-script of Greek myth To persuade – advert choose the writing implement that is best suited for a task
	GPS	Spell all common exception words correctly Spell 50% of the Year 5/6 word list correctly	Spell most words correctly, adding prefixes and suffixes appropriately spell the correct form of homophones	Follow spelling rules/patterns as stated in Appendix 1 and Spelling Shed medium term plans
Year 6	Reading	Reciprocal Reading (weekly), Fluency Reading (fortnightly), All Doman Comprehension (fortnightly) Vocabulary, Retrieval, Inference (2 weeks each x2) The Boy at the Back of the Class, Fox Girl and the White Gazelle	Reciprocal Reading (weekly), Fluency Reading (fortnightly), All Doman Comprehension (fortnightly) Vocabulary, Retrieval, Inference (2 weeks each x2) Asha and the Spirit Bird, The Twenty-one Balloons	Reciprocal Reading (weekly), Fluency Reading (fortnightly), All Doman Comprehension (fortnightly) Vocabulary, Retrieval, Inference (2 weeks each x2) Over the line, Once
	Writing	To entertain – narrative (focus on setting), poetry To discuss – balanced argument To persuade – letter, radio advert write legibly, fluently and with increasing speed	To inform – report, explanation, article To entertain – narrative (from different perspectives) choose which shape of a letter to use when given choices and deciding whether or not to join specific letters	To inform – article, report, biography To entertain – narrative, poetry To discuss – balanced argument To persuade - advert choose the writing implement that is best suited for a task
	GPS	Use a dictionary to check the spelling of uncommon or more ambitious vocabulary	Spell all common exception words correctly Spell most of the Year 5/6 word list correctly	Spell most words correctly follow spelling rules/patterns as stated in Appendix 1 and Spelling Shed medium term plans
Year 7	Domain	IDENTITY c.21 contemporary literature – political	DIRECTION c.20 musical written during period of huge	RELATIONSHIPS Poetry through the ages (c.18-present) focus on



	<p>writing with a particular focus on race and dual identity</p> <p>Historical and literary context for T.H.U.G PROSE</p>	<p>changes in society and politics – detrimental effects of social inequality. Historical and literary context for B.B PLAY</p>	<p>relationships. Poem-by-poem resources around context and poetic voice/poets’ viewpoints. POETRY</p>
Reading	<p>Students will: understand increasingly challenging texts through inferences and evidence in THE HATE U GIVE and other related materials; gain knowledge of the purpose, audience for and context of the writing and draw on this to support comprehension; know how language, including figurative language, vocabulary choice and text structure and organisational features presents meaning; study setting, plot and characterisation and make comparisons across texts</p>	<p>Students will: develop an appreciation of increasingly challenging material through access to a range of text types: BLOOD BROTHERS; learn new vocabulary, relating it explicitly to known vocabulary and understanding it through increasing knowledge of context; study plot, setting and characterisation and articulate their effects; understand how the work of dramatists is communicated effectively through performance and how staging allows for different interpretations; interpret and explore the authors message and the desired effect on the intended and contemporary audience; build on their understanding of structural features by exploring acts, motifs, symbolism, cyclical structure, flashbacks etc</p>	<p>Students will: appreciate our rich and varied literary heritage through access to a range of iconic poetry, and supplementary reading of a range of texts on pertinent issues linked to themes and corresponding literary movements; recognise a range of poetic conventions and understand how these have been used; analyse how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, present meaning; make comparisons across texts</p>
Writing	<p>Students will: write accurately, fluently and effectively through applying their knowledge of vocabulary, grammar and text structure to their writing and select the appropriate form:</p> <p>To explain/inform: analytical essay; report (media bias); blog (character perspective);</p> <p>To persuade: narration/script; protest writing; Speech (SUSO)</p> <p>To Entertain/Creative: descriptive focus on riot/protest scene; poetry; dramatic monologue (I come from...)</p> <p>To Argue: express POV on given statement (gender stereotyping is everyone's</p>	<p>Students will: write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences:</p> <p>To entertain: descriptive and narrative focus</p> <p>To Argue: formal expository and discursive essays linked to themes explored in reading of key text</p> <p>To inform: Review; Biography author and political, contextual information; criminal incident reports; social services referral</p> <p>To persuade: letter</p> <p>Students will: summarise and organise material and support ideas and</p>	<p>Students will: write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences:</p> <p>To entertain: continue to develop and craft well-structured, descriptive and narrative responses and integrate the effective use of figurative language and devices; Production of students’ own poetry to develop creativity in writing and enhance knowledge of poetic features.</p> <p>To argue/discuss: Continued practise of discursive writing linked to themes dealt with in reading.</p>

		<p>issue); discursive essay (challenging Bill Bryson’s opinion of Bradford.)</p> <p>Students will: consider how their writing reflects the audiences and purposes for which it was intended and adopt an appropriate tone; integrate effective devices into their writing and consolidate on their knowledge of grammar and vocabulary through using Standard English in their writing and speech</p>	<p>arguments with any necessary factual detail.</p>	<p>Students will: draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.</p>
<p>Year 8 Development and expansion</p>	<p>Domain</p>	<p>CHALLENGE</p> <p>Biographical information William Golding and historical and literary context for Lord of the Flies PROSE</p>	<p>RESPONSIBILITY</p> <p>Shakespeare; c15 beliefs around gender and supernatural. Historical and literary context for Julius Ceasar PLAY</p>	<p>CELEBRATION</p> <p>Poetry from other cultures through the ages (c.18-present) focus. Poem-by-poem resources around context and poetic voice/poets’ viewpoints. POETRY</p>
	<p>Reading</p>	<p>Students will: identify and interpret explicit and implicit information and ideas; maintain a critical style and develop an informed personal response to the themes explored in Lord of the Flies and related texts; use textual references, including quotations, to support and illustrate interpretations about characters and themes; develop personal response to characters and themes; explain, comment on and analyse how Golding uses language and structure to achieve effects and influence readers; making clear links between LOTF and domain/contextual information</p>	<p>Students will: select and synthesise evidence from different texts; compare writers’ ideas and perspectives, as well as how these are conveyed across texts; evaluate texts critically across and support this with appropriate textual references; develop personal responses to themes explored; make explicit links between JC and domain /contextual information</p>	<p>Students will: appreciate rich and varied literary heritage through access to a range of iconic poetry, and supplementary reading of a range of texts on pertinent issues linked to themes and corresponding literary movements; recognise a range of poetic conventions and understand how these have been used; analyse how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, present meaning; make comparisons across texts.</p>
	<p>Writing</p>	<p>Students will: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences; develop sophisticated descriptive and narrative responses; organise information and ideas, using structural and</p>	<p>Students will: develop discursive writing around key themes such as ambition and conflict, fate and free will, inflexibility and compromise, ethics v politics, fate v free will, tyranny and idealism and rhetoric and power.</p> <p>Continued practise of discursive writing linked</p>	<p>Students will: write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences:</p> <p>To entertain: continue to develop and craft well-structured, descriptive and narrative responses and integrate the</p>



		<p>grammatical features to support coherence and cohesion of texts; use a range of vocabulary and sophisticated sentence structures for clarity, purpose and effect.</p> <p>Exact writing tasks TBC</p>	<p>to themes dealt with in reading.</p> <p>Exact writing tasks TBC</p>	<p>effective use of figurative language and devices; Production of students' own poetry to develop creativity in writing and enhance knowledge of poetic features.</p> <p>To argue/discuss: Continued practise of discursive writing linked to themes dealt with in reading.</p> <p>Students will: draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.</p>
Year 9 Consolidation	Domain Poetry through time (c.18-present day); political writing with a focus on class	Resources on JB Priestley and the class system – use of British Library material	Poem-by-poem resources around context and poetic voice/poets' viewpoints.	Revision and recall of key domain knowledge. Modelling and practise of integrating key domain knowledge with analysis of texts.
	Reading Key texts – poetry through time (focus on AQA power and conflict poetry); An Inspector Calls. Supplementary reading of other iconic poetry and a range of texts on pertinent issues linked to AQA reading skills.	<p>Development of knowledge and understanding of 15 key poems and key features and structures of poetry in general.</p> <p>Clear understanding and personal responses to poems are a key goal.</p> <p>Literature AO1, 2 and 3 explicitly taught, modelled and practised.</p> <p>AO1 – articulating ideas on poetry and characters/themes clearly AO2 – exploring the impact of language and structure in poetry clearly AO3 – making clear links between the poems and domain/contextual info.</p> <p>Reading of non-fiction texts linked to themes which arise in poetry and responses to those, building on skills developed in KS3</p>	<p>Development of knowledge and understanding of An Inspector Calls.</p> <p>Clear understanding and personal responses to the text and its characters and themes are a key goal.</p> <p>Literature AO1, 2 and 3 explicitly taught, modelled and practised.</p> <p>AO1 – articulating ideas on AIC and characters/themes clearly AO2 – exploring the impact of language and structure in AIC clearly AO3 – making clear links between AIC and domain/contextual info.</p> <p>Reading of non-fiction texts linked to themes which arise in AIC and responses to those, building on skills developed in KS3.</p>	<p>Consolidation of knowledge and understanding of poetry and An Inspector Calls.</p> <p>Skills development around the analysis of previously unseen poetry – students to learn and use patterns of analysis for this.</p> <p>Reading of both fiction and non-fiction texts and responses to these using skills required for AQA Language</p>
	Writing Grammar for writing strategies focused on discursive and descriptive writing	<p>Discursive writing around key themes arising in poetry texts (war, family, etc.)</p> <p>Production of students' own poetry to develop creativity in writing and enhance knowledge of poetic features</p>	Discursive writing around key themes (gender, class, etc.)	Development of descriptive writing. Continued practise of discursive writing linked to themes dealt with in reading.



<p>Year 10 Sophisticated mastery</p>	<p>Exam Spec AQA</p>			
	<p>Domain Conditions of England; Dickens and c19 writing about poverty; Shakespeare; c15 beliefs around gender, religion and the supernatural</p>	<p>Development of knowledge and understanding of Shakespeare and his iconic play Macbeth.</p> <p>Literature AO1, 2 and 3 explicitly developed building on Y9 work.</p> <p>AO1 – articulating ideas on Macbeth clearly and thoughtfully</p> <p>AO2 – exploring the impact of language and structure in Macbeth clearly and thoughtfully</p> <p>AO3 – making clear and thoughtful links between Macbeth and domain/contextual info.</p> <p>Reading of fiction texts linked to themes which arise in Macbeth and responses to those, building on skills developed in Y9.</p> <p>Descriptive writing using themes and archetypes explored in Macbeth</p>	<p>Development of knowledge and understanding of A Christmas Carol and key features of Dickensian writing and other C19 writing about the Conditions of England.</p> <p>Literature AO1, 2 and 3 explicitly developed building on Y9 work.</p> <p>AO1 – articulating ideas on poetry and characters/themes thoughtfully</p> <p>AO2 – exploring the impact of language and structure in ACC thoughtfully</p> <p>AO3 – making thoughtful links between ACC and domain/contextual info.</p> <p>Reading of non-fiction texts linked to themes which arise in ACC and responses to those, building on skills developed in Y9.</p> <p>Descriptive writing using themes and archetypes explored in ACC.</p>	<p>Consolidation of knowledge and understanding of Macbeth and ACC.</p> <p>Revision of poetry and AIC.</p> <p>Continued development of analysis skills for Literature texts.</p> <p>Reading of both fiction and non-fiction texts and responses to these using skills required for AQA Language and improving on targets identified in Y9 and earlier in Y10.</p> <p>Descriptive and discursive writing with a focus on improving previous areas of weakness.</p> <p>Spoken Language assessment</p>
<p>Year 11 Conceptualised, nuanced manipulation</p>	<p>Exam Spec - AQA</p>	<p>Consolidation of paper 2 (the most challenging paper) knowledge and skills for both Language and Literature in English lessons.</p> <p>Revision and consolidation of paper 1 knowledge and skills for Literature in period 1.</p>	<p>Consolidation of paper 1 knowledge and skills for both Language and Literature in English lessons.</p> <p>Revision and consolidation of paper 2 knowledge and skills for Literature in period 1.</p>	<p>Revision of all required knowledge and skills for all 4 papers with a focus on elements which show up as problems through data analysis.</p>
<p>Year 12</p>	<p>AQA English Language and Literature A Level</p>	<p>Developing understanding of key linguistic and literary terms. Developing domain knowledge of dystopia and diasporic writing. Reading and developing understanding of, and responses to, The Handmaid's Tale and The Kite Runner.</p>	<p>Developing domain knowledge of contemporary poetry and the American Gothic.</p> <p>Reading and developing understanding of, and responses to, Carol Ann Duffy's Mean Time anthology and A Streetcar Named Desire.</p>	<p>Developing independent planning, thinking and research skills through introducing, planning and drafting of NEA.</p> <p>Developing contextual and cultural knowledge of travel writing with a focus on Paris and the AQA Paris anthology.</p> <p>Revision and recall of C1 and 2 content.</p>



Year 13

AQA English Language and Literature A Level

Revision and consolidation of key events and extracts from THT and TKR. Development of advanced essay-writing skills for THT and transformative writing and self-critique relating to TKR.

Ongoing revision and skills checkpoints for CAD and ASND. Ongoing NEA completion.

Revision and consolidation of key events and extracts from CAD and ASND.

Development of advanced essay-writing skills with a focus on comparison for CAD and genre & dramatic features for ASND.

Ongoing revision and skills checkpoints for THT and TKR. Ongoing NEA completion.

Revision and practise of knowledge and skills required for both papers which a focus on elements showing as problematic through data analysis.

Final tweaks and submission of NEA (May 15th deadline).

*A powerful, knowledge-rich curriculum teaches both declarative knowledge (facts; knowing that something is the case; what we think about) and non-declarative or procedural knowledge (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued eg knowledge of the past) and disciplinary knowledge (how the knowledge is accrued eg historical reasoning).

Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum.

