

Whole-School English Curriculum (Key Stage 3–4)

Intent

Our English curriculum is ambitious, knowledge-rich and carefully sequenced to develop confident, articulate and critical readers, writers and speakers. From Year 7 to Year 11, students build the literacy, cultural capital and analytical skills required for success in the Eduqas GCSE English Language and English Literature qualifications and beyond.

We aim to:

- Foster a lifelong love of reading through exposure to high quality, challenging literature from different periods and traditions.
- Develop critical and evaluative thinking through close analysis of writers' methods, themes and contexts.
- Ensure students write fluently, accurately and adaptively for a range of audiences and purposes.
- Prioritise oracy, enabling students to articulate ideas clearly and participate confidently in discussion and debate.
- Equip all learners—regardless of background—with the knowledge and resilience needed for academic and personal success.

Implementation

Key Stage 3 (Years 7–9)

At KS3, students establish strong foundations in reading, writing and spoken language.

- **Year 7** focuses on fluency, comprehension and enjoyment of reading. Students explore a wide range of texts including pre-19th-century literature, contemporary fiction, poetry, non-fiction and Shakespeare.
- **Year 8** deepens analysis and interpretation, introducing more complex novels and drama, alongside greater independence in extended analytical and creative writing.
- **Year 9** refines and applies knowledge in preparation for GCSE study, with increasing emphasis on evaluative responses, technical accuracy and mature written expression.

Across KS3, the curriculum prioritises vocabulary development, reading stamina, disciplinary literacy and structured oracy opportunities.

Key Stage 4 (Years 10–11) – Eduqas GCSE

At KS4, students follow the Eduqas specifications for GCSE English Language and English Literature.

English Literature

Students study:

- A Shakespeare play (*Macbeth* or *Romeo and Juliet*)
- A 19th-century novel (*A Christmas Carol* by Charles Dickens)
- A modern prose or drama text (*Blood Brothers*)
- A poetry anthology
- Unseen poetry analysis

Students develop conceptual understanding, comparative skills and the ability to construct structured, analytical essays supported by precise textual evidence.

English Language

Students prepare for:

- **Component 1:** Explorations in Creative Reading and Writing (analysis of fiction and narrative writing)
- **Component 2:** Writers' Viewpoints and Perspectives (analysis and comparison of non-fiction, transactional writing)
- **Spoken Language Endorsement:** Individual presentation and discussion

Teaching emphasises modelling, retrieval practice, interleaving, vocabulary instruction and regular timed exam practice. Assessment is used responsively to close gaps and build independence.

Impact

By the end of Year 11, students:

- Read confidently and critically across literary and non-fiction texts.
- Demonstrate secure knowledge of GCSE set texts and contexts.
- Write accurately, fluently and thoughtfully for a range of audiences and purposes.
- Analyse, compare and evaluate unseen materials with confidence.
- Communicate ideas clearly and effectively in both spoken and written forms.
- Approach examinations with resilience, independence and clarity.

Our curriculum ensures students leave school as literate, culturally aware and confident communicators, fully prepared for further education, employment and active participation in society.