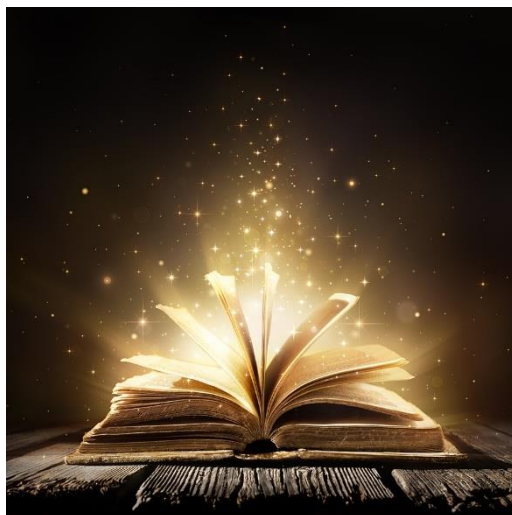




Curriculum Statement of Intent

English Department
Ranelagh School



Revised September 2026

Curriculum Statement

Though we are many, we are one body.
[Eucharistic Prayer, Common Worship]

Following the ministry of Jesus, we empower all to use their gifts in faithful service. We inspire and encourage each individual to develop and nurture unique skills, interests and talents, in order that they can flourish. Our school is a unifying heartbeat, enabling everyone to feel welcomed and valued as members of our community.

The study of English Language and Literature sits at the heart of our Christian vision: *"Though we are many, we are one body."* Through reading, writing, speaking and listening, students encounter a rich diversity of voices, experiences and perspectives, learning to value both their own unique identity and the contributions of others. Inspired by the ministry of Jesus, the English curriculum empowers every student to discover and develop their God-given gifts, equipping them to communicate with confidence, empathy and integrity. By fostering creativity, critical thinking and teamwork, we encourage all members of our community to flourish, using the power of language to build relationships, communicate effectively and find their place in the world. In this way, English plays a vital role in nurturing a community where every individual is welcomed, valued and encouraged to succeed.

Core Values

The English Department at Ranelagh School aims to foster a life-long enjoyment of reading and writing alongside the core values of the Ranelagh School Learner Profile:

- **Confidence** - Students who are self-assured are more likely to take risks, see mistakes as learning opportunities and be open to new learning experiences. They have poise and self-belief; this means that even when learning is difficult, they will persist. For example, the students are encouraged to express ideas and opinions in whole class and group situations. They are given opportunities to make formal presentations to the class and to engage in drama activities in order to build their self-confidence.
- **Resilience** - Students are able to keep learning even when they find work difficult. They show flexibility and stamina. When they need to work for long periods on challenging problems they persevere. For example, when written work has been returned, students are expected to respond to feedback and fix areas for improvement. The students are also given opportunities to build their writing stamina as they progress through the Key Stages.
- **Curiosity** - Students who are keen to enquire will ask questions and have a genuine interest to learn more. They are inquisitive and work hard on further developing their skills and knowledge. This means they are more likely to understand their own abilities, interests and future aspirations. For example, in English, students are expected to read widely during their 10-minute reading time at the beginning of the lesson as well as in their library lessons. Students are also given regular research tasks to develop their knowledge.
- **Creativity** - Students use inventive, resourceful and original ways to learn. They produce learning outcomes that demonstrate their ingenuity and imagination. For example, students are given opportunities to write for different purposes and audiences including: letters, diary entries, articles, stories, reviews, reports, play-scripts and poetry.
- **Empathy** - Students can listen, understand and learn from others. They are well placed to work as part of a team. They show warmth, humour and positivity and collaborate effectively with others. Students are given opportunities to work in group and taught speaking and listening skills.
- **Independence** - Students are self-motivated, they understand how they learn and can manage themselves. They have self-belief, can access resources and know how to learn successfully beyond Ranelagh. Students are encouraged to read widely through the Ranelagh Reader's scheme, analyse and evaluate ideas within a range of texts independently before discussing as a whole class.

Ranelagh English Department Intent

The Ranelagh English Department, which consists of 5 full time and 3 part time teachers, is committed to developing a love of reading, writing and self-expression whilst following the National Curriculum.

It is our intention to foster a life-long love of literature and language through inspirational teaching that reflects the RSLP vision and Christian ethos. Our core programmes of study have been designed to support and stretch all learners, from low to high prior attainers, within mixed ability classes. We also teach a variety of literature that reflects diversity within our cultural heritage. It is our intention to provide a stimulating environment where students will acquire the knowledge, skills and self-awareness to prepare them for life beyond formal education.

Implementation and Sequencing

Our curriculum builds on the fundamental literacy concepts learnt at Key Stage 2 in order to prepare the students for higher education, apprenticeships and employment.

From Year 7, students are taught in mixed ability classes where they follow a core programme of study. At Key Stage 3, termly topics are used as a springboard to teach reading, writing, literacy and oracy around the theme. At Key Stage 4, all students follow the WJEC/Eduqas GCSE syllabus and are entered for the English Language and Literature examination. Entry for the iGCSE, English as a Second Language, and Functional Skills may also be offered, as an additional qualification, to students who would benefit from an alternative pathway. We also have provision for students in Year 12 to retake English Language GCSE if they do not meet Grade 4. English Language and Literature are taught simultaneously as the skills required for the reading component of the English Language exam are similar to the skills required for English Language reading. At Key Stage 5, students have the option of studying English Language or Literature at A Level; both courses follow the OCR syllabus.

Reading Skills

Throughout Key Stage 3, students read a range of fiction and non-fiction including: novels, poetry, plays, autobiographies, speeches and articles from different social and historical contexts. A range of literature has been chosen in order to develop the students' understanding of the past and current world as well as appreciate the ways in which context has influenced the work. Furthermore, when studying texts, teachers will draw attention to Christian themes and ideas, such as: community, responsibility and respect for one another. The students also study texts that enable them to develop an appreciation and respect for diversity.

At the start of Year 7, students study a transition unit to bridge the gap between Key Stage 2 and 3. For example, they are introduced to new reading skills, such as basic textual analysis – point, evidence, explain (PEE). As they progress through Key Stage 3, the students are taught reading skills such as: search and find, explanation, inference, language analysis, evaluation, synthesis and comparison. Critical reading skills are introduced from an early age to, not only prepare the students for their GCSE course, but to help them to become critical thinkers who have an enjoyment for the way in which language can be crafted for meaning and effect.

As well as reading core texts, chosen collaboratively by the English team, students are also encouraged to read independently and for pleasure. Working in collaboration with the learning resource centre, the students are encouraged to read widely through: the Ranelagh Readers scheme; Year 7 and 8 book club; sponsored Read for Good charity; The Globe Players theatre visits; fortnightly library lessons and 5-minute silent reading at the beginning of English lessons. Fortnightly library lessons at Key Stage 3, provide students with an opportunity to engage with a variety of topics, such as: library skills, dystopian fiction, banned books and diversity. The students also carry out collaborative projects such as: the Dewey research project, genre, context, fake news, library design, book to film and history of the English Language projects. Furthermore, library lessons provide opportunities for the students to take part in reading competitions and celebrate national calendared events such as: Poetry Day, Black History Month, Remembrance, LGBT Month, International Women's Day, World book Day, Shakespeare Day, Mental

Health Awareness week and Pride month. Books and activities are promoted by the Librarian to build an awareness of diversity as well as an appreciation for the richness within literature.

In Year 9, students begin the transition to Key Stage 4 by further developing the skills and knowledge required for GCSE, such as: reading more challenging texts; examining themes, ideas, context and language at a deeper level; learning more advanced vocabulary and building writing stamina. The students begin studying poetry from the Eduqas poetry anthology in Year 9, which is re-visited in Year 11 when they have further advanced their literary skills.

As a result of the passionate and inspirational teaching that provides challenge for the more able at GCSE, some students go on to study the subject at A Level. The students begin their learning with a transition unit to improve their independent study skills and prepare them for the course. The transition unit for English Literature covers: the history of English literature as a subject; annotation skills; aspects of narrative writing; more advanced analytical skills and an introduction to critical concepts. English Language A Level covers: the way in which English language has evolved; word classes with specific reference to lexis and syntax; an introduction to new linguistic terms; a focus on context, purpose and receiver. Throughout the course, the students develop their knowledge, understanding and skills to prepare them for their examinations, university and future employment. English Literature and Language are pathways to careers such as: journalism, teaching, broadcasting, law, occupational and speech therapy. Past students have gone on to study English Literature at universities, such as: Exeter, Durham and Cambridge. English Language students have gone on to study courses such as: Speech Therapy at Reading, creative writing at York and Early Years at Norland.

Writing Skills

Throughout Key Stage 3, students are taught skills to develop their fiction and non-fiction writing using concepts learnt at Key Stage 2. Students are taught how to write for different purposes and audiences using a range of forms, such as: stories, speeches, letters, articles, reviews. Lower down the school, students will focus on descriptive/narrative writing along with forms of non-fiction, such as speeches, letters and diary entries. As they progress through Key Stage 3, they are taught a wider range of non-fiction, such as: articles and reports. Furthermore, students are taught skills to make their writing well-organised, clear, fluent and engaging. For instance, students are taught how to: organise their writing into topic paragraphs using planning frames and mind maps; use rhetorical devices and descriptive techniques to engage their audience; signpost their ideas using connectives; use a range of punctuation for clarity and effect.

At the beginning of Year 7, students review key elements of literacy learnt at Key Stage 2 and begin with an extended autobiographical writing piece, which is used as a base-line test to assess the quality of their writing and measure progress throughout the year. In Years 8 and 9, students continue to build on the skills taught lower down the school, but are taught to write for a wider range of purposes and audiences using more advanced techniques, such as: punctuation for effect, irony and counter argument. As they approach Key Stage 4, students are encouraged to develop their writing stamina as well as express themselves in creative and convincing ways.

Beyond the curriculum, the Department offers an annual after school Young Journalist club (The Edit), which is a Youth Media initiative put together by Sky. Students who attend create a 90 second video report on a current topic of national interest, which can be shared on the school website. The club is open to Year 8 students who are aspiring journalists or broadcasters.

Literacy

The teaching of literacy is taught through textual analysis, creative writing and oracy. Students are expected to apply the skills learnt at Key Stage 2 in their writing and discreet lessons are taught to address gaps in their learning or introduce new skills. A bank of literacy starter activities is available to review basic literacy and can be used during marking feedback. Students are also required to repair their work and set themselves targets for improvement. Spelling corrections are recorded in the middle of exercise books and spelling tests are set to learn common errors and subject specific words. As well as teaching the importance of accuracy in writing, students at Key Stage 3 develop their vocabulary through fortnightly computer-based Bedrock lessons. Teachers ensure that students are recording new vocabulary in their exercise books and encourage them to use their learning in their English lessons as well as more widely in other subjects. New vocabulary is also taught explicitly through the class

reader where new words are taught using strategies such as: etymology, synonyms/antonyms, connecting to context, word parts and families. Less able students are supported with word banks and glossaries. Students also carry out language and dictionary challenges as part of their Library Skills unit of work. High levels of literacy opens up opportunities within the job market and enables social mobility. It is also an important part of basic communication in every-day life, such as sending emails, writing letters and filling in documentation.

Oracy

Oracy is a key part of learning in English as it helps improve: the content and structure of writing, empathy and self-confidence. Using the Voice 21 framework, students are taught the importance of the physical, linguistic, cognitive as well as social and emotional skills that improve, discussion, presentation and debate. Our English programme of study provides opportunities to teach cognitive skills of discussion, such as: structure and organisation; building on the views of others; clarifying and summarising; self-regulation and reasoning. When presenting to the class, students are taught how to vary the tone and pace of their speech as well as use strategies to engage their audience using gesture, facial expression and eye contact. Students also learn how to adapt their talk for different purposes using a suitable register, grammar, vocabulary and rhetorical devices to engage their audience. Furthermore, students develop their social and emotional skills through teamwork, drama and careful consideration of their audience. Opportunities for developing oracy begin in Year 7 where pupils give presentations and persuasive speeches to promote a chocolate bar and charity of their choice for the Citizenship unit. In Year 8, the students use oracy for dramatic purposes to build empathy and engage with characters in Macbeth. By Key Stage 4, the students should have acquired many of the skills required for their Speaking and Listening GCSE as well as the confidence to express themselves in everyday life. Many of the skills developed prepare students for university and enable them to pursue careers in law, politics, teaching, management, public relations and acting.

Retention of Learning and Assessment

As the students advance through the key stages, learning is retained as reading and writing skills are revisited through units of work. For example, students are reminded of the skills and conventions for particular forms of writing and opportunities to practise are embedded throughout the schemes of work. Furthermore, students are required to use the range of reading skills acquired throughout Key Stage 3 when they study a new text. Literacy is revisited using discreet starter activities when an area for attention is diagnosed during marking. Furthermore, spelling tests are set to retain accuracy of key and high frequency words when required. At Key Stage 4, opportunities for recall are embedded into schemes of work and topics revisited throughout the year.

Students at Key Stage 3 are assessed for reading and writing 4 times during the year in order to consolidate learning and assess progress. At Key Stage 4, students are assessed at the end of each component. At Key Stage 5, regular essays are set as homework and a formal classroom assessment is set during the end of the Autumn or beginning of the Spring term. All essays are marked using grade descriptors attached to the work, so that the students can clearly identify their areas for improvement. All year groups have a formal examination period at the end of the year or the end of the Autumn term/beginning of the Spring term in Year 11 and 13. During the examination period, students return to topics that feature in their assessments using teacher led and collaborative tasks to practise skills, collect quotes, revise context, plan answers and share strategies to retain information, such as post-it notes, revision cards and mind maps. Many of the revision activities include creative tasks to help students retain information through enjoyment of learning. For example, students produce theme/character posters for display, design revision guides or create a powerpoint to present to the class. When assessments have been marked, feedback is given and time is set aside in class for students to repair their work and respond to the feedback, so that they can fully engage with their targets.

Provision for SEN, Disadvantaged and Priority Groups

It is a priority within the Department to ensure that all students within the mixed ability groupings can thrive. All teachers are familiar with students who have additional needs and consult available documentation to support their first wave teaching. Students with additional learning needs, who do not have an EHCP, are supported using structured support, such as stem phrases, key words and planning frames. Additional needs are also met through seating plans and timely teacher intervention when required. LSAs are generally attached to subjects where they have considerable subject knowledge. It is the responsibility of each teacher to work in partnership with the LSA to support students within the classroom.

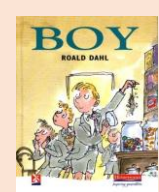
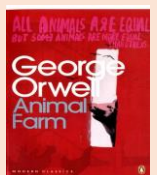
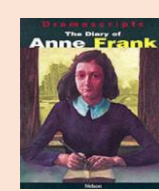
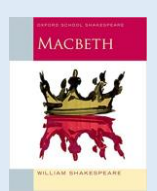
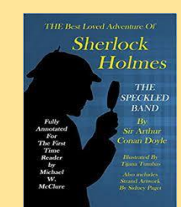
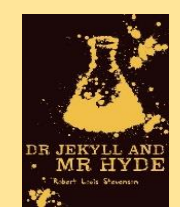
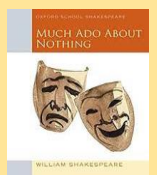
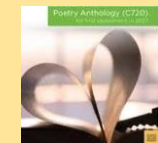
Disadvantaged students are catered for within and beyond the classroom. It is the responsibility of the class teacher to monitor progress and liaise with the inclusion manager to help students meet their targets. Additional resources beyond the classroom, such as: study guides, English interventions and mentoring can be available should they be required.

Additional support is given to students who are unable to come into school. Work is uploaded to TEAMS to help students follow the curriculum until they are well enough to return to the classroom.

All teachers are expected to create a stimulating learning environment that stretches the most able whilst supporting the low prior attainers. Lesson objectives are open ended to encourage an organic learning environment. For example, students will look at how a theme, idea or character is presented in a novel or discuss thoughts and ideas around a particular argument. They will also be encouraged to think creatively and with flair. Teacher questioning is probing and challenging to encourage more able students to explore ideas from a range of perspectives. More able students are also encouraged to read more widely and are directed towards challenging texts, such as popular classics.

Professional Development

Teacher subject knowledge is continuously extended through appraisal, the sharing of ideas/resources and attendance on courses when requested. Teachers within the department also contribute to the writing of schemes of work, which help to improve their subject knowledge as they gather resources and ideas. Regular moderation takes place to standardise assessments and develop a deeper understanding of the grade descriptors. Members of the Department usually attend annual examboard meetings for GCSE and A Level; updates are shared with the team. Teachers are also expected to take on a mini action research project as one of their appraisal targets. The projects encourage teachers to engage with reading around an area of interest or development and to put learning into practice within the classroom. Time is set aside at Department meetings to share with the rest of the team.

Year	Autumn Term	Spring Term	Summer Term
7	GENRE STUDIES & AUTOBIOGRAPHY  	Language and Power 	Voices and Values 
8	CONFLICT 	Crime and Consequences 	IDENTITY 
9	Power and Responsibility  	Love and Relationships 	GCSE transition: poetry & non-fiction reading/writing 

Year 7

	Autumn Term (12 weeks)	Spring Term (12 weeks)	Summer Term (12 weeks)
Unit of Study	Genre Studies & Autobiography (Roald Dahl)	Language and Power (Animal Farm)	Voices and Values (The Diary of Anne Frank play & Poetry)
Knowledge and Skills	To cover the transition from Year 6 into Year 7. To develop a range of reading strategies (group and independent) in autobiographical, fiction and non-fiction texts. To develop inference and analytical skills with an introduction to Point, Evidence and Explanation. To develop individual and group speaking and listening skills, including S&L creating own chocolate bar. To develop non-fiction writing skills in the form of own autobiographical writing.	To develop knowledge of social and historical context and allegorical writing. To develop inference and analytical skills through reading, writing and oracy. To develop use of Point, Evidence and Explanation, analysing language and devices used by a writer in a range of text types. To develop fiction and non-fiction writing skills (stories, articles, persuasive speeches, diary entries and monologues)	To develop knowledge of social and historical context centred around the effects of war on resilience, using research and drama devices. To continue to develop speaking and listening skills through the reading of the main playscript and through class discussions. To develop empathy and citizenship through an advertising campaign for a charity offering hope. To develop fiction and non-fiction reading and writing skills through poetry, narrative stories, speeches and presentation techniques.
SMCS	Responding to themes and ideas using empathy, thoughts and ideas: Growing up.	The Russian Revolution, the power of language. Capitalism versus Communism. The Purges. Responding to themes and ideas using empathy, thoughts and ideas.	The holocaust, human nature, Judaism. Responding to themes and ideas using empathy, thoughts and ideas. Citizenship – advertising campaign.
Literacy & Oracy	Bedrock, structured talk toolkit.		
Assessment	Spelling age test, baseline reading assessment and, baseline writing assessment.	<u>'Animal Farm' reading assessment.</u>	End of year exams - English language reading and writing.
Library Lessons	Introduction to the library, non-fiction and library skills, reading records, Ranelagh Readers, Read for Good.	Reading records, genre project	Reading records, book jacket design project.

Year 8

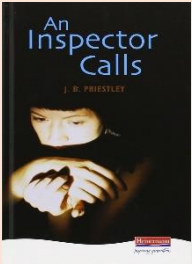
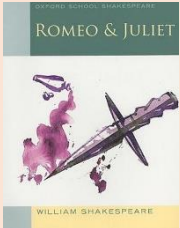
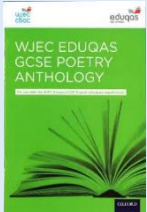
	Autumn Term (12 weeks)	Spring Term (12 weeks)	Summer Term (12 weeks)
Unit of Study	Conflict (Hunger Games)	Crime and Consequences (Macbeth)	Identity (Frankenstein & Cultural Poetry)
Knowledge and Skills	To develop knowledge of dystopian fiction. To build reading stamina in a longer text. Analysing the dystopian text through inference and close language analysis, using terminology. To look at bias and propaganda in the media, linking to citizenship. To develop non-fiction writing skills (letters and speeches).	To develop knowledge of Jacobean social and historical context, Shakespeare's life and Elizabethan theatre. To develop knowledge of Victorian social and historical context and the crime fiction genre. To develop inference, analytical skills, and basic evaluative skills. To develop narrative writing skills in addition to non-fiction (recipes, poetry).	To introduce the idea of identity and diversity through a range of poems from other cultures. To develop knowledge of the Gothic literary genre through inference, analytical skills, and basic evaluative skills. To develop script writing skills and dramatic techniques (including hot-seating). To read a selection of non-fiction texts and articles on modern-day science.
SMCS	Dystopian fiction and societies. Responding to themes and ideas using empathy and personal opinion. Bias in the media – recognising the influence, advantages and disadvantages of media in society. (Citizenship)	Jacobean attitudes towards gender, Kingship, witchcraft, superstition in Macbeth, the power of good vs. evil. Victorian attitudes towards crime and punishment, conventions of the crime literary genre (whodunnit?). Evaluating themes and ideas using empathy.	The Gothic literary tradition, the ethics of scientific experiments e.g cloning, attitudes towards individuality and disability. Responding to themes and ideas using empathy and personal opinion.
Assessment	Spelling age test, diagnostic writing and handwriting speed test, <u>Hunger Games non-fiction writing assessment.</u>	<u>Macbeth reading assessment.</u>	End of year exams - English language reading and writing.
Literacy & Oracy	Bedrock, structured talk toolkit.		
Library Lessons	Reading records, Ranelagh Readers, reading for pleasure/purpose and library design project.	Reading records, library design project.	Reading records, non-fiction research and referencing project.

Year 9

	Autumn Term (12 weeks)	Spring Term (12 weeks)	Summer Term (12 weeks)
Unit of Study	Power and Responsibility (The Speckled Band & Jekyll & Hyde)	Love and Relationships (Much Ado About Nothing)	GCSE transition: poetry & non-fiction reading/writing
Knowledge and Skills	To develop knowledge of social and historical context, symbolism and allegorical writing. To develop further inference, analytical and evaluative skills through reading, writing and oracy, using accurate terminology. To develop knowledge of 'fake news' and its position in the media linking to Citizenship. To develop narrative writing and non-fiction writing skills (narratives, descriptive writing, reports using a range of rhetorical devices.)	To develop knowledge of social and historical context within the texts: Shakespearean comedy and theatrical devices, such as dramatic irony, soliloquies, use of verse vs prose. To develop inference, analytical skills, evaluative skills and comparative skills through reading, writing and oracy. To develop non-fiction writing skills (evaluative writing using compare and contrast connectives, reviews, dramatic monologues)	To develop knowledge of social and historical contexts; a range of more complex poetic devices and forms, such as sonnets, free verse, enjambment, caesura, internal rhyme, etc. To develop inference, analytical, evaluative skills and comparative skills through reading, writing and oracy. To develop knowledge of the conventions of 19th century and 21st century non-fiction texts, such as biography, diaries, articles, web pages. To develop non-fiction writing skills: reports, articles, speeches, formal/informal letters, reviews.
SMCS	The duality in human nature, conflict between science and religion, the rigid constraints of Victorian reputation and secrecy. Responding to themes and ideas using empathy and evaluation.	Elizabethan attitudes towards marriage and gender (arranged marriages and honour) Responding to themes and ideas using empathy and evaluation	War poetry: Boer War, WW1, Bosnian war, propaganda, patriotism vs horror of war. Love poetry: 18th and 19th century love poetry vs 20th century, attitudes towards love, love and spirituality. Examining writers' attitudes and opinions towards topical themes; Expressing an argument or opinion using different forms of writing. Responding to themes and ideas using empathy and evaluation.

Assessment	Spelling age test, diagnostic writing and handwriting speed test, <u>'Jekyll & Hyde' reading assessment.</u>	<u>'Much Ado About Nothing' reading assessment.</u>	End of year exams: English language reading.
Literacy & Oracy	Bedrock, structured talk toolkit.		
Library Lessons	Reading records, Ranelagh Readers, banned books, diverse superhero design	Reading records, the history of the English language.	Reading records, social and historical context project.

KS4 English Programme of Study

Year	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
10	AN INSPECTOR CALLS 	English Language Component 1 (Fiction) 	Romeo and Juliet 		English Language Component 2 (Pre 19th & 21st Century Non-fiction)  <i>End of Year exams English Language Component 1</i>	Unseen Poetry 
11	A CHRISTMAS CAROL 	Speaking and Listening Assessment  <i>Mock Exams English Lang. & Lit. Comp. 2 (ACC, AIC, UP)</i>	Poetry Anthology (nature, people & places) 	English Language Component 1 & 2 Revision <i>Mock Exam English Lit. Comp 1 (R&J, Poetry Anthology)</i>	Revision 	

Year 10

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Unit of Study	An Inspector Calls	English Language Component 1	Poetry Anthology	Romeo and Juliet	English Language Component 2	Unseen Poetry
Knowledge & Skills	To read, understand and respond to texts. Students should be able to: - Maintain a critical style and develop an informed personal response; - Use textual references, including quotations, to support and illustrate interpretations. To analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.	To Identify and interpret explicit and implicit information and ideas. To Select and synthesize evidence from different texts. To Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. To evaluate texts critically and support this with appropriate textual references. To communicate	To read, understand and respond to texts. Students should be able to: - Maintain a critical style and develop an informed personal response; - Use textual references, including quotations, to support and illustrate interpretations. To analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.		To Identify and interpret explicit and implicit information and ideas. To Select and synthesize evidence from different texts. To Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. To evaluate texts critically and support this with appropriate textual references. To communicate clearly, effectively and imaginatively, selecting and	To read, understand and respond to texts. Students should be able to: - Maintain a critical style and develop an informed personal response; - Use textual references, including quotations, to support and illustrate interpretations. To analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

	To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. To organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.		adapting tone, style and register for different forms, purposes and audiences. To organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	
Literacy/Oracy	Key vocabulary, terminology and theatrical devices	Sentence variation, punctuation for effect, literary devices, description and word level, time phrases, punctuation and layout of speech, spelling	Key vocabulary, terminology and theatrical devices in Shakespeare's work		Rhetorical devices, counter argument, punctuation for effect, connectives, sentence variation, tone, organisation of topic paragraphs, spelling	Compare & contrast connectives, poetic devices and terminology

SMCS	Capitalism vs. Socialism, community & responsibility, Edwardian England, WW1 and WW2, biblical references and links to God		Elizabeth attitudes towards love and marriage, courtly love, biblical references and links to the divine, fate		Expressing a personal point of view	Evaluation and personal viewpoint
Assessment	Poetry Anthology assessment	'An Inspector Calls' Assessment	English Language Comp 1 Assessment (Walking Talking)	'Romeo and Juliet' assessment		End of year Exams Eng. language Component 1 reading & writing exams

Year 11						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Unit of Study	A Christmas Carol	Speaking & Listening	Poetry Anthology (people and places)	English Language Comp 1. revision	Revision	Study Leave
Knowledge and Skills	To read, understand and respond to texts. Students should be able to: - Maintain a critical style and develop an informed personal response; - Use textual references, including quotations, to support and	To demonstrate presentation skills in a formal setting. To listen and respond appropriately to spoken language, including to questions and feedback to presentations.	To read, understand and respond to texts. Students should be able to: - Maintain a critical style and develop an informed personal response; - Use textual references, including quotations, to	To consolidate understanding of key reading and writing skills for the English Language exam; to developed writing stamina and time management using practice papers.	To learn recall skills to remember context and quotes for the English Literature exam; to consolidate understanding of key reading and writing skills for the English Language and	

	illustrate interpretations. To analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. To show understanding of the relationships between texts and the <u>contexts</u> in which there were written.	To use spoken Standard English effectively in speeches and presentations.	support and illustrate interpretations. To analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. To show understanding of the relationships between texts and the <u>contexts</u> in which there were written.		Literature exam; to developed writing stamina and time management using practice papers; to work collaboratively to share knowledge.	
Literacy/Oracy	Key vocabulary, terminology and devices	Presentation skills & rhetorical devices	Compare & contrast connectives, poetic devices and terminology			
SMCS	Victorian attitudes towards the poor, the industrial revolution, Christianity, Christmas, biblical references, social responsibility	Expressing a personal point of view	Social, historical and biographical context around the poems, evaluation & personal viewpoint			
Assessment		Mock Exams English Language and Literature Component 2	'Romeo and Juliet' assessment	'Poetry Anthology' assessment	Component 1 (Walking Talking)	

KS5 English Literature Programme of Study (OCR)

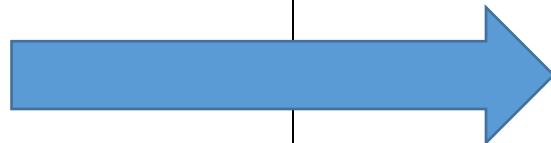
Year 12 A Level English Literature (OCR) 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	H472 02	H472 02	H472 01	H472 01	H472 03 H472 01	H472 03 H472 02
TEACHER 1	Induction and transition: Approaches to Critical Reading & How to plan an essay “3 rd ” Gothic text e.g. Rebecca	Rebecca	Hamlet	Hamlet	Mock Exam prep including Unseen Gothic A Streetcar Named Desire	A Streetcar Named Desire 1000 word Task 1 CW essay Summer Reading: Death of a Naturalist and This Boy’s Life
TEACHER 2	Induction and transition: Aspects of Narrative (David Lodge); the history of English literature as a subject, critical theory & concepts; Gothic concepts; approaches to independent study and critical reading at A Level Dracula	Dracula	Rossetti, including links to feminist readings (Yellow folder)	A Doll’s House	Mock Exam prep Rossetti/Doll’s House	Bloody Chamber

Knowledge & Skills	Students will learn: How to articulate personal and creative responses to literary texts using concepts and terminology, and coherent written expression. To analyse ways in which meanings are shaped in literary texts.	Students will learn: To demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. Explore connections across literary texts Explore literary texts informed by different interpretations	Students will learn:	Students will learn:	Students will learn:	Students will learn:
SMCS	Gothic literary genre; Victorian social and historical context – attitudes towards women, class and religious values in Dracula	Attitudes towards women in 1930s and the impact of self-image and coercive control for Rebecca	Gothic literary genre; Victorian social and historical context – attitudes towards women, class, morality and religious values in Rossetti poetry	19th century European context; Shakespearean literary context and gender identity in 'A Doll's House'	What is the ultimate value of education – specifically history and English	
Assessment			Timed Assessment: Gothic comparison	Timed Assessment Gothic Unseen		End of year exams: Gothic comparison Coursework task 1

Year 13
A Level English Literature (OCR)
2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	H472 03 H472 02	H472 03 (+02) H472 02	H472 01 H472 02	H472 01	H472 01 Coursework (03) Deadline 15th May	
TEACHER 1	Seamus Heaney/ Tobias Wolff (Begin Task 2: comparative 2000 word essay by Half Term)	Task 2 writing and drafting: complete by Christmas Unseen “Gothic” links/ Revise Rebecca	Twelfth Night	Twelfth Night	Twelfth Night & Unseen Gothic links	Revision
TEACHER 2	Bloody Chamber & Gothic unseen	Bloody Chamber & Dracula comparisons and Gothic unseen	Rossetti and Ibsen	Dracula and The Bloody Chamber	Revision	Revision
Knowledge & Skills	Students will further develop: Students will learn: How to articulate personal and creative responses to literary texts using concepts and terminology, and coherent written expression.	Students will further develop:	Students will further develop:	Students will learn: Recall skills to remember context and quotes for the English Literature exam; to consolidate understanding of key reading and writing skills; to develop writing stamina and time management using	Students will learn:	Students will learn:



	To analyse ways in which meanings are shaped in literary texts. To demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. Explore connections across literary texts Explore literary texts informed by different interpretations			practice papers; to work collaboratively to share knowledge.		
SMCS	Gothic literary genre; Victorian social and historical context – attitudes towards women, class, morality and religious values.	Empathy for a different culture when studying Heaney; dilemmas when growing up – the male experience and parenting.				
Assessment	Autumn term timed assessment: Gothic unseen Coursework task 2	Autumn term timed assessment: Rossetti/Ibsen Coursework task 2	Mock examinations: Rossetti/Ibsen & Twelfth Night			A Level examination

KS5 English Language Programme of Study (OCR)

Year 12 A Level English Language (OCR) 2025-2026

	Autumn Term	Spring Term	Summer Term
TEACHER 1 (Chapters: 1, 2, 3)	Key concepts and language levels (in written texts) Language Exploration • Register and Formality • Mode • Genres • CAP	Language in Use Power • Influential and instrumental power • Synthetic personalization and power • Talk and power	Language in Use Gender • Sexist language • Gender and talk • Gender representation • Gender in Advertising Technology • Digital English • Meaning and typeface • Social networking sites • Chatrooms
TEACHER 2 (Chapters 1, 2, 6)	Key concepts and language levels (in spoken texts) • Spoken vs Written • Transcripts • Theories of Conversation	Comparing and Contrasting Texts • Variation in Speech • Dialect and Accent • Language variation and attitudes	Language Change • The ages of English • Prescriptivist and Descriptivist approaches • Sociohistorical context • The codification of English • Orthographic change

Notes	Mock Exam: Component 1 – Exploring language	Draw attention to possible investigation (coursework) titles	Mini investigation task in groups (C/W preparation) Summer homework: Revision and preparation for Investigation (coursework)
Knowledge & Skills	Students will gain knowledge and skills in the following: Lexis and semantics, learning relevant terminology. Grammar and morphology at sentence, clause and word levels. Pragmatics in content, including politeness principles, accommodation theory and Grice's Maxims (theories). Discourse, including extended texts in different genres, modes and contexts. Students will also gain an understanding of how language can be applied in a range of contexts such as social and individual varieties of language and identity in both written and spoken English. They will be able to read and understand spoken language transcripts. Students will learn how to apply critical skills of interpretation, evaluation and analysis, making references to texts and sources.	Students will gain knowledge and skills in the following: Students will be able to recognise and discuss how language is employed both explicitly and implicitly, covering a range of theorists' ideas, including: • Influential power • Instrumental power • Power in discourse • Power in multi-modal texts • Synthetic personalization and the artificial creation of a personal relationship between producer and receiver of a text.	Students will gain knowledge and skills in the following, covering a range of theorists' ideas, including: • Language and gender • Sexism in language • The dominance approach • Gender representation in non-fiction texts • Advertising and gender • The rise of technology and the introduction of 20th and 21st century technological neologisms • The rise of digital technology • The history of English language, charting language change from old English to the present day. • The debate between prescriptivists and descriptivists Students will undertake original writing for real-world purpose on a topical language issue, incorporating their knowledge of language and power, gender language change and technology.

SMCS	Understanding etiquette and politeness principles in social situations.	Understanding different types of power in social situations and the influence of power in written/spoken texts.	Understanding diversity in society and how language has changed in terms of gender in the past decades.
Assessment	Regular timed practice questions on Language Under the Microscope to test understanding. (Comp 1). Practice question on spoken and written texts (Comp 1). All tasks are marked using mark scheme front covers.	Continuation of timed practice questions on Component 1. Introduction of practice questions on Component 1, Section B: Writing about a topical language issue. All tasks are marked using mark scheme front covers.	Regular timed practice questions on Component 2: Language Change. Continuation of timed practice questions on Component 1, Section B: Topical language issue. End of Year Exam Component 1: Exploring Language. Whole paper.

Year 13
A Level English Language (OCR)
2025-2026

	Autumn Term	Spring Term	Summer Term
TEACHER 1 Chapters: 4 & 5 Revision: 1 and 3	Child Language Acquisition • Key stages • Theories and concepts CLA data	Language in the Media • Theories and concepts • Gender in media texts • Language and technological advances	Revision • Language exploration • Power • Gender • Technology • CLA • Media
TEACHER 2 Supervision of coursework Chapter 4 Revision: 2 and 6	Independent investigation Coursework and Writing (teaching and supervision) Language in the Media	Language in the Media (continued) • Different forms of technology • Context and new technologies • Application of the language levels Revision	Revision (Continued) • Comparing and Contrasting Texts • Language Change • Writing • Media
Notes	Component 2: Dimensions of linguistic variation First formal draft of C/W to be completed in lessons the week before half term; one-to-one conferences at the start of the second half term.	Final deadline for coursework: first week in February.	

Knowledge & Skills	Students gain knowledge and understanding of children's acquisition of spoken language over the age range 0-7 years old. Students focus on linguistic analysis of short samples of authentic children's spoken text, including phonemic features. They develop a knowledge of the phonetic alphabet and signs. Students develop analysis of linguistic features of texts, with reference to theoretical concepts of how children learn, concentrating on theorists, including Skinner, Chomsky, Pinker and Halliday, etc. Students learn how to research and structure coursework, including the creation of an academic poster, using the Harvard system of referencing.	Students gain knowledge and understanding of discourse in multi-modal texts, including graphological features. They are able to bring together the relevant theories of language and power; language and gender; language change or language and technology already learn. Students study a range of multi-modal texts, looking at: • Media bias • Representation • Semiotics • Social media • Intertextuality and cultural assumptions • Theorists such as Halliday, Fairclough and Barthes	Students are expected to revisit and revise all aspects of the course studied.
SMCS	Students allowed to follow their own interests (from a linguistic point of view) in their coursework. Students learning about how children develop linguistically (especially useful for those who choose to go into early years care or social work).	Students critically analyse implicit representation and bias, including misinformation and fake news. They are able to understand what the producer of a text is attempting to do in terms of manipulation of audience.	
Assessment	Coursework draft Section 1 (by end of autumn term). Timed Practice essays: Child Language Acquisition, marked using front cover sheets.	Coursework draft Section 2 (by end of February half term). Coursework completion by Easter. Timed Practice essays: Media. Mock Exams: Component 2: Dimensions of Linguistic Variation.	A Level English Language Components 1 and 2 (final).

English Department KS3 and KS4 “best work” Criteria

Excellent E	☐ Very well presented ☐ Detailed and very well organised ☐ Imaginative and thoughtful work ☐ Secure PETES – clear evidence, well explained quotes, zooming in on language effects and accurate use of terminology. ☐ Only one or two SPAG errors – for example, complex words may be spelt incorrectly
Good G	☐ Fairly well presented ☐ Some detail and reasonably well organised ☐ Some imagination and thought ☐ Increasingly secure PETES – some evidence , some quotes explained, some zooming in and terminology. ☐ May be some SPAG errors, but no or few basic errors, such as high frequency words
Satisfactory S	☐ Presentation needs work ☐ Lack of detail and clear organisation ☐ Lacks imagination and thought ☐ PETES not always secure – may lacks evidence, quotes not always explained, little evidence of zooming in and terminology ☐ A high number of SPAG errors due to lack of checking and care
Unsatisfactory U	☐ Poorly presented ☐ Very little written and lacks clear organisation ☐ Very little imagination and thought ☐ PETES not secure –lacks evidence, quotes not explained, no evidence of zooming in and terminology ☐ A very high number of SPAG errors due to lack of checking and care

