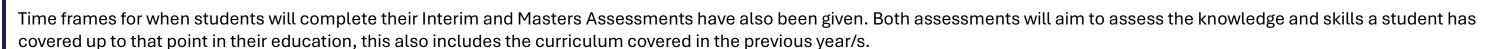
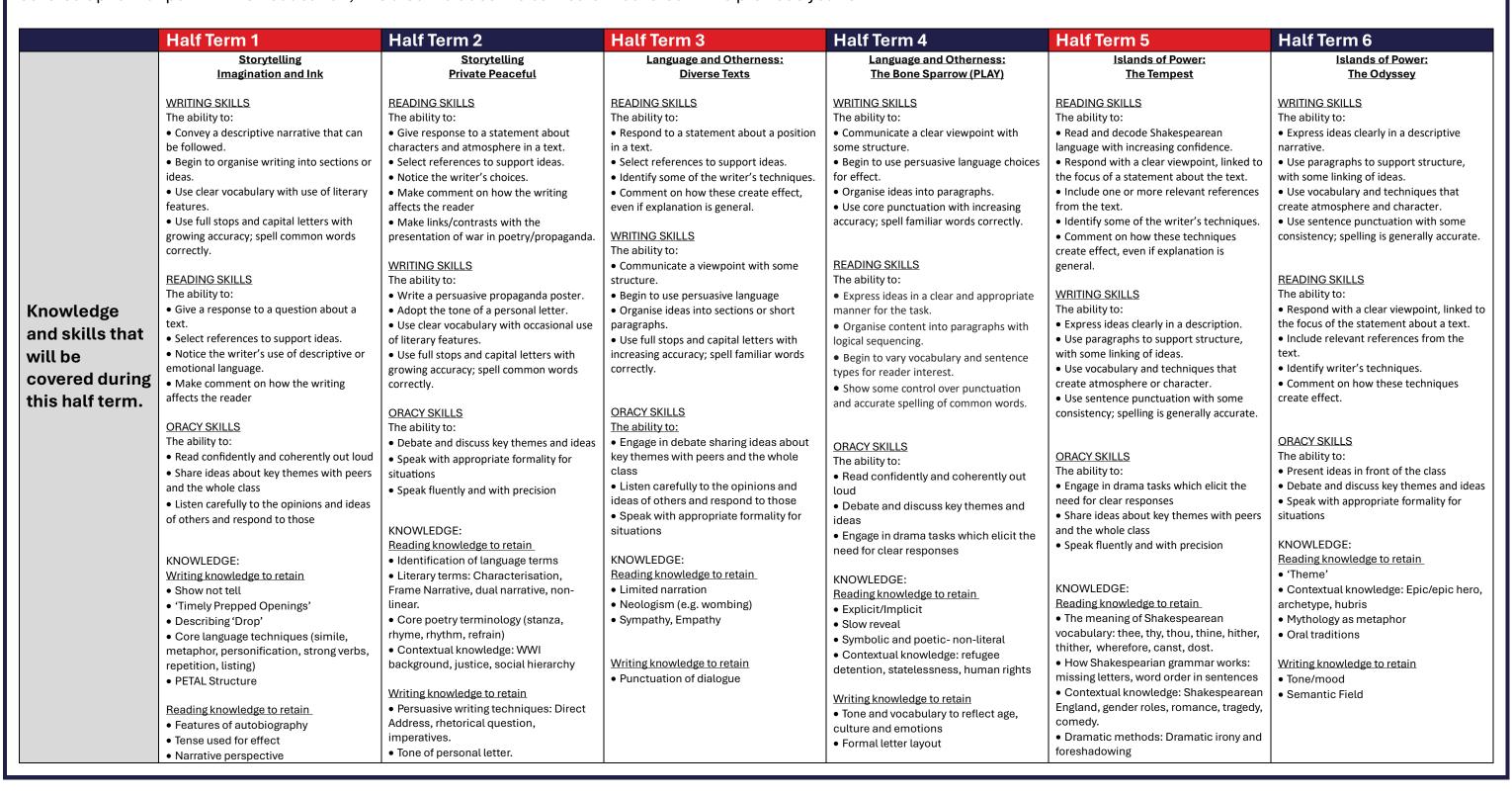
Curriculum & Rubric Map Overview 2025-2026

Year 7

The table below details the skills and knowledge students will be covering each half term in English.





	Unreliable narrators			Planning for persuasive writing Emotive Language Anecdote	Writing knowledge to retain Sensory writing Use Symbolic and poetic/ non-literal language to describe an island.	
Assessments	INTERIM 1 WRITING: Description about the experience of visiting a special	INTERIM 1 READING : Analysis of an extract from Private Peaceful.	READING: Analysis of the poem 'Blessing' by Imtiaz Dharker.	WRITING: Persuasive letter inspired by The Bone Sparrow.		INTERIM 2 WRITING: Descriptive narrative about being caught in a magical
	or unusual room.	i cacciut.			character of Gatiban.	storm.

Curriculum & Rubric Map Overview 2025-2026

Year 8

The table below details the skills and knowledge students will be covering each half term in English.

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	Voices of Protest: The Fire Eaters	Voices of Protest: Transforming Texts	Write to the Heart: Romeo and Juliet	Write to the Heart: Inspired Writing	<u>Broken Utopias:</u> <u>Animal Farm</u>	Broken Utopias: The Future is Now
Knowledge and skills that will be covered during this half term.	READING SKILLS The ability to: Consider more than one point of view and respond with a clear viewpoint, linked to the focus of a statement about a text. Include relevant references from the text. Identify some of the writer's techniques Comment on how these create more precise effects WRITING SKILLS The ability to: Express an opinion clearly with some awareness of audience. Structure writing with an introduction and development of ideas. Use some persuasive features, such as repetition or direct address. Show control over punctuation and generally accurate spelling. ORACY SKILLS The ability to: Read confidently and coherently out loud, using expression Share ideas about key themes with peers and the whole class with confidence Speak fluently and with precision KNOWLEDGE:	WRITING SKILLS The ability to: • Express an opinion clearly with some awareness of audience. • Structure writing with an introduction and development of ideas. • Use some persuasive features, such as repetition or direct address. • Show control over punctuation and generally accurate spelling. READING SKILLS The ability to: • Respond with a clear viewpoint that links to the focus of the question. • Include references that are relevant to the point made. • Identify some persuasive features or rhetorical choices. • Comment on how these techniques influence the reader. ORACY SKILLS The ability to: • Listen carefully to the opinions and ideas of others and respond to those, considering different viewpoints • Debate and discuss key themes and ideas confidently and rationally, evaluating the worth of different views and expressing your ideas with confidence	READING SKILLS The ability to: Read and decode Shakespearean language with increasing confidence. Respond with a clear viewpoint, linked to a question or a statement about a text. Include relevant references from the text. Identify Shakespearean techniques. Comment on how these create effect, even if explanation is general. WRITING SKILLS The ability to: Express ideas clearly in a straightforward narrative or description. Use paragraphs to support structure, with some linking of ideas. Use vocabulary and techniques that create atmosphere or character. Use sentence punctuation with some consistency; spelling is generally accurate ORACY SKILLS The ability to: Read Shakespearean language with confidence and expression Engage in drama tasks which elicit the need for clear, ambitious responses Read confidently and coherently out loud, using expression	WRITING SKILLS The ability to: Communicate ideas clearly using tone suited to fiction writing. Organise content into logical paragraphs with some deliberate shaping. Use descriptive and narrative devices with developing control. Use mostly accurate spelling and punctuation with a range of sentence types. READING SKILLS The ability to: Evaluate modelled writing. Include relevant references from the text. Identify techniques in modelled writing. Comment on how these techniques have been used for effect. ORACY SKILLS The ability to: Read confidently and coherently out loud, using expression Listen carefully to the opinions and ideas of others and respond to those, considering different viewpoints Speak fluently and with precision KNOWLEDGE: Reading knowledge to retain	READING SKILLS The ability to: • Make links between text and context. • two contrasting points of view a relevant and consistent viewpoint on a statement. • Support ideas with appropriate textual references. • Show understanding of how the writer's language or structure creates meaning. • Begin to explain the reader's response to character, setting or events. WRITING SKILLS The ability to: • Express ideas clearly in a descriptive narrative. • Use paragraphs to support structure, with some linking of ideas. • Use vocabulary and techniques that create atmosphere or character. • Use sentence punctuation with some consistency; spelling is generally accurate ORACY SKILLS The ability to: • Read confidently and coherently out loud, using expression • Share ideas about key themes with peers and the whole class with confidence	WRITING SKILLS The ability to: Communicate ideas clearly using tone suited to science-fiction writing. Organise content into logical paragraphs with some deliberate shaping. Use descriptive and narrative devices with developing control. Use mostly accurate spelling and punctuation with a range of sentence types READING SKILLS The ability to: Present a relevant and consistent viewpoint on the statement. Support ideas with appropriate textual references. Show understanding of how the writer's language or structure creates meaning. Begin to explain the reader's response to character, setting or events. ORACY SKILLS The ability to: Share ideas about key themes with peers and the whole class with confidence Debate and discuss key themes and ideas confidently and rationally, evaluating the worth of different views and expressing your ideas with confidence Speak with appropriate formality for situations

	Reiteration and revision of Year 7 PLUS: Reading knowledge to retain Characterisation through dialogue Symbolism Contextual knowledge: Post War Britain (Cold War) links to contemporary fears How setting reflects theme Writing knowledge to retain Monologue writing Creating mood through setting Reflective writing	Tailor vocabulary to suit audience and purpose Use some rhetorical strategies Organise talk to present a clear argument Speak with appropriate formality for situations KNOWLEDGE: Reading knowledge to retain Expert Opinion Superlative Informal Language Writing knowledge to retain Register Triples Counter-argument Features of an opinion column	Share ideas about key themes with peers and the whole class with confidence Debate and discuss key themes and ideas confidently and rationally, evaluating the worth of different views and expressing your ideas with confidence Speak fluently and with precision KNOWLEDGE: Reading knowledge to retain Aside/Soliloquy Stage Directions/Implied action Oxymoron, pun Rhyming couplets Tone shifts Parallel scenes Blank Verse Religious/conflict/fate imagery Feature of a Shakespearean sonnet	Small details-big ideas Pacing Fable Cautionary Tale Writing knowledge to retain Pacing Central conflict Narrative Arc Pathetic fallacy Concise dialogue	Listen carefully to the opinions and ideas of others and respond to those, considering different viewpoints Debate and discuss key themes and ideas confidently and rationally, evaluating the worth of different views and expressing your ideas with confidence KNOWLEDGE: Reading knowledge to retain Allegory and symbolic characters Themes of power and control, truth and revisionism Political storytelling and satire Contextual knowledge: capitalism, socialism, Russian revolution, dictatorship, authoritarian	Speak fluently and with precision KNOWLEDGE: Reading knowledge to retain Key conventions of science fiction, dystopia, utopia, speculative, Quick establishment of setting Specific detail Features of a graphic novel Writing knowledge to retain How to complete a 'narrative opening' task Writing with sci-fi conventions Graphic novel writing.
Assessments	INTERIM 1 READING: Analysis of an extract from The Fire Eaters.	INTERIM 1 WRITING: Write a persuasive article about climate change.	READING: Analysis of extracts depicting the character of Tybalt.	WRITING: Write a descriptive narrative inspired by an animated short.	INTERIM 2 READING: Analysis of extracts depicting change and celebration in Animal Farm.	INTERIM 2 WRITING: Write an opening to a science fiction story.

Curriculum & Rubric Map Overview 2025-2026

Year 9

The table below details the skills and knowledge students will be covering each half term in English.

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous years.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	Hooked on Horror:	Hooked on Horror:	Inequality and Division:	Inequality and Division: Noughts and	Horror, Heroism and Hope	Speak Up!
	Twisted Tales	The Woman In Black	Crime and Consequence	Crosses (PLAY)		
					READING SKILLS	ORACY SKILLS
	WRITING SKILLS	READING SKILLS	WRITING SKILLS	WRITING SKILLS	The ability to:	The ability to:
	The ability to:	The ability to:	The ability to:	The ability to:	Provide explained and structured	Listen carefully to the opinions and ideas
	 Communicate ideas clearly using tone 	 Present a relevant and consistent 	Communicate a clear point of view with	Offer a developed and focused opinion in	comments in response to a thematic	of others and respond to those,
	suited to genre fiction writing.	viewpoint on the statement.	appropriate tone and format.	response to the statement.	question on a poem.	considering different viewpoints
	 Organise content into logical paragraphs 	Support ideas with appropriate textual	Organise ideas with relevant	Select relevant and purposeful	Use relevant references and quotations	Debate and discuss key themes and ideas
	with some deliberate shaping.	references.	paragraphing and a logical flow.	quotations to support ideas.	Show some awareness of context and	confidently and rationally, evaluating the
	 Use descriptive and narrative devices 	 Show understanding of how the writer's 	Use persuasive devices such as rhetorical	 Identify and discuss the writer's 	authorial intent	worth of different views and expressing
	with developing control.	language or structure creates meaning.	questions or emotive language.	methods.	Offer explanation of language and form	your ideas with confidence
	 Use mostly accurate spelling and 	Begin to explain the reader's response to	Demonstrate mostly accurate SPAG and	 Evaluate how the writer shapes mood, 	Use generally clear expression and	Tailor vocabulary precisely to suit
	punctuation with a range of sentence	character, setting or events.	vary sentence structure.	character or tension for the reader.	structure	audience and purpose
	types.					Use a range of rhetorical strategies
			READING SKILLS	READING SKILLS	ORACY SKILLS	Organise talk effectively to present a
		WRITING SKILLS	The ability to:	The ability to:	The ability to:	clear argument
	READING SKILLS	The ability to:	Weigh evidence and present a relevant	Write with control and consistency, using	Read confidently and coherently out	Speak with appropriate formality for
Knowledge	The ability to:	Communicate ideas clearly using tone	and consistent viewpoint on the	tone and style to suit narrative or	loud, using expression to explore	situations
•		suited to fiction writing.	statement.	descriptive purpose.	characters' personalities	Speak fluently and with precision
and skills that						

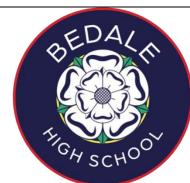


WRITING SKILLS • Weigh evidence and present a relevant Organise content into logical paragraphs • Support ideas with appropriate examples • Structure writing with clear openings, • Share ideas about key themes with peers will be The ability to: and consistent viewpoint on the with some deliberate shaping. from the text. developments and endings, using and the whole class with confidence covered during Offer a developed and focused opinion in Use descriptive and narrative devices • Show understanding of the writer's paragraphs confidently. • Debate and discuss key themes and ideas response to the statement. Support ideas with appropriate textual with developing control. techniques (e.g. repetition, direct address, • Use varied vocabulary and techniques confidently and rationally, evaluating the this half term. worth of different views and expressing references. Use mostly accurate spelling and emotive language). Select relevant and purposeful • Show understanding of how the writer's punctuation with a range of sentence • Begin to explain how these impact the · Apply spelling, punctuation and grammar your ideas with confidence quotations to support ideas. language or structure creates meaning. reader or shape tone. accurately, with a full range of sentence • Identify and discuss the writer's methods • Begin to explain the reader's response to forms. KNOWLEDGE: (e.g. language, structure, viewpoint). ORACY SKILLS character, setting or events. ORACY SKILLS Reading knowledge to retain • Evaluate how the writer shapes mood, The ability to: The ability to: **ORACY SKILLS** • Key themes of conflict poetry: power, character or tension for the reader. The ability to: ORACY SKILLS Read confidently and coherently out • Listen carefully to the opinions and violence, loss, patriotism, heroism, The ability to: loud, using expression to explore ideas of others and respond to those, • Read confidently and coherently out resistance, identity **READING SKILLS** • Read confidently and coherently out characters' personalities considering different viewpoints loud, using expression and drama to • Form and structure The ability to: convey meanings behind characters and loud, using expression to explore • Listen carefully to the opinions and · Debate and discuss key themes and • Structural devices: Give a consistent and relevant explore their personalities characters' personalities ideas of others and respond to those, ideas confidently and rationally, • Enjambment judgement in response to the statement. • Share ideas about key themes with • Share ideas about key themes with considering different viewpoints evaluating the worth of different views • Support ideas with appropriate examples Caesura peers and the whole class with peers and the whole class with Debate and discuss key themes and and expressing your ideas with from the text. • End-stopping confidence confidence • Show understanding of the writer's confidence ideas confidently and rationally, Volta • Speak fluently and with precision evaluating the worth of different views • Tailor vocabulary precisely to suit • Listen carefully to the opinions and techniques (e.g. repetition, direct address, Meter ideas of others and respond to those, and expressing your ideas with audience and purpose emotive language). • Free verse KNOWLEDGE: confidence • Use a range of rhetorical strategies considering different viewpoints • Begin to explain how techniques affect Persona Reiteration and revision of Year 7 and 8 • Organise talk effectively to present a • Debate and discuss key themes and the reader or shape tone. • 'English Intro' for poetry response KNOWLEDGE: PLUS: clear argument ideas confidently and rationally, Reading knowledge to retain Reading knowledge to retain • Speak with appropriate formality for evaluating the worth of different views KNOWLEDGE: • Gothic horror conventions- isolated Setting as mood, situations and expressing your ideas with Reading knowledge to retain confidence • Ethos, Logos, Pathos setting, dramatic weather, confinement, • Pathetic fallacy in landscape • Speak fluently and with precision supernatural, hero-villains, prophecies, • Engage in drama tasks which elicit the • Hyperbole • Complex narrative framing links to the exotic, sublime, uncanny. need for clear, ambitious responses • Fear through internal emotion KNOWLEDGE: Contrast character voice (older and Reading knowledge to retain Writing knowledge to retain Writing knowledge to retain KNOWLEDGE: • Opening hook younger Kipps) • Contextual knowledge: Victorian • Building suspense/tension with short Reading knowledge to retain Decoding Victorian sentences Britain, Dickens' life, duality of human • Pausing for effect sentences Alternating first-person narrators nature, Victorian crime reporting. • Call to action • Use of sensory detail Structuring a scene • Bias in the media • DAFOREST • First-person narration/limited • Time shifts • Podcasting- inequality in the legal knowledge for horror. system, marginalised communities in Character development • Use of suggestion/ambiguity Britain. • Contextual knowledge: Enslavement, segregation, colonialism, institutional Writing knowledge to retain racism. Convincing refutation • Racial slurs, swearing, coded or • Controlled rhetoric implied language. • Classic literature inspiration. Statistics Anaphora Writing knowledge to retain Parallelism • Crafting naturalistic speech • Tone shift • Character development WANIIS **INTERIM 1 READING:** Analysis INTERIM 2 READING: Analysis **INTERIM 2 WRITING: READING:** Analysis of extract **MASTERS READING: MASTERS WRITING:** from Noughts and Crosses. of an extract from The Woman of a haunted house Persuasive letter on capital Comparison of the mental Persuasive speech on a topic **Assessments** in Black. description. INTERIM 1 punishment. effects of conflict in two of choice. WRITING: Haunted house poems? description.

English

Curriculum & Rubric Map Overview 2025-2026 Year 10

The table below details the skills and knowledge students will be covering each half term in English



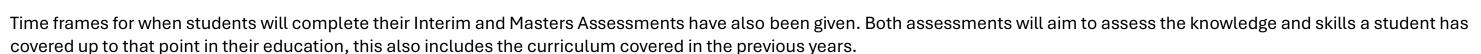
Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous years.

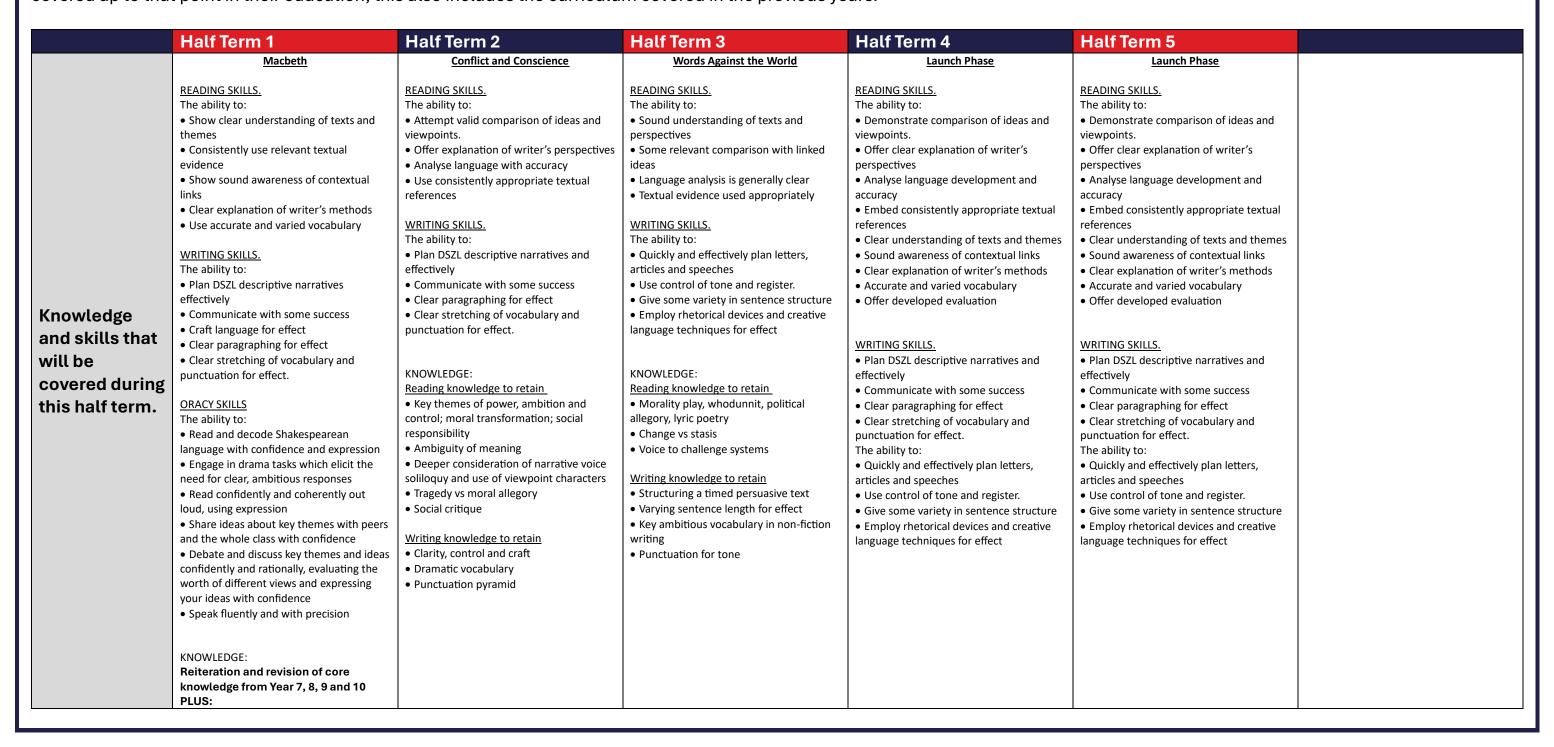
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	AQA Language Paper 1 + Unseen Poetry	A Christmas Carol	An Inspector Calls	AQA Language Paper 2 + Unseen Poetry	Power and Conflict Poetry	Spoken Language Endorsement +
	READING SKILLS.	READING SKILLS.	READING SKILLS.	READING SKILLS.	READING SKILLS.	<u>Unseen Poetry</u>
	The ability to:	The ability to:	The ability to:	The ability to:	The ability to:	ORACY SKILLS
	Give valid interpretation and comment	 Plan an effective essay response. 	 Plan an effective essay response. 	Attempt valid comparison of ideas and	Offer explained and structured	The ability to:
	on unseen fiction texts	Offer clear, explained and structured	Offer clear, explained and structured	viewpoints.	comments	Listen carefully to the opinions and ideas
	Select relevant quotes or paraphrases	comments on the text	comments on the text	Offer explanation of writer's perspectives	Use relevant references and quotations	of others and respond to those,
	Offer independent analysis of	Use relevant references and quotations	Use relevant references and quotations	Analyse language with accuracy	Show awareness of context and authorial	considering different viewpoints
	language/structure	Show some awareness of context and	 Show some awareness of context and 	Use consistently appropriate textual	intent	Debate and discuss key themes and ideas
	Give some developed evaluation	authorial intent	authorial intent	references	Offer explanation of language and form	confidently and rationally, evaluating the
	MODITING CIVILIC	Analyse language and structure	Analyse language and structure	WEITING CRILIC	Give generally clear expression and	worth of different views and expressing your ideas with confidence
	WRITING SKILLS. The ability to:			WRITING SKILLS. The ability to:	structure	Tailor vocabulary precisely to suit
	Write with control and consistency, using	ORACY SKILLS.	ORACY SKILLS.	Use control of tone and register.		audience and purpose
	tone and style to suit narrative or	The ability to:	The ability to:	Give some variety in sentence structure	ORACY SKILLS.	Use a range of rhetorical strategies
	descriptive purpose.	Read confidently and coherently out	Read confidently and coherently out	Employ rhetorical devices for effect	The ability to:	Organise talk effectively to present a
	Structure writing with clear openings,	loud, using expression to explore	loud, using expression and drama to	Use varied vocabulary and discourse	Read confidently and coherently out	clear argument
Knowledge	developments and endings, using	characters' personalities	convey meanings behind characters and	markers.	loud, using expression to explore	Speak with appropriate formality for
and skills that	paragraphs confidently.	Listen carefully to the opinions and ideas	explore their personalities	Use mostly accurate spelling and	characters' personalities	situations
	Use varied vocabulary and techniques (e.g. imagery, contrast, narrative)	of others and respond to those, considering different viewpoints	Share ideas about key themes with peers and the whole class with confidence	punctuation.	Share ideas about key themes with peers and the whole class with confidence	Speak fluently and with precision
will be	perspective) for effect.	Debate and discuss key themes and ideas	Listen carefully to the opinions and ideas	ORACY SKILLS.	Debate and discuss key themes and ideas	READING SKILLS.
covered during	Apply spelling, punctuation and grammar	confidently and rationally, evaluating the	of others and respond to those,	The ability to:	confidently and rationally, evaluating the	The ability to:
this half term.	accurately, with a full range of sentence	worth of different views and expressing	considering different viewpoints	Tailor vocabulary precisely to suit	worth of different views and expressing	Offer explained and structured
diis nad term.	forms.	your ideas with confidence	Debate and discuss key themes and ideas	audience and purpose	your ideas with confidence	comments
			confidently and rationally, evaluating the	Use a range of rhetorical strategies		Use relevant references and quotations
	ODA CV CVILLC	KNOW! EDGE	worth of different views and expressing	Organise talk effectively to present a	WNOW! EDGE:	Show awareness of context and authorial
	ORACY SKILLS. The ability to:	KNOWLEDGE: Reading knowledge to retain	your ideas with confidence	clear argument	KNOWLEDGE: Reading knowledge to retain	intent
	Listen carefully to the opinions and ideas	Contextual information: Malthusianism,	Engage in drama tasks which elicit the need for clear, ambitious responses	Speak with appropriate formality for ituations	Natural imagery	 Offer explanation of language and form Give generally clear expression and
	of others and respond to those,	Industrialisation, Child labour, Poor Laws,	nieed for clear, ambitious responses	situationsSpeak fluently and with precision	Dramatic Monologue	structure
	considering different viewpoints	Christmas.		Speak fractity and with precision	First and third person perspective in	Structure
	Share ideas about key themes with peers	Dickensian techniques: asyndetic listing,	KNOWLEDGE:		poetry	WRITING SKILLS.
	and the whole class with confidence	imagery, narrative voice/direct address,	Reading knowledge to retain	KNOWLEDGE:	Cyclical structure in poetry	The ability to:
		foil.	Modern dramatic form- three-act play,	Reading knowledge to retain	Juxtaposition	Offer a developed and focused opinion in
	KNOWLEDGE:	Archaic Victorian lexis.'English Intro' for a Paper 1 response	tension arcs, stagecraft, Contextual knowledge: Edwardian Class	Identifying explicit and implicit ideas	Aural Imagery	response to the statement.
	Reiteration and revision of core	Eligiisii ilitto ioi a Papei Tresponse	System, Post-war Britain, the Beveridge	Selecting concise evidence from two	Writing knowledge to retain	 Select relevant and purposeful quotations to support ideas.
	knowledge from Year 7, 8 and 9 PLUS:	Writing knowledge to retain	Report, patriarchy, social responsibility.	texts for comparison • Identifying rhetorical strategies in a	Structure for analysis of two poems.	 Identify and discuss the writer's methods
	Reading knowledge to retain	Using Dickensian description of setting	Unity of time	timed setting	Power and Conflict 'English Intro'	• Evaluate how the writer shapes mood,
	Skimming and scanning to collect	(Lang Paper 1 practice)	Foreshadowing and irony	PEI approach	Ğ	character or tension for the reader.
	evidence	Weaving contextual knowledge into		VPETAL approach		
	Analysing an extract in timed settings	interpretation	Writing knowledge to retain			KNOWLEDGE:
	Analysing structureStructural techniques: perspective,	English Intro and PETAL Thinking chronologically	Weaving contextual knowledge into interpretation	Writing knowledge to retain		Reading knowledge to retain
	foregrounding, chronological, motif,	• Thinking chronologically	English Intro and PETAL	Structuring a timed persuasive text		TEATEA approach
	circular structure.		Thinking chronologically	DAFORESTIII Varying sentence length		
	Making evaluative judgement.		Analysing stage directions	Using ambitious vocabulary in non-		
				fiction writing (including discourse		
	Writing knowledge to retain			markers)		
	Writing from a visual stimulus Planning Dram Shift Zagan Lagua			Punctuation for tone (dash, colon, semi-		
	Planning: Drop, Shift, Zoom, Leave10 Second Rule			colon)		
	Clarity, control and craft					
	Using ambitious vocabulary					
	Using a variety of punctuation					
	, ,					
	INTERIM 1 LANGUAGE:	INTERIM 1 LITERATURE:	INTERIM 2 LITERATURE:	INTERIM 2 LANGUAGE:	LITERATURE: Sample conflict	MASTERS LANGUAGE:
Assessments	Sample English Language	Sample A Christmas Carol	Sample An Inspector Calls	Sample English Language	poetry theme question.	Sample English Language P1.
Assessinents	Paper 1.	character question.	theme question.	Paper 2.		
				·		

Curriculum & Rubric Map Overview 2025-2026

Year 11

The table below details the skills and knowledge students will be covering each half term in English.







MASTERS LITERATURE: sample English Literature P2

	Reading knowledge to retain Structure of tragedy, hamartia, catharsis Contextual information: The Great Chain of Being, The Gunpowder Plot, James I, Witchcraft, Jacobean gender roles, divine right of kings. Blank verse, iambic pentameter, trochaic tetrameter, prose, antithesis, metatheatre, paradox Embedded quotation				
Assessments	LANGUAGE: P1Q5 Description. LITERATURE: Sample Macbeth character question.	MOCK EXAM 1: Sample English Language P1 and sample English Literature P1	LANGUAGE: P2Q5 Letter. LITERATURE: Sample An Inspector Calls character question.	MOCK EXAM 2: Sample English Language P2 and sample English Literature P2	