

English Curriculum Outline 2023-24

	Term 1	Term 2	Term 3	Term 4	Term 5	
	Unit Title: Paper 1 and C/W	Unit Title: Paper 1 and C?W	Unit Title: Paper 1 and 2 and	Unit Title: Paper 1 and Paper 2	Unit Title: Paper 1,2 and 3	
	Shakespeare and Coursework	Shakespeare and Coursework	<u>3</u>	and 3	Full course revision	
			Shakespeare and John Donne:	Full course revision		
	Knowledge:	Knowledge:	Metaphysical Poet cluster/		Knowledge:	
	- Awareness and understanding	- Awareness and	Revision	Knowledge:	- Revision of all elements of	
	of exam technique, how to	understanding of exam		- Revision of all elements of the	the course.	
	answer each question and the	technique, how to answer	Knowledge:	course.	- Coursework marks	
	nuances of what the question	each question and the	- Awareness of how	- Coursework marks submitted to	submitted to the exam	
	demands.	nuances of what the question	Shakespeare shapes meaning	the exam board.	board.	
	- Awareness of how	demands.	in a text.	of H		
	Shakespeare shapes meaning in	- Awareness of how	-Awareness of how Donne	Skills:	Skills:	
	a text.	Shakespeare shapes meaning	shapes meaning in his poems.	A01, A02, A03, A04 and A05	A01, A02, A03, A04 and	
	-Awareness of how writers	in a text.	- Application of literary		A05	
.7	shape meaning in texts chosen	-Awareness of how writers	terminology. Close level			
Year	for coursework.	shape meaning in texts chosen	analysis required of language,			
13	- Application of literary	for coursework.	form and structure.			
1)	terminology.	- Application of literary	-Exploration of the influence			
	- Exploration of the influence	terminology.	of contextual and wider critical			
	of contextual and wider critical	- Exploration of the influence	interpretations on a text.			
	interpretations on a text.	of contextual and wider	- Comparative study of John			
	-Evaluation of writer's	critical interpretations on a	Donne: Metaphyseal Poet			
	intentions per text study.	text.	cluster.			
	- Coursework draft study	-Evaluation of writer's	- Exploration of context, form			
	exploring all Assessment	intentions per text study.	and comparative skills.			
	Objectives.	- Coursework Study should be	_			
	-	completed by Christmas for	Skills:			
	Skills:	formal marking.	A01, A02, A03, A04 and A05			
	A01, A02, A03, A04 and A05					
	. , ,	Skills:				
		A01, A02, A03, A04 and A05				
	Term 1	Term 2	Term 3	Term 4	Term 5	Tei
	Unit Title: Paper 2	Unit Title: Paper 1 and 2	Unit Title: Paper 1 and 3	Unit Title: Paper 2 and 3	Unit Title: Paper 2 and 3	Unit Title: Pa
	Post 2000 Study - Baseline	Drama - A Streetcar Named	Streetcar/ Prose Study	Poetry - Donne Poetry / Prose	<u>& C/W</u>	C/W
Year	testing.	Desire / Post 2000 Poetry		Study.	Poetry - Donne Poetry/	Prose Study/
			Knowledge:		Coursework introduction/	Coursework l
12	Knowledge:	Knowledge:	- Awareness and	Knowledge:	Prose Study	
	- Awareness and understanding	- Awareness and	understanding of exam	- Awareness and understanding of		Knowledge:
	of exam technique, how to	understanding of exam	technique, how to answer each	exam technique, how to answer	Knowledge:	

	answer each question and the nuances of what the question demands. - Awareness of how a writer's craft is influenced by wider contextual factors. - Application of literary terminology. - Understanding of the ways meanings are shaped. - Undertaking and analysing form, language and structure in a range of poems. - Development of comparative poetry skills. Skills: A01, A02, A03 and A04 N.B Prose texts are The Handmaid's Tale (THT) and either: The War of the Worlds or Frankenstein – THT will be read by students in their private study time and for homework in terms 1 and 2, ready for teaching in term 3. Baseline Assessment – Post 2000 Poetry 1-2 week study – 2 poems and a comparative essay.	technique, how to answer each question and the nuances of what the question demands. -Awareness of how a writer's craft is influenced by wider contextual factors. - Application of literary terminology. - Understanding of the ways meanings are shaped. -Undertaking and analysing form, language and structure. - Development of comparative poetry skills. -Development of evaluation skills of writer's craft. Skills: A01, A02, A03 and A04	question and the nuances of what the question demands. Awareness of how a writer's craft is influenced by wider contextual factors. Application of literary terminology. Understanding of the ways meanings are shaped. Undertaking and analysing form, language and structure Development of comparative prose skills. Development of evaluation skills of writer's craft. Skills: A01, A02, A03 and A04 N.B Prose texts are The Handmaid's Tale (THT) and either: The War of the Worlds or Frankenstein — Frankenstein/WOTW will be read by students in their private study time and for homework across terms 3 and 4, ready for teaching in term 5.	each question and the nuances of what the question demands. - Awareness of how a writer's craft is influenced by wider contextual factors. - Application of literary terminology. - Understanding of the ways meanings are shaped. - Undertaking and analysing form, language and structure - Development of comparative prose and poetry skills. - Development of evaluation skills of writer's craft. Skills: A01, A0 and A03 and A04	- Awareness and understanding of exam technique, how to answer each question and the nuances of what the question demands Awareness of how a writer's craft is influenced by wider contextual factors Application of literary terminology. Undertaking and analysing form, language and structure Understanding of the ways meanings are shaped Development of comparative prose and poetry, coursework text skillsIntroduction, reading and analysis of the students own coursework text studyResearching and evaluating applicable criticality for coursework study. Skills: A01, A02, A03 and A04 and AO5	- Awareness and understanding of exam technique, how to answer each question and the nuances of what the question demands Awareness of how a writer's craft is influenced by wider contextual factors Application of literary terminology. Undertaking and analysing form, language and structure Understanding of the ways meanings are shaped Development of comparative prose and poetry, coursework text skillsResearching and evaluating applicable criticality for coursework study Introduction of comparative coursework essay writing skills; students choose their texts. Skills: A01, A02, A03, A04 and A05
	Unit Title: <u>Drama</u> English Literature Paper 1: An Inspector Calls	Unit Title: <u>Drama</u> English Literature Paper 1: An Inspector Calls	Unit Title: Full Revision Full English Language and English Literature revision	Unit Title: Full Revision Full English Language and English Literature revision	Unit Title: Full Revision Full English Language and English Literature revision	
Year 11	Knowledge: - Awareness and understanding of exam technique, how to answer each question and the nuances of what the question demands Awareness of different writer's craft and how contextual influences shape meaningExplore stage craft and effectiveness of thisExplore the writer's intentions and develop evaluation of	Note: Mock = Mid-November Knowledge: - Awareness and understanding of exam technique, how to answer each question and the nuances of what the question demands Awareness of different writer's craft and how contextual influences shape meaning Explore stage craft and	Knowledge: All aspects of the courses covered. Skills: All	Note: mini Mock held date TBC. Knowledge: All aspects of the courses covered. Skills: All	Knowledge: All aspects of the courses covered. Skills: All	

and develop evaluation of

writer's craft.-

effectiveness of this.

	- Students develop essay writing skills for this question. Skills: A01, AO2, AO3.	-Explore the writer's intentions and develop evaluation of writer's craft Students develop essay writing skills for this question. Skills: A01, AO2, AO3.				
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Unit Title: Shakespeare English Literature Paper 1: Macbeth Knowledge: - Awareness and understanding of exam technique, how to answer each question and the nuances of what the question demands Awareness of Shakespeare's craft and how language and structure shape meaning Application of relevant literacy terminology Undertaking and analysing close level language, form and structural analysis Students also study the contextual issues influencing and shaping the play. This includes genre context Students are also expected to write on the entire play in a closed book exam, making links across the text to how a character or theme is presented Explore the writer's intentions and develop evaluation of writer's craft Students develop essay writing skills for this question.	Unit Title: Shakespeare English Literature Paper 1: Macbeth Knowledge: - Awareness and understanding of exam technique, how to answer each question and the nuances of what the question demands Awareness of Shakespeare's craft and how language and structure shape meaning Application of relevant literacy terminology Undertaking and analysing close level language, form and structural analysis Students also study the contextual issues influencing and shaping the play. This includes genre context Students are also expected to write on the entire play in a closed book exam, making links across the text to how a character or theme is presented Explore the writer's intentions and develop evaluation of writer's craft Students develop essay	Unit Title: 19th Century Novel English Literature Paper 2: The Strange Case of Dr Jekyll and Mr Hyde Knowledge: - Awareness and understanding of exam technique, how to answer each question and the nuances of what the question demands Awareness of Stevenson's craft and how language and structure shape meaning Application of relevant literacy terminology Undertaking and analysing close level language, form and structural analysis Students are also expected to write on the entire novella in a closed book exam, making links across the text to how a character or theme is presented Explore the writer's intentions and develop evaluation of writer's craft Students develop essay writing skills for this question.	Unit Title: 19th Century Novel English Literature Paper 2: The Strange Case of Dr Jekyll and Mr Hyde English Language Paper 2 skills Knowledge: - Awareness and understanding of exam technique, how to answer each question and the nuances of what the question demands Awareness of Stevenson's craft and how language and structure shape meaning Application of relevant literacy terminology Undertaking and analysing close level language, form and structural analysis Students are also expected to write on the entire novella in a closed book exam, making links across the text to how a character or theme is presented Explore the writer's intentions and develop evaluation of writer's craft Students develop essay writing skills for this question Students develop language paper skills from: retrieval exercises, analysis, to evaluation, to comparisons between texts and	Unit Title: Poetry English Literature Paper 2: Poetry Knowledge: - Awareness and understanding of exam technique, how to answer each question and the nuances of what the question demands Application of relevant literacy terminology Undertaking and analysing close level language, form and structural analysis Explore the connections between poems from the cluster and unseen Evaluate the significance of poetic messages Students also study the contextual issues influencing and shaping the set poems from the anthology cluster, to inform interpretations regarding meaning. Skills: A01, AO2, AO3,AO4	nit Title: Poetry English Literature Paper 2: Poetry Knowledge: - Awareness and understanding of exam technique, how to answer each question and the nuances of what the question demands Application of relevant literacy terminologyUndertaking and analysing close level language, form and structural analysis Explore the connections between poems from the cluster and unseenEvaluate the significance of poetic messages Students also study the contextual issues influencing and shaping the set poems from the anthology cluster, to inform interpretations regarding meaning. Skills: A01, AO2, AO3,AO4
	one of the question	writing skills for this question.		transactional writing skills.	NB: The Language P	aper skills are taught
					alongside the literat	ure content in year 10.

	Skills:	Skills:	Skills:	- Development of spoken		
	A01, A02 and A03	A01, A02 and A03	A01 and A02	language skills and presentation		
	·			skills.		
				Skills:		
				A01 and A02, Spoken Language		
				skills		
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Unit Title: The Novel	Unit Title: The Novel	Unit Title: <u>Drama</u>	Unit Title: Shakespeare	Unit Title: Shakespeare	Unit Title: Poetry plus English
	To Kill a Mockingbird or A	To Kill a Mockingbird or A	Arthur Miller/Oscar Wilde	Shakespeare Study *	Shakespeare Study *	Language Springboard Skills
	Christmas Carol*	Christmas Carol*	Study	Choice of:	Choice of:	5 poems and
			·	★ Romeo and Juliet	★ Romeo and Juliet	*
	Knowledge:	Knowledge:	A View from the Bridge/ The	★ Twelfth Night	★ Twelfth Night	creative/transactional
			Crucible/ An Importance of			springboards. And Spoken
	- Awareness of writer's craft,	- Awareness of writer's craft,	Being Earnest. *	★ Richard III	★ Richard III	Language Endorsement.
	characterisation and genre.	characterisation and genre.		★ Much Ado About Nothing	★ Much Ado About	
	- How writers shape meaning	- How writers shape meaning	Knowledge:		Nothing	Poems to teach from Conflict
	using language and structure	using language and structure	- Awareness of how Miller/	Knowledge:	Knowledge:	
	and application of literary	and application of literary		- Awareness of Shakespeare's craft	- Awareness of	cluster:
	features.	features.	Wilde shapes meaning in his	including genre context and how	Shakespeare's craft	★ Poison Tree
	- Students also study the	- Students also study the	text through devices usage.	this informs meanings.	including genre context and	★ The Man he Killed
	contextual issues influencing	contextual issues influencing	- Apply applicable literary and	-Awareness of writer's craft,	how this informs meanings.	★ The Light Brigade
	and shaping the novel to	and shaping the novel to	dramatic terminology.	characterisation and genre.	-Awareness of writer's craft,	★ Belfast Confetti
			- Awareness of genre and genre			★ Half-Caste
	inform interpretations	inform interpretations	context and how this	- How writers shape meaning	characterisation and genre.	
	regarding the meaning of the	regarding the meaning of the	influences meanings.	using language and structure and	- How writers shape	All teachers to teach the same.
	texts.	texts.	- Understanding of how	application of literary features.	meaning using language	
	-Explore the writer's intentions	-Explore the writer's		- Students also study the	and structure and	Knowledge:
	and develop evaluation of	intentions and develop	contextual factors shape	contextual issues influencing and	application of literary	-Awareness and understanding
Year	writer's craft.	evaluation of writer's craft.	meaning.	shaping the play to inform	features.	9
rear	-Understanding, development,	-Understanding, development,	- Explore the writer's	interpretations regarding the	- Students also study the	of exam technique, how to
9			intentions and develop		,	answer each question and the
	and application of creative	and application of creative	evaluation of writer's craft.	meaning of the texts.	contextual issues	nuances of what the question
	writing and transactional	writing and transactional	-Understanding, development,	-Explore the writer's intentions	influencing and shaping the	demands.
	writing skills as springboards	writing skills as springboards	and application of creative	and develop evaluation of writer's	play to inform	- Application of relevant
	from the text.	from the text.	writing and transactional	craft.	interpretations regarding	literacy terminology.
		-Development of spoken	O O	-Understanding, development,	the meaning of the texts.	
		language skills and	writing skills as springboards	and application of creative	-Explore the writer's	-Undertaking and analysing
		presentation skills.	from the text.	writing and transactional writing	intentions and develop	close level language, form and
	Skills:	presentation sams.		skills as springboards from the	evaluation of writer's craft.	structural analysis.
		61-:11-				- Explore the connections
	Analysis, evaluation and	Skills:		text.	-Understanding,	between poems from the
	application of contextual	Analysis, evaluation and	Skills:		development, and	cluster and unseen.
	influences. Creative and	application of contextual	Analysis, evaluation,		application of creative	-Evaluate the significance of
	transactional writing skills.	influences. Creative and		Skills:	writing and transactional	<u> </u>
	Speaking and Listening Skills.	transactional writing skills.	application of contextual	Translation, analysis, evaluation	writing skills as	poetic messages.
	. 0	Speaking and Listening skills.	influences. Creative and	and application of contextual	springboards from the text.	- Students also study the
		or saming and Disterning same.	transactional writing skills.	influences. Creative and	op-ingoon do from the text.	contextual issues influencing
						and shaping the set poems
				transactional writing skills	01.41	from the anthology cluster, to
					Skills:	inform interpretations
					Translation, analysis,	regarding meaning.
					evaluation and application	regarding incaming.
					of contextual influences.	
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					N.B Year 9 Exam: Literature based question	-Development of spoken language skills and presentation skills.
						Skills: A01, AO2, AO3,AO4
						Skills: Comprehension, interpretation, analysis, evaluation, comparison, non- fiction and creative writing skills
						NB: Spoken Language GCSE endorsement to be completed.
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Unit Title: <u>KS3 MGS</u> <u>Relationship Bespoke Poetry</u> <u>Anthology</u>	Unit Title: The Novel Coram Boy, Of Mice and Men, A Curious Incident of the Dog in	Unit Title: The Novel Coram Boy, Of Mice and Men, A Curious Incident of the Dog in the	Unit Title: Thematic Study Fractured Landscapes The Tempest full text study and	Unit Title: <u>Thematic</u> <u>Study</u> Fractured Landscapes	Unit Title: Thematic Study Crime and Punishment
	Knowledge: Developing awareness of how	the Night-time'*	Night-time*' and 19 th century extracts (Dystopian Focus)	extracts from Dystopian Literature	The Tempest full text study and extracts from Dystopian Literature	Knowledge: -Exploring a theme across a range of texts and extracts
	a theme is explored in a variety of different poems and contexts.	Knowledge: - Awareness of writer's craft, characterisation and genre.	Knowledge: - Awareness of writer's craft, characterisation and genre.	Knowledge: - Awareness of writer's craft, characterisation and genre in a	Knowledge:	including: A Case of IdentityAwareness of the writer's craft, characterisation and
Year 8	-Application of relevant literacy terminologyUndertaking and analysing close level language, form and structural analysis Explore the connections	 Explore how writers shape meaning using language and structure and application of literary features. Students also study the contextual issues influencing 	 Explore how writers shape meaning using language and structure and application of literary features. Students also study the contextual issues influencing 	variety of dystopian extracts. - How writers shape meaning using language and structure and application of literary features. - Students also study the contextual issues influencing and	 Awareness of writer's craft, characterisation and genre in a variety of dystopian extracts. Explore how writers shape meaning using language 	genre Explore how writers shape meaning using language and structure and application of literary featuresExplore the writer's intentions
	between poemsEvaluate the significance of poetic messages Students also study the contextual issues influencing	and shaping the novel to inform interpretations regarding the meaning of the textsExplore the writer's	and shaping the novel to inform interpretations regarding the meaning of the textsExplore the writer's intentions	shaping the play to inform interpretations regarding the meaning of the playExplore the writer's intentions and develop evaluation of writer's	and structure and application of literary features Students also study the contextual issues	and develop evaluation of writer's craft using relevant quotations to supportUnderstanding, development, and application of creative
	and shaping the set poems from the anthology cluster, to inform interpretations regarding meaning. -Understanding, development, and application of creative	intentions and develop evaluation of writer's craft. -Understanding, development, and application of creative writing and transactional	and develop evaluation of writer's craft. -Understanding, development, and application of creative writing and transactional	craft using relevant quotations to support. -Understanding, development, and application of creative writing and transactional writing	influencing and shaping the play to inform interpretations regarding the meaning of the playExplore the writer's intentions and develop	writing and transactional writing skills as springboards from the text.

	writing and transactional	writing skills as springboards	writing skills as springboards	skills as springboards from the	evaluation of writer's craft	Skills:
	writing skills as springboards	from the text.	from the text.	text.	using relevant quotations to	Creative writing skills, analysis,
	from the text Development of spoken	Skills:	-Development of spoken language skills and	- Development of spoken language skills and presentation	supportUnderstanding,	evaluation.
	language skills and	Debate and critique	presentation skills.	skills.	development, and	*Alternate scheme of work:
	presentation skills.	- Application of wider	presentation skins.	SKIIIS.	application of creative	X Men Allegory
	presentation skins.	contextual factors shaping a	Skills:	Skills:	writing and transactional	2 Wiell Milegoly
		text	-Debate and critique	Analysis, contextual appreciation	writing skills as	Knowledge:
	Skills: Analysis, contextual	- A text as a product of a time	- Application of wider	and evaluation. Creative and	springboards from the text.	- Exploring the concept of
	appreciation and evaluation.	in history	contextual factors shaping a	transactional writing. Speaking	- Development of spoken	allegory and representation in
	Creative and transactional	-Creative and transactional	text	and Listening Skills.	language skills and	film.
	writing skills. Speaking and	writing.	- A text as a product of a time		presentation skills.	Skills:
	Listening Skills		in history			- Analysis, application,
			-Creative and transactional			evaluation and comparison.
			writing.		Skills:	
			-Speaking and listening skills.		Analysis, contextual	
					appreciation and	
					evaluation. Creative and	
					transactional writing. Speaking and Listening	
					Skills.	
					OKIIIS.	
					N.B Year 8 Exam -	
					English literature	
					focus/Creative/transaction al focus. TBC	
					at focus. The	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Unit Title: Poetry	Unit Title: <u>Drama</u>	Unit Title: The Novel	Unit Title: The Novel	Unit Title: Shakespeare	Unit Title: Women in Gothic
	KS3 MGS Bespoke Poetry	Journey's End	Lord of the Flies or Animal	Lord of the Flies or Animal Farm*	Shakespeare Study: A	
	Anthology Study - Different		Farm*	77 1 1	Midsummer Night's Dream	Knowledge:
	Voices/Cultures	V	V	Knowledge: - Awareness of writer's craft,	IZ. 1.1.	-Appreciation and awareness of the presentation of women
	Knowledge:	Knowledge: - Awareness of how Miller/	Knowledge: - Awareness of writer's craft,	characterisation and genre.	Knowledge: - Understanding of the	in texts across the ages
	Developing awareness of how	Wilde shapes meaning in his	characterisation and genre.	- Explore how writers shape	significance of Shakespeare	including Macbeth, Dracula
	a theme is explored in a variety		- Explore how writers shape	meaning using language and	and his works.	and The Yellow Wallpaper.
Year	of different poems and	Apply applicable literary and	meaning using language and	structure and application of	- Appreciation of language	-Students also connect
1 Cai	contexts.	dramatic terminology.	structure and application of	literary features.	and structure and how	contextual influences on the
7	-Application of relevant literacy	- Awareness of genre and	literary features.	- Students also study the	Shakespeare creates	text being studied.
	terminology.	genre context and how this	- Students also study the	contextual issues influencing and	narrative, tension and	- Explore how literary
	-Undertaking and analysing	influences meanings.	contextual issues influencing	shaping the novel to inform	action.	techniques aid meaning.
	close level language, form and	- Understanding of how	and shaping the novel to	interpretations regarding the	- Students also study the	-Explore the writer's intentions
	structural analysis.	contextual factors shape	inform interpretations	meaning of the texts.	contextual issues	and develop evaluation of
	- Explore the connections	meaning.	regarding the meaning of the	-Explore the writer's intentions	influencing and shaping the	writer's craft.
	between poems.	- Explore the writer's	texts.	and develop evaluation of writer's	novel to inform	-Understanding, development,
	-Evaluate the significance of	intentions and develop evaluation of writer's craft.		craft.	interpretations regarding the meaning of the texts.	and application of creative
	poetic messages.	evaluation of writer's craft.	1	1	the meaning of the texts.	writing and transactional

			-		-
- Students also study the	-Understanding, development,	-Explore the writer's intentions	-Understanding, development,	-Explore the writer's	writing skills as springboards
contextual issues influencing	and application of creative	and develop evaluation of	and application of creative	intentions and develop	from the text
and shaping the set poems	writing and transactional	writer's craft.	writing and transactional writing	evaluation of writer's craft.	
from the anthology cluster, to	writing skills as springboards	-Understanding, development,	skills as springboards from the	-Understanding,	
inform interpretations	from the text.	and application of creative	text.	development, and	Skills:
regarding meaning.	- Development of spoken	writing and transactional		application of creative	- Explore, interpret, analyse
-Understanding, development,	language skills and	writing skills as springboards	Skills:	writing and transactional	and evaluate. Creative writing
and application of creative	presentation skills.	from the text.	-Debate and critique	writing skills as	and transactional writing
writing and transactional			- Application of wider contextual	springboards from the text.	skills.
writing skills as springboards		Skills:	factors shaping a text	- Development of spoken	
from the text.		-Debate and critique	- A text as a product of a time in	language skills and	N.B Year 7 Exam – Language
-Development of spoken	Skills:	- Application of wider	history	presentation skills.	Paper section TBC.
language skills and	Drama terminology, explore,	contextual factors shaping a	-Creative and transactional		
presentation skills.	analyse and evaluate.	text	writing.	Skills:	
	Application of contextual	- A text as a product of a time		Explore, interpret, analyse	
	influences. Creative and	in history		and evaluate. Creative and	
	transactional writing skills.	-Creative and transactional		transactional writing.	
Skills: Analysis, contextual	Speaking and listening skills.	writing.		Speaking and listening	
appreciation and evaluation.				skills.	
Creative and transactional					
writing skills. Speaking and					
listening skills.					
N.B Year 7 Baseline testing					
both creative and analytical					
skills.					
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Key/Legend/Notes:

GCSE and A Level are both Edexcel.

- *Teacher text choice
- Please note: our assessment plan states there is a creative/ non-fiction assessment plus an analytical essay per term.
- Arrival reading activity per year group or / revision for KS4. KS3 have a bespoke reading comprehension booklet to supplement their own private reading with set tasks.
- Extra-curricular creative writing clubs/competitions are held throughout the year for a variety of key stages.