

English Curriculum Outline

This outline provides a long-term overview of the knowledge and skills developed in this subject. More detailed short- and medium-term schemes of work, not published here, are available by contacting the English Department.

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

	- Exploration of context, form and comparative skills. Skills: A01, A02, A03, A04 and A05	- Exploration of context, form and comparative skills. Skills: A01, A02, A03, A04 and A05				
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	Unit Title: Paper 3 Poetry - Post 2000 Study - Baseline testing. Knowledge: - 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. - 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 <u>N.B Prose texts are <i>The Handmaid's Tale</i> (THT) and either: <i>The War of the Worlds</i> or <i>Frankenstein</i> - 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.</u>	Unit Title: Paper 2 & 3 Poetry - Post 2000 Poetry / Prose introduction Knowledge: - 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. - 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. Application of relevant contextual information that influences meaning. Skills: A01, A02, A03 and A04	Unit Title: Paper 1 and 2 Streetcar/ Prose Study Knowledge: - 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. - 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 <u>N.B Prose texts are <i>The Handmaid's Tale</i> (THT) and either: <i>The War of the Worlds</i> or <i>Frankenstein</i> - <i>Frankenstein</i>/WOTW will be read by students in their private study time and for</u>	Unit Title: Paper 2 and 3 <u>&C/W</u> Poetry - Post 2000 Poetry / Prose Study. /Coursework introduction Knowledge: - 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. - 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. - Introduction, reading and analysis of the student's own coursework text study. - Researching and evaluating applicable criticality for coursework study. Skills: A01, A0 and A03 and A04 and A)5 for coursework only.	Unit Title: Paper 1 and 3 <u>& C/W</u> Drama - Streetcar/ Coursework introduction/ Prose Study Knowledge: - 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 skills. - Introduction, reading and analysis of the student's own coursework text study. - Researching and evaluating applicable	Unit Title: Paper 1 and 3 plus C/W Prose Study/ Drama - Streetcar/ Coursework Introduction Knowledge: - 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 skills. - Researching and evaluating applicable criticality for coursework study. - Introduction of comparative coursework essay writing skills; students choose their texts.

	Baseline Assessment – Post 2000 Poetry 1–2-week study – 2 poems and a comparative essay.		homework across terms 3 and 4, ready for teaching in term 5.		criticality for coursework study. Skills: A01, A02, A03 and A04 and A05	Skills: A01, A02, A03, A04 and A05
	Term 1	Term 2	Term 3	Term 4	Term 5	
Year 11	Unit Title: <u>Drama & Language Paper 2</u> English Literature Paper 1: <i>An Inspector Calls</i> English language Paper 2 Focus 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 effectiveness of this. -Explore the writer's intentions and develop evaluation of writer's craft. - Students develop essay writing skills for this question. - Awareness of how to analyse language and structural devices in non-fiction writing - Explore how to compare and contrast non-fiction texts -Explore how to write effectively using in various non-fiction styles. Skills: A01, A02, A03.	Unit Title: <u>Drama & Language Paper 2</u> English Literature Paper 1: <i>An Inspector Calls</i> English language Paper 2 Focus <i>Note: Mock = Mid-November</i> 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 effectiveness of this. -Explore the writer's intentions and develop evaluation of writer's craft. - Students develop essay writing skills for this question. - Awareness of how to analyse language and structural devices in non-fiction writing - Explore how to compare and contrast non-fiction texts -Explore how to write effectively using in various non-fiction styles.	Unit Title: Poetry and Unseen Poetry <i>Conflict Cluster poetry completion and Poetry Unseen focus.</i> Knowledge: - Quotation retrieval - Close level language analysis - Close level structural analysis - Evaluation skills - Creative and transactional writing - Comparison skills and synthesis skills. For unseen Poetry: -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. -Comparison of two unseen poems to gather meaning. Skills:	Unit Title: <u>Full Revision Full English Language and English Literature revision</u> Knowledge: All aspects of the courses covered. Skills: All	Unit Title: <u>Full Revision Full English Language and English Literature revision</u> Knowledge: All aspects of the courses covered. Skills: All	

NB: The Language Paper skills are taught alongside the literature content in year 10. (A05 and A06)

		Skills: A01, AO2, AO3.	All			
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Unit Title: <u>Shakespeare English Literature Paper 1: Macbeth</u> 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. Skills: A01, A02 and A03	Unit Title: <u>Shakespeare English Literature Paper 1: Macbeth</u> 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. Skills: A01, A02 and A03	Unit Title: <u>AQA Language Paper 1</u> Knowledge: - Quotation retrieval - Close level language analysis - Close level structural analysis - Evaluation skills - Creative and transactional writing - Comparison skills and synthesis skills. For unseen Poetry: - 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. - understanding of how to structure a story effectively - understanding and application of literary devices for effect - understanding of how to engage the reader through their own writing. Skills: All	Unit Title: <u>19th Century Novel English Literature Paper 2: The Strange Case of Dr Jekyll and Mr Hyde</u> 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. Skills: A01 and A02	Unit Title: <u>19th Century Novel English Literature Paper 2: The Strange Case of Dr Jekyll and Mr Hyde</u> 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,	Unit Title: <u>Poetry English Literature Paper 2 & English Language paper 2 and Spoken Language Endorsement:</u> <i>Poetry and Spoken Language Endorsement GCSE Language.</i> 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. - Development of spoken language skills and presentation skills. Develop paper 1 and 2 creative/transactional writing skills.

					analysis, to evaluation, to comparisons between texts and transactional writing skills. - Development of spoken language skills and presentation skills. Skills: A01 and A02, Spoken Language skills (AO7, AO8, AO9)	-Develop understanding of analysing fiction and non-fiction extracts. Skills: A01, AO2, AO3, AO4, AO5 and AO6 Spoken Language Skills (AO7, AO8, AO9) NB: Spoken Language GCSE endorsement to be completed.
	NB: The Language Paper skills are taught alongside the literature content in year 10. (AO5 and AO6)					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	Unit Title: <u>Shakespeare Shakespeare Study *</u> Choice of: ★ <i>Romeo and Juliet</i> ★ <i>Twelfth Night</i> ★ <i>Richard III</i> ★ <i>Henry V</i> Knowledge: - Awareness of Shakespeare's craft including genre context and how this informs meanings. - Awareness of writer's craft, characterisation and genre. - How writers shape meaning using language and structure and application of literary features. - Students also study the contextual issues influencing and shaping the play to inform interpretations regarding the meaning of the texts. - Explore the writer's intentions and develop evaluation of writer's craft. - Understanding, development, and application of creative writing and transactional	Unit Title: <u>Shakespeare Shakespeare Study *</u> Choice of: ★ <i>Romeo and Juliet</i> ★ <i>Twelfth Nigh</i> ★ <i>Richard III</i> ★ <i>Henry V</i> Knowledge: - Awareness of Shakespeare's craft including genre context and how this informs meanings. - Awareness of writer's craft, characterisation and genre. - How writers shape meaning using language and structure and application of literary features. - Students also study the contextual issues influencing and shaping the play to inform interpretations regarding the meaning of the texts. - Explore the writer's intentions and develop evaluation of writer's craft. - Understanding, development, and	Unit Title: AQA language Paper 2 - <u>Hidden Voices</u> Knowledge: - Quotation retrieval - Close level language analysis - Close level structural analysis - Evaluation skills - Creative and transactional writing - Comparison skills and synthesis skills. - Awareness of how writer's background influences their writing, allowing students to gain insight and perspectives into a vast array of relevant topical issues e.g. race, gender, diversity etc. Skills: Analysis, evaluation, application of contextual influences. Creative and transactional writing skills.	Unit Title: <u>Thematic Study – AQA language paper 1 and 2 Skills</u> Crime and Punishment – Sherlock Holmes short stories and Creative writing, and non-fiction exploration. Knowledge: - Exploring a theme across a range of texts and extracts including: <i>A Case of Identity</i> . - Awareness of the writer's craft, characterisation and genre. - Explore how writers shape meaning using language and structure and application of literary features. - Explore the writer's intentions and develop evaluation of writer's craft using relevant quotations to support. - Understanding, development, and application of creative writing and transactional writing skills as springboards from the text. Skills: Creative writing skills, analysis, evaluation.	Unit Title: <u>GCSE Poetry & English Language Paper 1 Springboard Skills</u> 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. - Exploration of language paper skills from creative	Unit Title: <u>GCSE Poetry & English Language Paper 1 Springboard Skills</u> 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. - Exploration of language paper skills from creative

	writing skills as springboards from the text. Skills: Translation, analysis, evaluation and application of contextual influences. Creative and transactional writing skills.	application of creative writing and transactional writing skills as springboards from the text. Skills: Translation, analysis, evaluation and application of contextual influences. Creative and transactional writing skills.			inform interpretations regarding meaning. -Exploration of language paper skills from creative writing to transactional writing skills. Skills: A01, A02, A03, A04, A05, A06 Comprehension, interpretation, analysis, evaluation, comparison, non-fiction and creative writing skills.	writing to transactional writing skills. Skills: A01, A02, A03, A04, A05, A06 Comprehension, interpretation, analysis, evaluation, comparison, non-fiction and creative writing skills.
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 8	Unit Title: Poetry <i>Relationship Bespoke Poetry Anthology</i> Knowledge: -Developing awareness of how a theme is explored in a variety of different poems and contexts. -Application of relevant literacy terminology. -Undertaking and analysing close level language, form and structural analysis. - Explore the connections between poems. -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. -Understanding, development, and application of creative writing and transactional	Unit Title: <u>The Gothic Novel</u> <i>Coram Boy, The Woman In Black</i> Knowledge: - Awareness of writer's craft, characterisation and genre. - Explore how writers shape meaning using language and structure and application of literary features. - Students also study the contextual issues influencing and shaping the novel to inform interpretations regarding the meaning of the texts. -Explore the writer's intentions and develop evaluation of writer's craft. -Understanding, development, and application of creative writing and transactional	Unit Title: <u>The Gothic Novel</u> <i>Coram Boy, The Woman In Black</i> Knowledge: - Awareness of writer's craft, characterisation and genre. - Explore how writers shape meaning using language and structure and application of literary features. - Students also study the contextual issues influencing and shaping the novel to inform interpretations regarding the meaning of the texts. -Explore the writer's intentions and develop evaluation of writer's craft. -Understanding, development, and application of creative writing and transactional writing skills as springboards from the text.	Unit Title: <u>Fractured Landscapes</u> Thematic Study – AQA Paper 1 and 2 Skills and Literature Paper 1 Dystopian Literature and non-fiction text extracts explored. Writing in creative and transactional styles also explored. Knowledge: - Awareness of writer's craft, characterisation and genre in a 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 shaping the play to inform interpretations regarding the meaning of the play. -Explore the writer's intentions and develop evaluation of writer's craft	Unit Title: <u>Fractured Landscapes – The Tempest</u> Thematic Study - <i>The Tempest</i> full text study. Knowledge: - Awareness of writer's craft, characterisation and genre in a variety of dystopian extracts. - Explore how writers shape meaning using language and structure and application of literary features. - Students also study the contextual issues influencing and shaping the play to inform interpretations regarding the meaning of the play. -Explore the writer's intentions and develop evaluation of writer's craft using relevant quotations to support.	Unit Title: <u>Fractured Landscapes – The Tempest</u> Thematic Study – The <i>Tempest</i> full text study. Knowledge: - Awareness of writer's craft, characterisation and genre in a variety of dystopian extracts. - Explore how writers shape meaning using language and structure and application of literary features. - Students also study the contextual issues influencing and shaping the play to inform interpretations regarding the meaning of the play. -Explore the writer's intentions and develop evaluation of writer's craft using relevant quotations to support. -Understanding, development, and

	writing skills as springboards from the text. - Development of spoken language skills and presentation skills. Skills: Analysis, contextual appreciation and evaluation. Creative and transactional writing skills. Speaking and Listening Skills	writing skills as springboards from the text. Skills: -Debate and critique - Application of wider contextual factors shaping a text - A text as a product of a time in history -Creative and transactional writing.	-Development of spoken language skills and presentation skills. Skills: -Debate and critique - Application of wider contextual factors shaping a text - A text as a product of a time in history -Creative and transactional writing. -Speaking and listening skills.	using relevant quotations to support. -Understanding, development, and application of creative writing and transactional writing skills as springboards from the text. - Development of spoken language skills and presentation skills. Skills: Analysis, contextual appreciation and evaluation. Creative and transactional writing. Speaking and Listening Skills.	-Understanding, development, and application of creative writing and transactional writing skills as springboards from the text. - Development of spoken language skills and presentation skills. Skills: Analysis, contextual appreciation and evaluation. Creative and transactional writing. Speaking and Listening Skills.	application of creative writing and transactional writing skills as springboards from the text. - Development of spoken language skills and presentation skills. Skills: Analysis, contextual appreciation and evaluation. Creative and transactional writing. Speaking and Listening Skills.
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Unit Title: <u>Stories, Power and Literature through Time.</u> An introduction to literature and analysis exploring power and stories through time from the medieval time to the present. Building analytical and creative writing skills, alongside oracy. Knowledge: -Developing awareness of stories were created and past on -Exploring how power differed in society through the ages. - Awareness of genre and genre context and how this influences meanings. -Application of relevant literacy terminology.	Unit Title: <u>Stories, Power and Literature through Time.</u> An introduction to literature and analysis exploring power and stories through time from the medieval time to the present. Building analytical and creative writing skills, alongside oracy. Knowledge: -Developing awareness of stories were created and past on -Exploring how power differed in society through the ages. - Awareness of genre and genre context and how this influences meanings. -Application of relevant literacy terminology.	Unit Title: <u>War Poetry</u> Knowledge: -Developing awareness of how war is represented through various themes throughout poetry, drama and prose extracts. - Awareness of genre and genre context and how this influences meanings. -Exploration of historical context that influence writing and reception. -Application of relevant literacy terminology. -Undertaking and analysing close level language, form and structural analysis. -Evaluate the significance of poetic messages. -Explore the writer's intentions and develop evaluation of writer's craft. - Students also study the contextual issues	Unit Title: <u>The Novel Now Is the Time for Running.</u> Knowledge: - Awareness of writer's craft, characterisation and genre. - Explore how writers shape meaning using language and structure and application of literary features. - Students also study the contextual issues influencing and shaping the novel to inform interpretations regarding the meaning of the texts. Seminal literature is being explored. -Explore the writer's intentions and develop evaluation of writer's craft. -Understanding, development, and application of creative writing and transactional writing skills as springboards from the text. Skills:	Unit Title: <u>The Novel Now Is the Time for Running.</u> Knowledge: - Awareness of writer's craft, characterisation and genre. - Explore how writers shape meaning using language and structure and application of literary features. - Students also study the contextual issues influencing and shaping the novel to inform interpretations regarding the meaning of the texts. Seminal literature is being explored. -Explore the writer's intentions and develop evaluation of writer's craft. -Understanding, development, and	Unit Title: <u>AQA language Paper 1 - The Gothic Extract based gothic fiction and creative writing.</u> Knowledge: -Appreciation and awareness of the presentation of women in texts across the ages including <i>Macbeth</i>, <i>Dracula</i> and <i>The Yellow Wallpaper</i>. -Students also connect contextual influences on the text being studied. - Explore how literary techniques aid meaning. -Explore the writer's intentions and develop evaluation of writer's craft. -Understanding, development, and application of creative writing and transactional writing skills as springboards from the text

	-Undertaking and analysing close level language, form and structural analysis. -Evaluate the significance of poetic messages -Understanding, development, and application of creative writing and transactional writing skills as springboards from the text. -Development of spoken language skills and presentation skills. Skills: Analysis, contextual appreciation and evaluation. Creative and transactional writing skills. Speaking and listening skills.	-Undertaking and analysing close level language, form and structural analysis. -Evaluate the significance of poetic messages -Understanding, development, and application of creative writing and transactional writing skills as springboards from the text. -Development of spoken language skills and presentation skills. Skills: Analysis, contextual appreciation and evaluation. Creative and transactional writing skills. Speaking and listening skills.	influencing and shaping the set poems to inform interpretations. -Understanding, development, and application of creative writing and transactional writing skills as springboards from the text. - Development of oracy skills throughout the model. Skills: Analysis, contextual appreciation and evaluation. Creative and transactional writing skills. Speaking and listening skills.	-Debate and critique - Application of wider contextual factors shaping a text - A text as a product of a time in history -Creative and transactional writing. - Spoken language skills.	application of creative writing and transactional writing skills as springboards from the text. Skills: -Debate and critique - Application of wider contextual factors shaping a text - A text as a product of a time in history -Creative and transactional writing. - Spoken language skills.	Skills: - Explore, interpret, analyse and evaluate. Creative writing and transactional writing skills.
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Key/Legend/Notes:

- GCSE is English Literature Edexcel and English Language AQA
- A level is English Literature Edexcel only.
- Arrival reading activity per year group or / revision for KS4. Retrieval Entrance Activities to test prior learning used regularly. KS3 have a bespoke reading comprehension booklet to supplement their own private reading with set tasks which has now become digital.
- Entrance activities are based on retrieval practise.
- Booster and Stretch and Challenge sessions held across KS3 and 4.
- KS5 clinic. / Revision sessions held weekly.