

## ENGLISH CURRICULUM MAP 2025/2026

### AIMS:

#### STUDENTS WILL:

- Read fluently with the ability to infer
- Develop the habit of reading for pleasure and for information
- Acquire a wide range of vocabulary
- Write clearly and accurately, being able to adapt style to fit purpose, audience and context
- Understand linguistic devices and how to use them
- Speak clearly and confidently in different contexts and listen effectively
- Gain appreciation of diverse literary texts

### CORE EXPECTATIONS

#### STUDENTS WILL:

- Read and understand a wide range of texts
- Understand and explain the writer's craft
- Identify writer's viewpoint
- Express own views
- Write effectively and creatively using linguistic and grammatical conventions
- Develop resilience in attempting longer pieces of reading and writing
- Present work clearly
- Demonstrate exam technique
- Be confident in their talk, being able to discuss and present their ideas using linguistic devices and PowerPoint/ technology.

## YEAR 8

Student to highlight when complete

Year 8	ESSENTIAL	WIDER LEARNING	PERSONAL DEVELOPMENT	ESSENTIAL OUTCOME
TERM 1+2	Fiction- Boy in Striped Pyjamas/ Private Peaceful/ Horowitz extract choice Non-fiction- The Day articles (read and discuss/ analyse) (minimum 1 per fortnight)	Shakespeare- Macbeth/ Tempest Drama- choice  Poetry= Benjamin Zephaniah/ Conflict/ choice  (The Day)	Home reading- record to be completed	Character diary entry from novel or finish Horowitz story. Discussion on The Day.
TERM 3+4	Fiction Extract- Holes/ Rosen poetry (Chocolate cake). Writing skills and language device revision The Day articles (minimum 1 per fortnight)	(The Day) Continue chosen Shakespeare	Home reading- record to be completed	Language device list with own examples. Discussion on The Day with own opinions written.  Written article.
TERM 5+6	Fiction extract Skellig/ Myths and Legends. Spoken language – choice  The Day articles (minimum 1 per fortnight)	(The Day)  Explore poetry- student choice or unseen	Home reading- record to be completed	Spoken language assessment planned.  HADAFORST language devices with examples. Find examples in

				The Day article. EOY assessment- speech or Q5 p1?
OTHERS COVERED:				

<b>MY OUTCOMES:</b>	<b>add title/ description of piece</b>
<p>I have written:</p> <ul style="list-style-type: none"> <li>-a letter</li> <li>-an article</li> <li>-a story</li> <li>-a description</li> <li>-other (please state)</li> </ul>	
<p><b>I have read these <u>fiction</u> texts:</b></p>	
<p><b>I have read these <u>non-fiction</u> texts:</b></p>	
<p>I have discussed these topics:</p>	

**SELF-REFLECTION:**

My favourite task/ activity was ...

I want to improve my skills in ...

**Teacher use only. Gaps to be covered in intervention/ revision/ mainstream:**

Student to highlight when complete

Year 9	ESSENTIAL	WIDER LEARNING	PERSONAL DEVELOPMENT	ESSENTIAL OUTCOME
TERM 1+2	<p>Fiction: Stone Cold/ Edgar Allen Poe- Tell Tale Heart. choice</p> <p>Non-fiction- The Day articles (minimum 1 per fortnight)</p>	Shakespeare: R+J	<p>Home reading-record to be completed</p> <p>Young Writers?</p>	Summary of key scene (from film or reading). Advice leaflet for the homeless.
TERM 3+4	<p>Fiction Extract-Sound of Thunder/ Frankenstein. Language and Structure revision. Twisted Tales/ short stories.</p> <p>Non-fiction- The Day articles (minimum 1 per fortnight)</p>	Blood Bros/ play of choice.	Home reading-record to be completed	Review of film/ theatre show. Focus on structure. Or own description of manmade monster.
TERM 5+6	<p>Fiction Extract. OMAM, The Lottery. Spoken language.</p> <p>Non-fiction- The Day articles (minimum 1 per fortnight)</p>	Poetry – love/ romance	Home reading-record to be completed	<p>Presentation on favourite film/ song/ show using powerpoint or Council project. Article on fairness/ justice?</p> <p>EOY assessment. Q3 and mini Q5.</p>

Student to highlight when complete

OTHERS COVERED:				
-----------------	--	--	--	--

<b>MY OUTCOMES:</b>	<b>add title/ description of piece</b>
I have written:	
-a letter	
-an article	
-a story	
-a description	
-other (please state)	
<b>I have read these <u>fiction</u> texts:</b>	
<b>I have read these <u>non-fiction</u> texts:</b>	
I have discussed these topics:	

**SELF-REFLECTION:**

My favourite task/ activity was ...

I want to improve my skills in ...

<b>Teacher use only. Gaps to be covered in intervention/ revision/ mainstream:</b>
--

Year 10	ESSENTIAL	WIDER LEARNING	PERSONAL DEVELOPMENT	ESSENTIAL OUTCOME
TERM 1+2	<p>Fiction: Christmas Carol or short stories.</p> <p>GCSE/ FS/ Entry pathway exam overview</p> <p>Non-fiction- The Day articles (minimum 1 per fortnight)</p>	Shakespeare- Macbeth	<p>Home reading-record to be completed</p> <p>Young Writers?</p>	<p>Ensure baseline (Hartop Phase 3/ Writing FS paper Phase 2) complete when starting</p> <p>Watch/ read texts set in the past and discuss context. Start creating own character.</p>
TERM 3+4	<p>Fiction Extract. Woman in Black. The Monkey's Paw? Language and Structure revision.</p> <p>Non-fiction- The Day articles (minimum 1 per fortnight)</p>	Drama- choice (An Inspector Calls)	Home reading-record to be completed	<p>Comparison table of 2 texts from different settings. (Compare 2 favourite horror/ ghost stories?)</p>
TERM 5+6	<p>Fiction Extract. Lovely Bones. The Landlady/ Lamb to the Slaughter. Spoken language.</p> <p>Non-fiction- The Day articles (minimum 1 per fortnight)</p>	Poetry – Power/ Conflict	Home reading-record to be completed	<p>P2 mock P3-surfboard/ any. GCSE p1 or FS writing and reading for P2). Ensure spoken language completed for all.</p> <p>Written piece in voice of own character.</p>

OTHERS COVERED:				
-----------------	--	--	--	--

**MY OUTCOMES:**

**add title/ description of piece**

I have written- a letter

an article

a story

a description

other (please state)

Completed a paper 1 (Reading FS) past paper

Completed a paper 2 (Writing FS) past paper

I have read these fiction texts:

I have read these non-fiction texts:

I have discussed these topics:

**SELF-REFLECTION:**

My favourite task/ activity was ...

I want to improve my skills in ...

The exam area I need to focus on is ...

**Teacher use only. Gaps to be covered in intervention/ revision/ mainstream:**

**Notes for Teachers:**

- Spoken language complete and recorded?
- Data on tracker?
- EAA complete? Being used? Practised in classroom?

<b>Year 11</b>	<b>ESSENTIAL</b>	<b>WIDER LEARNING</b>	<b>PERSONAL DEVELOPMENT</b>	<b>ESSENTIAL OUTCOME</b>
TERM 1+2	<p>Overview of exams. PEE revision.</p> <p>Non-fiction- The Day articles (minimum 1 per fortnight)</p>	<p>Research life in 18/19/20 centuries- GCSE</p> <p>Situation examples (eg: you are planning a ...)</p>	<p>Home reading- record to be completed</p> <p>Young Writers?</p>	<p>(If new, ensure baseline complete!) Research project. P1 Q2 and 4. or FS Reading paper.</p> <p>SPOKEN LANG COMPLETE?</p>
TERM 3+4	<p>Exam technique. P2 Q5 focus.</p> <p>Non-fiction- The Day articles (minimum 1 per fortnight)</p>	<p>Link to key issues (eg gender/ race/ sexuality/ age etc)</p>	<p>Home reading- record to be completed</p>	<p>P2 q2 +4 practice.</p> <p>Write article or speech p2 q5.</p> <p>FS Writing.</p>
TERM 5+6	<p>P1 and 2 walkthroughs (Reading and Writing FS).</p> <p>Focus on creative writing. (Focus if FS complete)</p> <p>Non-fiction- The Day articles (minimum 1 per fortnight)</p>	<p>Post 16 prep</p>	<p>Home reading- record to be completed</p> <p>Post 16 prep</p>	<p>Revision notes/ cards.</p> <p>At least 1 past paper. Q5 p.</p>

OTHERS COVERED:				

**MY OUTCOMES:**

**add title/ description of piece**

I have written- a letter

an article

a story

a description

other (please state)

Completed a paper 1 (Reading FS) past paper

Completed a paper 2 (Writing FS) past paper

I have read these fiction texts:

I have read these non-fiction texts:

I have discussed these topics:

**SELF-REFLECTION:**

My favourite task/ activity was ...

I want to improve my skills in ...

I will revise .....

How will you do this? I will .....

**Teacher use only. Gaps to be covered in intervention/ revision/ mainstream:**