



English Long-Term Curriculum Plan 2025/26

Throughout our curriculum planning we remain focused on delivering a 21st century curriculum designed to ensure pupils are well prepared for the future.

		TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Year 7	Topic Heading	Harry Potter and The Philosopher's Stone: JK Rowling. Contemporary prose, fantasy themed.	The Boy in Striped Pyjamas: John Boyne Seminal world literature. Contemporary prose, Holocaust themed.	Survival stories (Ice Trap: Shackleton's journey to the South Pole) Non-fiction, biographical study.	The Harder they Fall: Bali Rai Contemporary prose, homeless and poverty themed text.	Escape from Pompeii Non-fiction source material, first-person chronology, diary form.	AQA English Language Year 7 Assessment unit Summative assessment unit, following the AQA English Language pathway. Reading only. Different Cultures Poetry x 3-4 weeks Contemporary poems from Agard, Zephaniah, Nichols.
	Linked Texts/ Suggested Reading	Percy Jackson and The Olympians – Rick Riordan. Northern Lights – Phillip Pullman.	Number the Stars – Louis Lowry. When Hitler Stole the Pink Rabbit – Judith Kerr.	Shipwreck at the Bottom of the World – Jennifer Armstrong. Hatch – Gary Paulson.	The Outsiders – SE Hinton.	The Roman Mysteries: Secrets of Vesuvius – RJ Palacio. Escape from Earthquakes – Anita Ganeri.	The Eye of the Horse – Jamila Gavin. Stormcatchers – Tim Bowler.
	Year 7 Content (skills and knowledge) Bower Grove 2025 Framework – linked to KS3 National Curriculum (2014).	Framework skills: - Retrieval and inference skills. - Predictive skills. - Comparative of information. - Using quote marks. - Plot, setting, characters. - Descriptive writing. - Formal letters. - Paragraphing. - Expanded noun phrases. - Full stops/ caps. - Asking questions.	Framework skills: - Retrieval and Inference skills. - Predictive skills. - Writer's impression. - Comparative skills. - Exploring themes/ context. - Plot, setting, characters. - Writing to advise. - Informal diaries. - Relative clauses. - Consistent tense. - Using quote marks.	Framework skills: - Retrieval skills. - Research and record. - Summary/ precis. - Identifying language devices. - Exploring purpose (inform). - Descriptive writing (setting). - Using the thesaurus. - Creating characters. - Non-fiction writing. - Time connectives - Using commas.	Framework skills: - Retrieval and inference skills. - Predictive skills. - Structural features. - Effect on the reader. - Writer's impression. - Exploring themes. - Plot, setting, characters. - Prose writing (dialogue). - Editing/ proof checking. - Modal verbs. - Using speech marks. - Debate and discuss.	Framework skills: - Retrieval skills. - Research and record. - Summary/precis. - Identifying language devices. - Exploring context. - Writing to persuade. - Non-fiction fact-files. - Paragraphing. - Sequencing/ justifying connectives. - Informal writing. - Using prepositions. - Using topic terminology.	Framework skills: - Exploring poetry forms. - Retrieval and inference skills. - Summary/precis. - Analysing language/structure- Effect on the reader. - Writer's impression. - Comparative skills. - Using subject terminology. - Exploring themes/context. - Composition (poetry).

	<ul style="list-style-type: none"> - Recall and verbal summary. <p>Poetry Link: The Sorting Hat song/ poem by JK Rowling.</p>	<ul style="list-style-type: none"> - Sharing feelings and opinions. <p>Poetry Link: 'Refugee Blues' by WH Auden.</p>	<ul style="list-style-type: none"> - Listening skills. - Discussion – relevance to task. - Using topic terminology. <p>Poetry Link: 'Do Not Go Gentle into that Good Night' by D. Thomas.</p>	<ul style="list-style-type: none"> - Expressing feelings and opinions. - Reading with intonation. <p>Poetry Link: 'Clown Punk' by S. Armitage.</p>	<ul style="list-style-type: none"> - Using a colon for list. <p>Poetry Link: Pompeii by William Dix (1848).</p> <p>*Lyrics from Pompeii by Bastille included within MTP.</p>	<ul style="list-style-type: none"> - Asking questions. - Explain ideas/opinions.
Enrichment Opportunities	Cross-curricular links to Geography and PSHE	Cross-curricular links to History and Geography. Mini 'Arts and Craft' project: mosaic design. VR trip to Pompeii.	Cross-curricular links to Geography/History. Potential visit to Shackleton Exhibition. VR trip to Antarctic	Porchlight Visit Bali Rai (author visit). Cross curricular link to PSHE	Cross curricular link to History. VR opportunities	Cross curricular links – Geography and different cultures; PE Dance.
Topic Heading	<p>Darren Shan's Cirque Du Freak or The Spiderwick Chronicles by Holly Black</p> <p>Contemporary fiction – fantasy theme prose.</p>	<p>A Christmas Carol: Charles Dickens</p> <p>Seminal world literature/ author; classic ghost story.</p>	<p>Skellig: David Almond</p> <p>Contemporary prose – fantasy drama genre.</p>	<p>Goodnight Mr Tom by Michelle Magorian (playscript)</p> <p>Contemporary prose – drama genre. WW2 setting, focusing on relationships.</p>	<p>Completion of Goodnight Mr Tom Term 5</p> <p>Wilfred Owen's World War One poetry</p> <p>In-depth analysis of Wilfred Owen's war poetry, alongside other poets such as Jessie Pope and Siegfried Sassoon.</p>	<p>AQA English Language Year 8 Assessment unit</p> <p>Summative assessment unit, following the AQA English Language pathway.</p>
Linked Texts/ Suggested Reading	<p>Coraline – Neil Gaiman.</p> <p>Goosebumps – RL Stein.</p>	<p>Oliver Twist – Charles Dickens.</p> <p>A Boy Called Christmas: Matt Haig.</p>	The Graveyard Book – Neil Gaiman.	<p>Carrie's War – Nina Bowden.</p> <p>The Silver Sword – Ian Serrailier.</p>	<p>Private Peaceful – Michael Morpurgo.</p> <p>War Game – Michael Foreman.</p>	<p>The Wonderful Story of Henry Sugar – Roald Dahl.</p> <p>The Weathermonger – Peter Dickinson</p>
Year 8 Content (skills and knowledge) Bower Grove 2025 Framework – linked to KS3 National Curriculum (2014).	<p>Framework skills:</p> <ul style="list-style-type: none"> - Retrieval and inferences skills. - Research, record and present. - Summary/precis. - Justifying predictions. - Making comparisons within texts. - Exploring setting, plot and characters. 	<p>Framework skills:</p> <ul style="list-style-type: none"> - Retrieval and inference skills. - Exploring context. - Using quotations and quote marks. - Language analysis. - Writer's purpose/ effect. - Exploring plot and characters. 	<p>Framework skills:</p> <ul style="list-style-type: none"> - Retrieval and inference skills. - Justifying predictions. - Using quotations and quote marks. - Language analysis. - Writer's purpose and effect. - Exploring themes in narrative/ 	<p>Framework skills:</p> <ul style="list-style-type: none"> - Retrieval and inference skills. - Exploring context. - Using quotations and quote marks. - Language and structural analysis. - Writer's purpose/effect. - Comparisons within text. - Exploring themes. 	<p>Framework skills:</p> <ul style="list-style-type: none"> - Retrieval and inference skills. - Exploring context. - Using quotations and quote marks. - Analysing language and structure. - Writer's purpose/ effect. - Comparisons across texts. - Exploring themes. 	<p>Framework skills:</p> <ul style="list-style-type: none"> - Retrieval and inference skills. - Summary/ precis. - Using quotations and quote marks. - Analysing language and structure. - Writer's purpose/ effect.

	<ul style="list-style-type: none"> - Writing to persuade/describe/entertain. - Fact-files. - Planning and drafting. - Paragraphing by content grouping. - Presentational devices. - Writing – characterisation. - Use of CAMPERS. - Vocabulary for effect. - Colons/commas in a list. - Singular and plural language. - Debate skills: conventions/contradictory views. <p>Poetry Link: writing ‘What am I?’ riddles – creative writing task.</p>	<ul style="list-style-type: none"> - Exploring themes in narrative. - Planning and drafting. - Connectives for cohesion. - Relative clauses. - Formal register. - Use of subject terminology, inc. verbally. - Use of topic terminology. - Use of Standard English. - Using the correct register. - Communicating complex ideas/views. <p>Poetry Link: ‘Another Night Before Christmas’ by C. Duffy.</p>	<ul style="list-style-type: none"> - Exploring setting, plot and characters. - Writing to advise. - Diary writing. - Planning and drafting. - Proof checking/ editing. - Paragraphing by content grouping. - Using modal verbs. - Use of prepositions. - Commas to separate clauses. - Use of CAMPERS and vocabulary for effect. - Consistent tense. - Adapting voice/ tone for effect. <p>Poetry Link: ‘Hide and Seek’ by Vernon Scannell.</p>	<ul style="list-style-type: none"> - Exploring settings, plot and characters. - Writing to persuade. - Non-narrative – informal letters. - Planning and drafting. - Proof checking/editing. - Use of subject/topic terminology, inc. verbally. - Using AFOREST. - Demarcation for effect. - Prefixes/suffixes. - Consistent tense. - Adapting voice/ tone for effect. - Use of Standard English. <p>Alternative Unit for lower ability: War Horse abridged: Michael Morpurgo or War Games: Michael Foreman Same descriptors apply as above for main unit.</p> <p>Poetry link: War Horse by Brenda Williams.</p>	<ul style="list-style-type: none"> - Fact or opinion. - Narrative composition: poetry. - Description of settings. - Use of topic terminology. - Use of vocabulary for effect. - Demarcation for effect – ellipsis, question marks, exc. marks. - Communicating complex ideas/views. - Use of Standard English. - Using the correct register. - Adapting voice/ tone for effect. <p>Alternative poetry link: Vietnam War - The Burning Man by Adrian Mitchell.</p>	<ul style="list-style-type: none"> - Comparisons across texts. - Writing for GAP. - Non-narrative/ narrative forms. - Description of settings. - Describing character, inc. dialogue. - Use of formal/ informal registers. - Use of subject terminology. - Punctuation range: ellipsis, hyphen, brackets and speech marks. - Formal presentations linked to audience and purpose. <p>Poetry Link: Rich and Poor by Ella Wheeler Wilcox.</p>
Enrichment Opportunities	Film – The Greatest Showman Cross curricular links - history	Potential theatre trip and Dicken’s trip to Rochester for context. Cross curricular link – Victorian	Science and Nature – ornithology, study of birds.	Cross curricular links – Geography, history Environmental issues Debate Club Links to the School Council	Cross curricular links – History WW2 Trip to Ypres to see trenches.	See Term 5 enrichment opportunities for text.
Topic Heading	Introduction to William Shakespeare: (Macbeth/ Romeo and Juliet). Shakespeare historical, culture and social context and plays (tragedy genre).	Step up to English: Component One See applicable units for academic year (2025-26).	Step up to English: Component One See applicable units for academic year (2025-26).	Step up to English: Component Two See applicable units for academic year (2025-26).	A Monster Calls by Patrick Ness Contemporary prose – fantasy/ drama genre. Theme: death and family/ relationships. *Option to study play-script as time permits.	Completion of A Monster Calls Term 5 Classic Literature Seminal world literature – fictional extracts. Genre foci changes weekly: horror, sci-fi,

							drama, fantasy, adventure.
Linked Texts/ Suggested Reading	Alternative Shakespeare: Othello, Midnight Summer's Dream, Hamlet.					The Ocean at the End of the Lane – Neil Gaiman. Bridge to Terabithia – Katherine Patterson.	The Once and Future King – TH White. The Call of the Wild – Jack London.
Year 9 Content (skills and knowledge) Bower Grove 2025 Framework – linked to KS3 National Curriculum (2014) and KS4 Entry Level accreditation.	KS3 National Curriculum links: Reading: Shakespeare (two plays); seminal world literature; learning new vocabulary; inference; retrieval of evidence; exploration of context; understanding language (inc. figurative); studying plot, setting and characterisation; understanding the work of dramatists and stagecraft; using literary terminology. Writing: formal expository; imaginative writing (inc. poetry); non-narrative forms such as letters/ diaries; summary/ precis; applying new vocabulary; planning effectively; drafting and editing; using Standard English; extending KS1/2 grammar appendices. Poetry Link: creative writing (rhyming couplets, meters, rhythm, schemes/ patterns) and Shakespeare's sonnets.	Entry Level and GCSE pathways (Silver and Gold) AQA: Step up to English Assessment Objectives: Reading AO1: Read and understand texts. Identify and interpret explicit and implicit information and ideas. AO2: Explain and comment on writers use of language and structure for effect, using relevant subject terminology to support views. AO3: Compare writers' ideas and perspectives. AO4: Evaluate texts and support this with appropriate textual references. Writing AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for	Entry Level and GCSE pathways (Silver and Gold) AQA: Step up to English Assessment Objectives: Reading AO1: Read and understand texts. Identify and interpret explicit and implicit information and ideas. AO2: Explain and comment on writers use of language and structure for effect, using relevant subject terminology to support views. AO3: Compare writers' ideas and perspectives. AO4: Evaluate texts and support this with appropriate textual references. Writing AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and	Entry Level and GCSE pathways (Silver and Gold) AQA: Step up to English Assessment Objectives: Reading AO1: Read and understand texts. Identify and interpret explicit and implicit information and ideas. AO2: Explain and comment on writers use of language and structure for effect, using relevant subject terminology to support views. AO3: Compare writers' ideas and perspectives. AO4: Evaluate texts and support this with appropriate textual references. Writing AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.	KS3 National Curriculum links: Reading: high quality contemporary literature (fiction – real-life drama); learning new vocabulary; inference; retrieval of evidence; exploration of context; understanding language and structure; studying plot, setting and characterisation; understanding the work of dramatists and stagecraft. Writing: formal expository; imaginative writing; non-narrative forms; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices. Alternative unit for lower ability pupils: Wonder by RJ Palachio Same descriptors apply as above for main unit. Poetry Link: 'I am an Island' by Simon and Garfunkel.	KS3 National Curriculum links: Reading: high quality literature (inc. pre-1914 prose); seminal world literature; learning new vocabulary; inference; retrieval of evidence; exploration of writer's purpose; understanding language and structure; studying plot, setting and characterisation; making critical comparisons. Writing: formal expository; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices. Poetry Link: Week 5 Drama – Havisham by C. Duffy.	

		<p>different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>AO6: Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Spoken Language AO7: Demonstrate presentation skills.</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p> <p>AO9: Use spoken English effectively in speeches and presentations.</p>	<p>audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>AO6: Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Spoken Language AO7: Demonstrate presentation skills.</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p> <p>AO9: Use spoken English effectively in speeches and presentations.</p>	<p>AO6: Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Spoken Language AO7: Demonstrate presentation skills.</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p> <p>AO9: Use spoken English effectively in speeches and presentations.</p>		
Enrichment Opportunities	<p>Trip to the Globe Theatre or touring company. Cross curricular links – History- Elizabethan</p>	<p>Enrichment opportunities dependent upon theme of AQA externally set assessment papers.</p> <p>Themes in Component 1 are non-fiction based – e.g. Detectives, Hobbies and Holidays.</p> <p>Themes in Component 2 are fiction based – e.g. Gothic Horror, Sci-Fi and Dystopia.</p>			<p>Theatre trip Cross curricular links – PSHE – death and grief</p>	<p>See Term 5 enrichment opportunities for text.</p>
Topic Heading	<p>An Inspector Calls by J.B Priestley</p> <p>Seminal world literature – ‘whodunnit’ themed play.</p>	<p>A Woman in Black by Susan Hill</p> <p>Seminal world literature – gothic horror prose and contemporary play.</p>	<p>Media and Non-Fiction texts.</p> <p>Non-fiction – media texts, focusing on analysis of purpose and effect.</p>	<p>Of Mice and Men by John Steinbeck</p> <p>Seminal world literature – American prose, drama genre.</p>	<p>Step up to English: Component One See applicable units for academic year (2025-26).</p>	<p>Step up to English: Component One See applicable units for academic year (2025-26).</p>

Linked Texts/ Suggested Reading	Blood Brothers – Willy Russell. Roads to Freedom – Short Story Colleciton.	The Turn of the Screw – Henry James. The Tell-Tale Heart – Edgar Allen Poe.	Looking for Alaska – John Green. Speak – Lawie Halse Anderson.	The Pearl – John Steinbeck. A Lesson Before Dying – Ernest J Gaines.			
Year 10 Entry Level Content (skills and knowledge) Bower Grove 2025 Framework – linked to KS4 National Curriculum (2014) and Entry Level accreditation.	GCSE and Entry level pathways KS4 National Curriculum links: Reading: high quality classic literature; 20th century text; English literary heritage; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer’s choice of vocabulary and structural features; making informed personal responses; using linguistic and literary terminology accurately. Writing: adapting writing for purpose (to explain, instruct, argue and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary, form and structure to reflect audience and purpose; to	GCSE and Entry Level pathways KS4 National Curriculum links: Reading: high quality classic literature; 20th century text; English literary heritage; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer’s choice of vocabulary and structural features; making informed personal responses; using linguistic and literary terminology accurately. Writing: adapting writing for purpose (to describe and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to	GCSE pathway KS4 National Curriculum links: Reading: reading extended non-fiction (media, journalism forms); summarising and synthesising ideas; identifying information; seeking evidence to support views; distinguishing between fact and opinion; identifying bias and misuse of evidence; analysing writer’s choice of vocabulary and structure; making informed personal responses; using linguistic terminology accurately. Writing: adapting writing for purpose (to describe, explain, give and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; use Standard English. Additional Spoken Language descriptors: listening to and building	GCSE and Entry Level pathways KS4 National Curriculum links: Reading: high quality classic literature; 20th century text; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer’s choice of vocabulary and structural features; making informed personal responses; using linguistic and literary terminology accurately. Writing: adapting writing for purpose (to describe, explain, argue and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary, form and structure to reflect audience and purpose; to make notes and use other’s information.	Entry Level and GCSE pathways (Silver and Gold) AQA: Step up to English Assessment Objectives: Reading AO1: Read and understand texts. Identify and interpret explicit and implicit information and ideas. AO2: Explain and comment on writers use of language and structure for effect, using relevant subject terminology to support views. AO3: Compare writers’ ideas and perspectives. AO4: Evaluate texts and support this with appropriate textual references. Writing AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. AO6: Use vocabulary and sentence structures for clarity, purpose and effect,	Entry Level and GCSE pathways (Silver and Gold) AQA: Step up to English Assessment Objectives: Reading AO1: Read and understand texts. Identify and interpret explicit and implicit information and ideas. AO2: Explain and comment on writers use of language and structure for effect, using relevant subject terminology to support views. AO3: Compare writers’ ideas and perspectives. AO4: Evaluate texts and support this with appropriate textual references. Writing AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to	

	<p>make notes and use other's information.</p> <p>Additional Spoken Language descriptor: performing play script in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>	<p>support ideas; selecting vocabulary, form and structure to reflect audience and purpose; to make notes and use other's information.</p> <p>Additional Spoken Language descriptor: performing play script in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>	<p>on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary; listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence.</p>		<p>with accurate spelling and punctuation.</p> <p>Spoken Language AO7: Demonstrate presentation skills.</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p> <p>AO9: Use spoken English effectively in speeches and presentations.</p>	<p>support coherence and cohesion of texts.</p> <p>AO6: Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Spoken Language AO7: Demonstrate presentation skills.</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p> <p>AO9: Use spoken English effectively in speeches and presentations.</p>
Topic Heading	<p>An Inspector Calls by J.B Priestley</p> <p>Seminal world literature – 'whodunnit' themed play.</p>	<p>A Woman in Black by Susan Hill</p> <p>Seminal world literature – gothic horror prose and contemporary play.</p>	<p>Introduction to Media – GCSE</p> <p>Non-fiction – media texts, focusing on analysis of purpose and effect.</p>	<p>Of Mice and Men by John Steinbeck</p> <p>Seminal world literature – American prose, drama genre.</p>	<p>Step up to English: Component One</p> <p>See applicable units for academic year (2025-26).</p>	<p>Step up to English: Component One</p> <p>See applicable units for academic year (2025-26).</p>
<p>Year 10 GCSE Content (skills and knowledge)</p> <p>Bower Grove 2025 Framework – linked to KS4 National Curriculum (2014) and KS4 accreditation.</p>	<p>GCSE and Entry level pathways KS4</p> <p>National Curriculum links:</p> <p>Reading: high quality classic literature; 20th century text; English literary heritage; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and</p>	<p>GCSE and Entry Level pathways KS4</p> <p>National Curriculum links:</p> <p>Reading: high quality classic literature; 20th century text; English literary heritage; summarising and synthesising information; drawing on context to inform evaluation; identifying</p>	<p>Entry Level pathway KS4</p> <p>National Curriculum links:</p> <p>Reading: reading extended non-fiction (media, journalism forms); summarising and synthesising ideas; identifying information; seeking evidence to support views; distinguishing between fact and opinion;</p>	<p>GCSE and Entry Level pathways KS4</p> <p>National Curriculum links:</p> <p>Reading: high quality classic literature; 20th century text; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support</p>	<p>Entry Level and GCSE pathways (Silver and Gold)</p> <p>AQA: Step up to English Assessment Objectives:</p> <p>Reading AO1: Read and understand texts. Identify and interpret explicit and implicit information and ideas.</p> <p>AO2: Explain and comment on writers use of language and structure for effect, using</p>	<p>Entry Level and GCSE pathways (Silver and Gold)</p> <p>AQA: Step up to English Assessment Objectives: As Term 5</p> <p>Extension Unit: Arthur Conan Doyle's Sherlock Holmes His Last Vow</p> <p>GCSE pathway</p>

		<p>information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer's choice of vocabulary and structural features; making informed personal responses; using linguistic and literary terminology accurately.</p> <p>Writing: adapting writing for purpose (to explain, instruct, argue and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary, form and structure to reflect audience and purpose; to make notes and use other's information.</p> <p>Additional Spoken Language descriptor: performing play script in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>	<p>and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer's choice of vocabulary and structural features; making informed personal responses; using linguistic and literary terminology accurately.</p> <p>Writing: adapting writing for purpose (to describe and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary, form and structure to reflect audience and purpose; to make notes and use other's information.</p> <p>Additional Spoken Language descriptor: performing play script in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>	<p>identifying bias and misuse of evidence; analysing writer's choice of vocabulary and structure; making informed personal responses; using linguistic terminology accurately.</p> <p>Writing: adapting writing for purpose (to describe, explain, give and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; use Standard English.</p> <p>Additional Spoken Language descriptors: listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary; listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence.</p>	<p>views; analysing writer's choice of vocabulary and structural features; making informed personal responses; using linguistic and literary terminology accurately.</p> <p>Writing: adapting writing for purpose (to describe, explain, argue and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary, form and structure to reflect audience and purpose; to make notes and use other's information.</p> <p>Alternate text – The Kite Runner – Entry Level</p> <p>National Curriculum links:</p> <p>Reading: high quality classic literature; 21st century text; seminal world literature; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer's choice of vocabulary; making informed personal responses.</p> <p>Writing: adapting writing for purpose; to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary</p>	<p>relevant subject terminology to support views.</p> <p>AO3: Compare writers' ideas and perspectives.</p> <p>AO4: Evaluate texts and support this with appropriate textual references.</p> <p>Writing AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>AO6: Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Spoken Language AO7: Demonstrate presentation skills.</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p> <p>AO9: Use spoken English effectively in speeches and presentations.</p>	<p>National Curriculum links:</p> <p>Reading: 19th century text; English heritage; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer's choice of vocabulary and structural features; making informed personal responses, leading to evaluation; using linguistic and literary terminology accurately.</p> <p>Writing: adapting writing for purpose (to describe, explain, argue and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas.</p>
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					and form to reflect audience and purpose.		
Enrichment Opportunities	Theatre trip Cross curricular links - History	Theatre Trip			Cross curricular links- History/Geography – 1930s/40s America		History – Victorian England. Trip – Sherlock Holmes museum. Film Studies – Sherlock in TV/ Film.
Topic Heading	Stone Cold by Robert Swindells English heritage - short narrative story on homelessness in Britain.	Step up to English Silver/ Gold Award - Component Two See applicable units for academic year (2025-26).	Step up to English Silver/ Gold Award - Component Two See applicable units for academic year (2025-26).	Step up to English Silver/ Gold Award - Component Two See applicable units for academic year (2025-26).	Step up to English Silver/ Gold Award - Component Two See applicable units for academic year (2025-26).	Step up to English – Completion of all outstanding units for submission See applicable units for academic year (2025-26).	
Linked Texts/ Suggested Reading	Trash – Any Mulligan. Running Wild – Michael Morpurgo.						
Year 11 Content Entry Level (skills and knowledge) Bower Grove 2025 Framework – linked to KS4 National Curriculum (2014) and Entry Level accreditation.	Entry Level pathway National Curriculum Links: Reading: 21st century text; reading for pleasure; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing	Entry Level pathway AQA: Step up to English Assessment Objectives: Reading AO1: Read and understand texts. Identify and interpret explicit and implicit information and ideas. AO2: Explain and comment on writers use of language and structure for effect, using relevant subject terminology to support views. AO3: Compare writers' ideas and perspectives.	Entry Level pathway AQA: Step up to English Assessment Objectives: Reading AO1: Read and understand texts. Identify and interpret explicit and implicit information and ideas. AO2: Explain and comment on writers use of language and structure for effect, using relevant subject terminology to support views. AO3: Compare writers' ideas and perspectives.	Entry Level pathway AQA: Step up to English Assessment Objectives: Reading AO1: Read and understand texts. Identify and interpret explicit and implicit information and ideas. AO2: Explain and comment on writers use of language and structure for effect, using relevant subject terminology to support views. AO3: Compare writers' ideas and perspectives. AO4: Evaluate texts and support this with appropriate textual references.	Entry Level pathway AQA: Step up to English Assessment Objectives: Reading AO1: Read and understand texts. Identify and interpret explicit and implicit information and ideas. AO2: Explain and comment on writers use of language and structure for effect, using relevant subject terminology to support views. AO3: Compare writers' ideas and perspectives.	Entry Level pathway AQA: Step up to English Assessment Objectives: Reading AO1: Read and understand texts. Identify and interpret explicit and implicit information and ideas. AO2: Explain and comment on writers use of language and structure for effect, using relevant subject terminology to support views. AO3: Compare writers' ideas and perspectives.	

		<p>personal responses.</p> <p>Writing: adapting writing for purpose; to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary and form to reflect audience and purpose. writer’s choice of vocabulary and structural features; making informed personal responses; using linguistic and literary terminology accurately.</p> <p>Writing: adapting writing for purpose (to describe, explain, argue and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary, form and structure to reflect audience and purpose; to make notes and use other’s information.</p>	<p>AO4: Evaluate texts and support this with appropriate textual references.</p> <p>Writing AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>AO6: Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Spoken Language AO7: Demonstrate presentation skills.</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p> <p>AO9: Use spoken English effectively in speeches and presentations.</p>	<p>AO4: Evaluate texts and support this with appropriate textual references.</p> <p>Writing AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>AO6: Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Spoken Language AO7: Demonstrate presentation skills.</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p> <p>AO9: Use spoken English effectively in speeches and presentations.</p>	<p>Writing AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>AO6: Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Spoken Language AO7: Demonstrate presentation skills.</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p> <p>AO9: Use spoken English effectively in speeches and presentations.</p> <p>Alternative text for Entry Level Pathway: Long Way Down – Ewan McGregor.</p>	<p>AO4: Evaluate texts and support this with appropriate textual references.</p> <p>Writing AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>AO6: Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Spoken Language AO7: Demonstrate presentation skills.</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p> <p>AO9: Use spoken English effectively in speeches and presentations.</p>	
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	Topic Heading	Step Up to English Gold Award – Component One and Two See applicable units for academic year (2025-26).	Step up to English Silver/ Gold Award - Component Two See applicable units for academic year (2025-26).	AQA Paper 1 – Introduction to the Unit Part A – reading (retrieval, language analysis, structural, analysis and critical evaluation). Part B – creative writing (description and storytelling).	AQA Paper 2 – Introduction to the Unit Part A – reading (retrieval, summary, language analysis, comparison). Part B – creative writing (non-fiction).	AQA Paper 1 and 2 revision unit Amalgamation of Term 3 and 4 – see set skills coverage.	
	Year 11 Content GCSE (skills and knowledge) Bower Grove 2025 Framework – linked to KS4 National Curriculum (2014) and KS4 Entry Level/ GCSE accreditation.	GCSE pathway AQA: Step up to English Assessment Objectives: Reading AO1: Read and understand texts. Identify and interpret explicit and implicit information and ideas. AO2: Explain and comment on writers use of language and structure for effect, using relevant subject terminology to support views. AO3: Compare writers' ideas and perspectives. AO4: Evaluate texts and support this with appropriate textual references. Writing AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise	GCSE pathway AQA: Step up to English Assessment Objectives: Reading AO1: Read and understand texts. Identify and interpret explicit and implicit information and ideas. AO2: Explain and comment on writers use of language and structure for effect, using relevant subject terminology to support views. AO3: Compare writers' ideas and perspectives. AO4: Evaluate texts and support this with appropriate textual references. Writing AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for	GCSE pathway Reading AO1: identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts AO4: Evaluate texts critically and support this with appropriate textual references Writing AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style	GCSE pathway Reading AO1: identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts AO4: Evaluate texts critically and support this with appropriate textual references Writing AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using	AQA English Language GCSE Assessment Objectives: Reading AO1: identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts AO4: Evaluate texts critically and support this with appropriate textual references Writing AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.	

		<p>information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>AO6: Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Spoken Language AO7: Demonstrate presentation skills.</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p> <p>AO9: Use spoken English effectively in speeches and presentations.</p>	<p>different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>AO6: Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Spoken Language AO7: Demonstrate presentation skills.</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p> <p>AO9: Use spoken English effectively in speeches and presentations.</p> <p>Spoken Language Endorsement – GCSE formal presentation</p> <p>AQA GCSE Spoken Language descriptors: • presenting information and ideas: selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different</p>	<p>and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	
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			<p>purposes and audiences; making presentations and speeches • responding to spoken language: listening to and responding appropriately to any questions and feedback</p> <ul style="list-style-type: none"> • spoken Standard English: expressing ideas using Standard English whenever and wherever appropriate. 				
	Enrichment Opportunities	Porchlight charity link – external visitor.					