love the journey

Curriculum Implementation 2026-2027

Secondary

LCA Strand	English
Subject	**English Language**
Key Stage	**Key Stage 4 (Chapter 10-11)**

What are the key concepts taught?	Paper 1 Explorations in Creative Reading and Writing ○ Reading: extracts from 20th /21st century prose fiction; identify and interpret explicit and implicit information and ideas; analyse of language and structure; subject terminology; evaluation of texts. ○ Writing: conventions of descriptive and narrative writing; adapting writing to form; organisation of writing; technical accuracy (vocabulary, spelling, punctuation, grammar). Paper 2 Writers' Viewpoints and Perspectives ○ Reading: thematically linked texts from different genres, non-fiction and literary non-fiction, 19th to 21st century; identify and interpret information and ideas; select and synthesise evidence; analysis of language; subject terminology; compare writers' ideas and perspectives. ○ Writing: writing to express a point of view (conventions of writing to explain, argue, persuade, instruct/advise); adapting writing to form (letter, text for a speech, article, text for a leaflet, essay); organisation of writing; technical accuracy (vocabulary, spelling, punctuation, grammar). Non-Exam Assessment – Spoken Language (formal presentation with questions) Reading Skills: • Identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views • Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts • Evaluate texts critically and support this with appropriate textual references

	Writing Skills: • 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 • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. Spoken Language Skills: • Formal presentation skills • Listen and respond appropriately to spoken language, including to questions and feedback on presentations • Use spoken Standard English

What is the sequencing of units?	Pupils will build on their prior learning in KS3 and continue to develop the core skills in English. The GCSE units have been sequenced to transition from KS3 and specifically Chapter 9 – see below. During the two year course, pupils study Language and Literature concurrently to emphasise the way in which similar skills are applicable across both components and to enable pupils to build on their prior learning when presented with new texts and units as the course progresses. Chapter 10: • Paper 2 Writers' Viewpoints and Perspectives: Section A Reading. At the end of Chapter 9 pupils complete a unit focussed on developing reading skills in response to nineteenth century non-fiction extracts. At the beginning of Chapter 10, pupils cover Paper 2 Reading (writers' viewpoints and perspectives) which revisits and continues to develop the same set of skills. • Paper 2 Writers' Viewpoints and Perspectives: Section B Writing. Reading is taught before writing so that pupils are already familiar with texts that have been written to express a viewpoint and can draw on this prior knowledge. Pupils will have previously studied this genre of writing in Chapter 9 as part of the 'Conflict' unit. • NEA Spoken language – builds on delivery of formal presentations in KS3. Chapter 11: • Paper 1 Explorations in Creative Reading (Section A Reading focus) – revisits skills developed in Paper 2 (identify and interpret explicit and implicit information and ideas; analysis of language) with the addition of analysis of structure and the evaluation of ideas within texts. In relation to the latter skills, pupils will be able to refer back to prior learning in GCSE

	Literature in which the structure of texts is discussed and pupils are encouraged to form their own opinions about texts. • Paper 1 Explorations in Creative Writing (Section B Writing focus) - pupils will revisit the skills developed in Paper 2 Writing in Chapter 10, but will focus on a different writing purpose (descriptive/ narrative writing as opposed to writing to express a point of view). • The latter part of Chapter 11 is focussed on honing and consolidating skills. Data from Progress Point 'PP' assessments and mock data is used to identify specific areas for improvement across the questions and skills.

How do we encourage pupils to see the links between different units and concepts?	• The learning purposes for each unit relate to the key concepts. • For each of the concepts, pupils will develop a set of skills that are repeatedly revisited throughout KS4, deepening in complexity. • Teachers will signpost overlaps in skills and questions across the units. • Pupils will be encouraged to see the links between different units and concepts through teacher questioning and class discussion. • Teachers will make links to prior learning. • Adapting exam board mark schemes into 'pupil speak' so that pupils understand the assessment criteria for specific units and the course as a whole. • Teachers will make overt reference to the mark scheme criteria provided by the exam board.

What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?	• English Faculty teachers build relationships with every student and plan lessons which ensure that individual needs are met. • Pupils receive personalised feedback on their responses. • Intervention for individual and small groups of pupils focussed on specific needs. • English teachers have shared access to all units of work and resources so that adaptations can be made according to pupil need. • Suggested reading lists related to and beyond the course of study. • SEND – use of pupil profiles and SEN strategies to adapt learning according to pupil need. • More able pupils – more complex subject terminology. • Access to wider reading in the College library and via online learning resources such as GCSE Pod. • Provision of texts and revision materials. • Class sizes allow different ratio of students to teacher according to the ability level.

What are the planned opportunities for retrieval and reflection by pupils?	• 'Do Now' retrieval practice tasks • LCT Tests • Summative 'Progress Point' assessments revisit skills and indicate retention of learning. • Links to prior learning • knowledge organisers, toolkits and revision aids in a variety of formats • The period from January to June of Chapter 11 is focussed on revision. The focus of revision is determined by pupil need, analysis of Progress Point 'PP' assessments and mock data during the course.

What are the opportunities for feed forward by the teacher post assessment outcomes?	• As concepts and skills are revisited throughout the course, teachers will use data and feedback from LCT , Progress Point 'PP' assessments and mock exams to inform their future planning and teaching. • Use of a centralised faculty marksheet to track pupil progress. Analysis of outcomes will inform pupil intervention, teacher lesson planning and revision. • Pupils record Progress Point 'PP' assessments on a tracker sheet so that they can monitor their progress across different units during the course. • Teacher feedback on pupil responses is personalised and identifies specific needs. • Use of external examination data and examiner reports to identify areas of focus for the coming academic year which is then built into lesson planning. • Summative Progress Point 'PP' assessments and mock exams are marked by specific teachers in marking pairs which allows the identification of trends and patterns across the cohort and course which is then fed back to the faculty and pupils.

What are the planned opportunities for developing Reading?	• Shared reading (whole class reading of texts) • Use of the College Library for additional reading • Reading lists related to and beyond the course of study

What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?	Literacy: • LCT Tests and 'Do Now' retrieval practice tasks e.g. focussed on key vocabulary/terminology, spellings, grammar. • Technical accuracy is assessed in Paper 1 and Paper 2 GCSE Writing assessments. • Literacy marking codes are used by teachers and pupils. Numeracy: • sequencing and structural patterning across texts. Oracy: • Class and small group discussion

	• Spoken Language NEA presentations at the end of Chapter 10 develop formal presentation skills SMSC: • The subject and course naturally lends itself to the discussion of spiritual/ moral/ social and cultural issues. Each unit offers opportunities for the teacher to signpost key ideas in relevant contexts. For example, pupils will look at a different views and perspectives on a variety of issues in Paper 2. • Broad range of extracts studied and discussed for Paper 1 and Paper 2 which expose pupils to SMSC experiences and perspectives. Pupils will be asked to write on topics across both papers which necessitate engagement with a range of issues.