love the journey

# Curriculum Implementation 2026-2027

## Secondary

| LCA Strand | English |
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| Subject | **English Literature** |
| Key Stage | **Key Stage 4 (Chapters 10-11)** |

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| What are the key concepts taught? | Paper 1 Shakespeare (drama) and the Nineteenth Century Novel (prose)<br><br>Paper 2 Modern Texts (Prose) and Poetry (Poetry Anthology and Unseen)<br><br>Skills:<br>• Read, understand and respond to texts, providing an informed personal response and appreciating different ways of interpreting texts.<br>• Respond to texts, writing in a critical style which is technically accurate (vocabulary, spelling, punctuation and grammar).<br>• Use textual references, including quotations, to support and illustrate interpretations.<br>• Analyse the language, form and structure used by a writer to create meanings and effects.<br>• Use relevant subject terminology.<br>• Understand the relationships between texts and the contexts in which they were written.<br>• Compare texts. |

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| 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 Chapter 9. For example, at the end of Chapter 9 pupils study a nineteenth century novel and thematically linked non-fiction extracts. At the beginning of Chapter 10, pupils then study another nineteenth century novel and revisit contextual information from this period.<br><br>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 |

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| | on their prior learning when presented with new texts and units as the course progresses.<br><br>Chapter 10:<br>• Nineteenth Century Novel - establishes key skills in textual analysis, using contextual factors to interpret the text, using textual references, responding to an extract and the whole text.<br>• Shakespeare play – this unit develops and continues to embed the same set of skills as the previous unit but a more challenging text. Pupils will be able to draw upon their prior learning of Shakespeare's plays in KS3.<br>• Modern Text (prose) - this unit continues to embed the close analysis skills acquired in the previous unit but has the added challenge that unlike the previous two units, there is no extract.<br><br>Chapter 11:<br>• Anthology Poetry – pupils draw upon prose analysis skills acquired earlier in the course and develop this further by learning specific terminology and approaches related to poetry analysis. Comparison skills are introduced (but more broadly, comparison has already been covered as part of the Language course in Chapter 10). Reference can be made back to Shakespeare and use of verse form.<br>• Unseen Poetry – pupils apply the poetry analysis skills developed in the previous unit (anthology poetry) to unseen examples of poetry. Pupils also revisit the poetry comparison skills developed in the previous unit.<br>• 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 texts, questions and skills. |

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

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| 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.<br>• Pupils receive personalised feedback on their responses.<br>• Intervention for individual and small groups of pupils focussed on specific needs.<br>• English teachers have shared access to all units of work and resources so that adaptations can be made according to pupil need.<br>• Suggested reading lists related to and beyond the course of study.<br>• SEND – use of pupil profiles and SEN strategies to adapt learning according to pupil need.<br>• More able pupils – more complex subject terminology, different critical readings of the set texts.<br>• Access to wider reading in the College library and via online learning resources such as GCSE Pod.<br>• Provision of texts and revision materials.<br>• Class sizes allow different ratio of students to teacher according to the ability level. |

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| What are the planned opportunities for retrieval and reflection by pupils? | • 'Do Now' retrieval practice tasks<br>• LCT Tests<br>• Summative 'Progress Point' assessments revisit skills and indicate retention of learning.<br>• Links to prior learning<br>• knowledge organisers, toolkits and revision aids in a variety of formats<br>• 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. |

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| 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.<br>• Use of a centralised faculty marksheet to track pupil progress. Analysis of outcomes will inform pupil intervention, teacher lesson planning and revision.<br>• Pupils record Progress Point 'PP' assessments on a tracker sheet so that they can monitor their progress across different units during the course.<br>• Teacher feedback on pupil responses is personalised and identifies specific needs.<br>• 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.<br>• 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. |

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

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| What are the planned opportunities for developing literacy, numeracy, oracy and SMSC? | Literacy:<br>• LCT Tests and 'Do Now' retrieval practice tasks e.g. focussed on key vocabulary/terminology, spellings, grammar<br>• Technical accuracy is assessed as part of the GCSE Literature course.<br>• Literacy marking codes are used by teachers and pupils<br><br>Numeracy:<br>• Patterns with prose and poetry (e.g. metrical analysis); sequencing and structural patterning across texts.<br><br>Oracy:<br>• Class and small group discussion<br><br>SMSC:<br>• 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, the issue of poverty is discussed when studying *A Christmas Carol*.<br>• Broad range of text choices for study and discussion which expose students to SMSC experiences and perspectives. For example, pupils discuss relationships as part of the *Love and Relationships* poetry cluster. |