

[PRIMARY](#)

[KEY STAGE 3](#)

[KEY STAGE 4](#)

[KEY STAGE 5](#)

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1. How do you ensure consistent delivery of the subject across all classes and Key Stages?
 - Applying Rosenshine’s principles in all lesson planning and delivery.
 - All lessons have the same format following “I, We, You”.
 - Use subject CPD time to focus on how key skills and content should be successfully delivered.
 - Deliberate practice in departmental CPD.
 - Monitoring consistency through learning walks, book looks and collaborative planning

2. How does the curriculum cater for disadvantaged, SEND and other minority group students?
 - Teachers carefully consider positioning of key students in the room and use the Arbor seating plans to highlight this.
 - Time dedicated on training days for staff to review Pupil Passports and talk to staff in department who have previously taught these students to establish strategies which have worked previously.
 - Use mini whiteboards to check for understanding to promote an engaging and inclusive experience.
 - Teachers plan lessons carefully, ensuring lessons are taught to the top and students are appropriately scaffolded by providing excellent models and chunked learning activities.
 - Students have access to online platforms such as: Bedrock, Sparx Reader

3. How does the curriculum embed prior knowledge and aid long-term retention of knowledge?
 - All new topics begin by highlighting previous knowledge to compliment future learning.
 - Regular homework tasks are set on online platforms like Seneca where students can recall prior knowledge and aid long-term retention of knowledge.
 - Lesson starters regularly contain knowledge retrieval tasks which are planned in advance.

Primary Writing

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Me and My World Letter and word formation	My Heroes Standing Ovation Letter and word formation	Castles, Knight and Dragons Writing simple sentences	Spring In Our Step Writing simple sentences	Where We Live Writing simple sentences	Science Detectives Writing simple sentences
1	Poetry ‘Poems to Perform’ Retelling Narrative ‘The Lonely Beast’ Developing Description ‘Lost Toy Museum’	Developing Sentence Structure ‘Little Red’ and ‘Rapunzel’ Character and Plot ‘Beegu’ Writing About Real Life ‘The Big Book of the UK’	Developing Narrative Structure: ‘Stanley’s Stick’ Writing to Inform: ‘Look Up!’ Developing Punctuation: ‘Traction Man is Here’ Poetry Link ‘Daydreams and Jellybeans’	Fairy Tales: ‘Mixed Up Fairy Tales’ ‘Billy and the Beast’ Persuasion: ‘Here We Are’	Creating Descriptions: ‘Float’ Poetry Link ‘Out & About: The First Book of Poems’ Recounts: ‘Nimesh the Adventurer’ ‘On the Way Home’ Fact Files: ‘Ada Twist, Scientist/ Iggy Peck, Architect/ Rosie Revere, Engineer’	Writing Letters: Where the Wild Things Are – Maurice Sendak Instructions: ‘The Cook & The King’ Writing about Real Events: All About Year 1! ‘Meesha Makes Friends’
2	Poetry: ‘Thinker: My Puppy Poet and Me’ Instructions: ‘The Disgusting Sandwich’ Creating Narrative: ‘Lubna and Pebble’	Personal Narratives: ‘The Proudest Blue’ Developing Punctuation: ‘Don’t Let the Pigeon Drive the Bus!’ Writing Letters: ‘Paddington’s Post’	Persuasion: ‘The King Who Banned the Dark’ Writing to Entertain: ‘The Dragon Machine’ Poetry Link ‘Tiger, Tiger, Burning Bright - Poetry Anthology’ Writing about Real Life: ‘What Do Grown Ups Do All Day?’	Writing Instructions: ‘How to Babysit a Grandma’ Fact Files: ‘Monstrous Book of Monsters’ Inventing Narratives: ‘The Night Gardener’	Developing Description: ‘The Tunnel’ Poetry Link ‘An Emotional Menagerie – The School of Life’ Recounts: ‘Augustus & His Smile’ Developing Vocabulary: ‘Never Smile at a Monkey’	Developing Persuasive Language: ‘The Promise’ ‘Wangari’s Trees of Peace’ Writing to Inform: ‘Africa, Amazing Africa’ Narrative: ‘The Midnight Fair’
3	Poetry: ‘Jabberwocky’ Developing Description:	Writing to Inform: ‘Day of the Dinosaurs’	Investigating Viewpoint: Twisted Fairy Tales ‘The True Story of the Three Little Pigs’	Fact Files: ‘This is How We Do It’	Creating Atmosphere: ‘Escape From Pompeii’ Writing to Inform:	Writing to Persuade: Adverts & Reviews ‘Izzy Gizmo’

	<p>'Once Upon an Ordinary School Day'</p> <p>Instructions: 'Instructions'</p>	<p>Developing Dialogue:</p> <p>'Stone Age Boy' -</p>	<p>Discussion: Fairy Tale Crimes 'Who Pushed Humpty Dumpty & Other Notorious Nursery Tale Mysteries'</p> <p>Reporting: Fairy Tale Crimes</p>	<p>Traditional Fables:</p> <p>Poetry Link</p>	<p>'Earth Shattering Events'</p>	<p>Letter Writing for Different Purposes & Audiences: 'The Day The Crayons Quit'</p>
4	<p>Poetry 'Poems Aloud'</p> <p>Instructional Writing 'Chop Sizzle Wow: The Silver Spoon Comic Cookbook'</p> <p>Developing Description 'Charlie & The Chocolate Factory'</p>	<p>Writing to Inform 'Dragonfly – The Complete Book of Dragons'</p> <p>Writing to Inform Writing Short Stories 'Mr Men and Little Miss'</p>	<p>Creative Narrative 'Traditional Tales'</p> <p>Dual Purpose Writing 'Atlas of Animal Adventure'</p>	<p>Creating Narrative 'The Great Kapok'</p> <p>Persuasion</p> <p>Poetry Link 'There's a Rangtan in my Bedroom'</p>	<p>Writing to Entertain 'Quick Let's Get Out of Here'</p> <p>Poetry Link</p> <p>Discussion – pupils' choice</p>	<p>Author Study – Nicola Davies</p> <p>Biography 'Inventors: Incredible Stories of the world's most ingenious inventions'</p>
5	<p>Poetry 'Rhythm and Poetry'</p> <p>Character & Setting 'Painting a Picture with Words'</p> <p>Writing to Inform & Discuss 'What's the Difference'</p>	<p>Creating a New Chapter 'The Invention of Hugo Cabret'</p> <p>Explanation 'The Way Things Work'</p>	<p>Creating Recounts 'Shackleton's Journey'</p> <p>Creating Pace and Tension in Narrative 'Varjak Paw'</p>	<p>Writing to Entertain 'Cloud Busting'</p> <p>Writing Biographies 'Survivors'</p>	<p>Writing Narrative 'The Water Tower'</p> <p>Writing to Inform 'Real Life Mysteries'</p> <p>Discussion 'Real Life Mysteries'</p>	<p>Narrative & Poetry 'Varmints' 'The Rabbits'</p> <p>Poetry 'The Lost Words'</p> <p>Persuasion Global Warming</p>
6	<p>Poetry 'The Seasons' 'If all the World Were'</p> <p>Creating Narrative Quest 'How to Train Your Dragon'</p> <p>Informative Writing Experimenting with formality & voice</p>	<p>Creating a New Chapter 'Seanbean'</p> <p>Persuasion Reducing Waste Campaign</p>	<p>Mutli-Text Storytelling 'The Arrival'</p> <p>Poetry Link 'On the Move'</p> <p>Biographies 'Little Leaders'</p>	<p>Discussion 'What is Right & Wrong'</p> <p>Narrative Non-Fiction 'Moth – An Evolution Story/ Fox – A Circle of Life Story'</p>	<p>Modern Retellings: Shakespeare 'Mr William Shakespeare Plays'</p> <p>Journalism Critical Literacy & Bias</p>	<p>Class Anthology 'Book of Hopes'</p> <p>Fact or Fiction 'History's Mysteries – National Geographic Kids'</p>

Primary Reading

Year	Term 1/ 2	Term 3/ 4	Term 5/ 6
EYFS	<p>Little Wandle revised Letters and Sounds – Reading Program</p> <ul style="list-style-type: none"> *Joining in with rhymes and showing an interest in stories with repeated refrains. *Environment print. *Having a favourite story/rhyme. *Understand the five key concepts about print *Sequencing familiar stories through the use of pictures to tell the story. *Recognising initial sounds. *Name Reading activities. *Engage in extended conversations about stories, learning new vocabulary. *Retell stories related to events through acting/role play. *Look at Christmas letters/lists. * Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. *Editing of story maps and orally retelling new stories. *Non-Fiction Focus Retelling of stories. *Sequence story – use vocabulary of beginning, middle and end. *Enjoys an increasing range of books 	<p>Little Wandle revised Letters and Sounds – Reading Program</p> <ul style="list-style-type: none"> *Making up stories with themselves as the main character *Encourage children to record stories through picture drawing/mark making for LAs. *Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. *Read a few common exception words matched to Little Wandle’s * Make the books available for children to share at school and at home. *Information leaflets about animals in the garden/plants and growing. *Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. *World Book Day *Timeline of how plants grow. *Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. *They develop their own narratives and explanations by connecting ideas or events 	<p>Little Wandle revised Letters and Sounds – Reading Program</p> <ul style="list-style-type: none"> *Stories from other cultures and traditions *Retell a story with actions and / or picture prompts as part of a group – *Use story language when acting out a narrative. *Rhyming words. *Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. *Role play area – book characters *Can draw pictures of characters/ event / setting in a story *Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. *Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. *Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. *Sort books into categories.
1	<p>Little Wandle revised Letters and Sounds – Reading Program</p> <p>Shared reading texts:</p>	<p>Little Wandle revised Letters and Sounds – Reading Program</p> <p>Shared reading texts:</p>	<p>Little Wandle revised Letters and Sounds – Reading Program</p> <p>Shared reading texts:</p>
2	<p>Year 2 appropriate Fiction, Non-Fiction and Poem extracts with linked comprehension</p> <p>Shared reading texts:</p>	<p>Year 2 appropriate Fiction, Non-Fiction and Poem extracts with linked comprehension</p> <p>Shared reading texts:</p>	<p>Year 2 appropriate Fiction, Non-Fiction and Poem extracts with linked comprehension</p> <p>Shared reading texts:</p>
3	<p>Year 3 appropriate Fiction, Non-Fiction and Poem extracts with linked comprehension</p> <p>Shared reading texts:</p>	<p>Year 3 appropriate Fiction, Non-Fiction and Poem extracts with linked comprehension</p> <p>Shared reading texts:</p>	<p>Year 3 appropriate Fiction, Non-Fiction and Poem extracts with linked comprehension</p> <p>Shared reading texts:</p>

4	Year 4 appropriate Fiction, Non-Fiction and Poem extracts with linked comprehension Shared reading texts:	Year 4 appropriate Fiction, Non-Fiction and Poem extracts with linked comprehension Shared reading texts:	Year 4 appropriate Fiction, Non-Fiction and Poem extracts with linked comprehension Shared reading texts:
5	Year 5 appropriate Fiction, Non-Fiction and Poem extracts with linked comprehension Shared reading texts:	Year 5 appropriate Fiction, Non-Fiction and Poem extracts with linked comprehension Shared reading texts:	Year 5 appropriate Fiction, Non-Fiction and Poem extracts with linked comprehension Shared reading texts:
6	Year 6 appropriate Fiction, Non-Fiction and Poem extracts with linked comprehension Shared reading texts:	Year 6 appropriate Fiction, Non-Fiction and Poem extracts with linked comprehension Shared reading texts:	Year 6 appropriate Fiction, Non-Fiction and Poem extracts with linked comprehension Shared reading texts:

KEY STAGE 3

English	1 st Half of the year (Sep – Jan)	2 nd Half of the year (Jan-July)
7	<p>Prose: Short stories including <i>Through the Tunnel</i>, Doris Lessing, <i>Superman</i> and <i>Paula Brown's New Snowsuit</i>.</p> <p>Prose - Adventure Bildungsroman: <i>The Wolves of Willoughby Chase</i> by Joan Aiken</p>	<p>Non-fiction: <i>Anne Frank</i></p> <p>Poetry: Anthology</p> <p>Shakespeare: <i>A Midsummer Night's Dream</i></p> <p>Gothic: <i>Frankenstein</i> (the play)</p>
	<p>Mid-Year Assessment: Reading: Wolves of Willoughby Chase – analytical extract response Writing: Choice of task: narrative / descriptive</p>	<p>End of Year Assessment : Reading: Analytical response based on a selected poem studied. Writing: Choice of task: narrative / descriptive</p>
8	<p>Prose: Gothic Extracts</p> <p>Shakespeare: <i>The Tempest</i></p> <p>Non-fiction: Theme of social justice – <i>I am Malala</i></p>	<p>Prose: Dystopian short stories</p> <p>Poetry: Social Justice</p> <p>Drama: <i>Noughts and Crosses</i> (play)</p>
	<p>Mid-Year Assessment: Reading: The Tempest – analytical extract response Writing: Choice of task: narrative / descriptive</p>	<p>End of Year Assessment : Reading: Dystopian analytical extract response Writing: Choice of task: narrative / descriptive</p>

9	Shakespeare: <i>Romeo and Juliet</i> Tragedy: The Crucible	Non-fiction: Relationships and identity – <i>We Should All Be Feminists</i> Poetry: Relationships and Identify Detective Fiction: Sherlock Holmes Short Stories: Relationships and identity
	Mid-Year Assessment: Reading: The Crucible – analytical response Writing: Non-fiction Writing task	End of Year Assessment: Reading: The Adventures of the Speckled Band – analytical response Writing: Non-fiction Writing task

KEY STAGE 4

ENGLISH	1 st Half of the year (Sep – Jan)		2 nd Half of the year (Jan-July)	
10	<u>English Language</u>	<u>English Literature</u>	<u>English Language</u>	<u>English Literature</u>
	Paper 1 AQA Explorations in Creative Reading and Writing	Paper 2 Modern Texts and Poetry: <i>An Inspector Calls</i> Selected poems from the Power and Conflict Anthology Paper 1 Shakespeare and the 19th century: <i>A Christmas Carol</i>	Paper 1 AQA Exploration in Creative Reading and Writing Paper 2 AQA Writer’s Viewpoint and Perspectives GCSE Spoken Language Endorsement	Paper 1: Unseen Poetry Selected poems from the Power and Conflict Anthology Analytical exam skills using the set texts Paper 1 Shakespeare and the 19th century: <i>Macbeth</i> End of Year Exam Preparation
	Mid-Year Assessment: Paper 1 English Language ONLY Explorations in Creative Reading and Writing 1hr45m		End of Year Assessment: Paper 1 English Language Explorations in Creative Reading and Writing 1h 45m	End of Year Assessment: Paper 1 Shakespeare and the 19th century 1hr 45m

ENGLISH	September – November		December – March		March - June	
11	<u>English Language</u> Paper 2 AQA Writer's Viewpoint and Perspectives	<u>English Literature</u> Selected poems from the Power and Conflict Anthology Revision of Paper 2 Modern Texts and Poetry	<u>English Language</u> Revision based on QLA on November mocks Revision of extended writing skills: narrative descriptive, expressing a viewpoint	<u>English Literature</u> Revision of Paper 1 Shakespeare and the 19 th century	<u>English Language</u> Revision based on QLA on March mocks Revision of high tariff reading questions and extended writing skills: narrative descriptive, expressing a viewpoint	<u>English Literature</u> Revision of Paper 1 Shakespeare and the 19 th century and Paper 2 Modern Texts and Poetry
	November Mock Exam: Paper 2 English Language Writer's Viewpoint and Perspectives 1hr 45m Paper 2 English Literature Modern Texts and Plays 2h 15m		March Mock Exam: Paper 1 English Language Explorations in Creative Reading 1hr 45m Paper 1 English Literature Shakespeare and the 19 th century 1h 45m		ACTUAL GCSE EXAMINATION Paper 1 English Language Explorations in Creative Reading 1hr 45m Paper 2 English Language Writer's Viewpoint and Perspectives 1hr 45m Paper 1 English Literature Shakespeare and the 19th century. Paper 2 English Literature Modern Texts and Plays 2h 15m	

KEY STAGE 5

SUBJECT	1 st Half of the year (Sep – Jan)	2 nd Half of the year (Jan-July)
12	Literature <ul style="list-style-type: none"> • Texts in shared contexts – <i>Journey's End</i> • Love through the ages – Poetry anthology, <i>Othello</i> and Unseen Prose Language and Literature <ul style="list-style-type: none"> • Telling Stories – Paris Anthology, John Donne and <i>The Handmaid's Tale</i> 	Literature <ul style="list-style-type: none"> • Texts in shared contexts – <i>Scars Upon My Heart</i> and Unseen Poetry • Love through the ages – Poetry anthology, <i>Othello</i> and Unseen Prose Language and Literature <ul style="list-style-type: none"> • Telling Stories – Paris Anthology, John Donne and <i>The Handmaid's Tale</i>
	Mid-Year Assessment: Literature – Unseen Prose & <i>Othello</i> Language and Literature - Donne & <i>Handmaid's Tale</i>	End of Year Assessment: Literature – Paper 1 Language and Literature – Paper 1

SUBJECT	September – November	December – March	March - June
13	Literature <ul style="list-style-type: none"> • Texts in shared contexts – <i>Oranges are not the only fruit</i> & revising <i>Cat on a Hot Tin Roof</i> • Love through the ages - <i>Skirrid Hill</i> & Unseen Poetry Language and Literature <ul style="list-style-type: none"> • Exploring Conflict – The Herd • Telling Stories – Completing Paris Anthology • Making Connections – Completing NEA 	Literature <ul style="list-style-type: none"> • Revision of all texts Language and Literature <ul style="list-style-type: none"> • Revision of all texts 	Literature <ul style="list-style-type: none"> • Revision of all texts Language and Literature <ul style="list-style-type: none"> • Revision of all texts
	November Mock Exam: <ul style="list-style-type: none"> • Literature – Paper 1 & modified Paper 2 • Language and Literature - Paper 1 & modified Paper 2 	March Mock Exam: <ul style="list-style-type: none"> • Literature – Papers 1 & 2 • Language and Literature – Papers 1 & 2 	ACTUAL A LEVEL EXAMINATION