

Curriculum Overview – English

Introduction

This document outlines the curriculum and key considerations including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

Our English curriculum is rooted in the statutory expectations of the National Curriculum and reflects its central ambition: to empower every student to access essential knowledge of texts and develop a lifelong love of learning. We are committed to cultivating informed, reflective and articulate young people who value human creativity and achievement.

- Beyond academic success, we seek to equip students with the confidence, resilience and integrity needed to lead fulfilling lives and to contribute positively to society.
- While statutory requirements provide a clear framework, they represent only part of a broader educational experience. Our curriculum is deliberately designed to extend beyond minimum expectations, allowing space for enrichment, creativity and intellectual curiosity throughout the school year.
- Teachers are supported by a carefully sequenced body of core knowledge that underpins stimulating and ambitious lessons. This structure ensures coherence, progression and depth, while enabling staff to respond to the needs and interests of learners.
- The wider school curriculum complements classroom learning through inclusive opportunities and experiences that reflect and celebrate the diversity of our community.

Numeracy and literacy

All teachers share responsibility for developing students' literacy and numeracy. Within English, particular emphasis is placed on strengthening spoken language, reading fluency, academic vocabulary and precision in writing. Opportunities to apply mathematical reasoning, structured thinking and clear communication are embedded across learning in line with whole-school expectations.

Purpose of study

English occupies a central role in both education and society. A rigorous and inspiring English curriculum enables students to communicate with clarity, confidence and empathy. Through speaking and writing, students learn to express complex ideas and emotions; through reading and listening, they encounter the voices, perspectives and experiences of others. Reading, in particular, fosters intellectual growth and personal development. It deepens cultural awareness, strengthens emotional intelligence and encourages thoughtful engagement with the world. Literature plays a vital role in shaping moral understanding and broadening horizons, while also enabling students to build knowledge and make meaningful connections across disciplines. (Adapted from National Curriculum, DFE, 2013)

Curriculum Aims

During their time at Winifred Holtby Academy, learners will become:

Eloquent Speakers - Students develop confident oracy through structured discussion, debate and presentation. Drawing upon rich literary knowledge and contextual understanding, they learn to articulate ideas precisely, respond thoughtfully to alternative viewpoints and communicate persuasively in a range of formal and informal settings.

Custodians of Literature - Through a carefully sequenced curriculum, students encounter a diverse canon of challenging texts across genres and historical periods. At Key Stage 3, encouragement of reading fluency and independence. At Key Stage 4, shared study of substantial works fosters a sustained appreciation of literary heritage.

Confident Communicators - Students study both canonical pre-1914 texts and contemporary voices in prose, poetry and drama. Exposure to ambitious literature broadens vocabulary and sharpens stylistic awareness. Frequent extended writing tasks across varied forms and audiences ensure that students write accurately, imaginatively and with clear purpose.

Linguists - Students are explicitly taught to analyse language, structure and form with precision. Through engagement with increasingly complex texts, they develop resilience, close reading skills and a sophisticated understanding of how meaning is constructed.

Critical Readers - Students explore the historical, social and cultural contexts that shape literary works. They evaluate authorial choices and interpret meaning independently. Experiencing live theatre and performance deepens their understanding of dramatic texts and enhances engagement with literary study.

Citizens of the Community - Through fiction and non-fiction texts, students encounter diverse perspectives and ethical dilemmas. They are encouraged to form reasoned judgements, debate contemporary issues and reflect on themes of justice, democracy and individual liberty. Literature becomes a vehicle for developing empathy, respect and social responsibility.

Building on prior learning: What can students do by the end of KS2?

Reading

By the end of Key Stage 2:

- students are able to decode unfamiliar vocabulary using morphological and etymological knowledge. They demonstrate sustained engagement with a wide range of genres, including fiction, poetry, drama and non-fiction.
- They compare texts, identify themes and conventions, and discuss authorial choices with growing confidence. Students infer meaning, justify interpretations with evidence and summarise key ideas across paragraphs. They distinguish fact from opinion and retrieve information effectively from non-fiction sources.
- In discussion, they respond thoughtfully to others' ideas, challenge viewpoints respectfully and present reasoned arguments in both informal and formal contexts.

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Writing – transcription

- Students apply knowledge of spelling patterns, prefixes, suffixes and word origins accurately. They use dictionaries and thesauruses effectively to refine vocabulary choices and ensure precision.
- They demonstrate secure understanding of homophones and irregular spellings, and they proofread work to correct errors in spelling and punctuation.

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Writing – composition

- Students plan writing with clear awareness of audience and purpose, drawing on reading and research to shape ideas. They craft narratives with developed settings, characterisation and dialogue, and they structure non-fiction writing logically using cohesive devices.
- They revise and edit thoughtfully, improving clarity, vocabulary and grammatical accuracy. Students maintain consistent tense, ensure subject-verb agreement and adapt register appropriately.

- They are also able to present their writing orally with clarity, using appropriate tone and expression.

Writing – vocabulary, grammar and punctuation

- Students use a range of grammatical structures accurately, including modal verbs, relative clauses and expanded noun phrases. They manipulate sentence construction to create clarity and effect, employing punctuation such as semi-colons, colons, brackets and hyphens with increasing precision.
- They understand distinctions between formal and informal language and can adapt style according to context.

What are the skills gaps?

Although students arrive with a secure foundation, several areas require focused development:

- Limited writing stamina, particularly when producing sustained analytical or discursive responses.
- Reluctance to challenge established interpretations, even when capable of supporting alternative viewpoints with evidence.
- Insufficient exposure to ambitious independent reading, which can restrict stylistic range and originality in writing.
- A tendency to recount narrative events rather than analyse methods, language and authorial intention in depth.
- Gaps in cultural and contextual knowledge that hinder full appreciation of literary, social and political references within studied texts.

Addressing these gaps remains central to curriculum planning, ensuring that all learners progress towards academic excellence and intellectual independence.

Year 7	Year 8	Year 9	Year 10	Year 11
Literature throughout the Ages	‘Boy, everywhere’	Creative Writing: Twisted Fairytales	‘An Inspector Calls’	Language Paper 2
‘A Christmas Carol’		War Poetry	Language Paper 1	Literature Paper 1: Revision

				Language Paper 1: Revision Power and Conflict Poetry: Cluster 2
Myths and Legends	Creative Writing: Spooky Stories	‘Blood Brothers’	‘Jekyll and Hyde’	Literature Paper 2: Revision
Murder Mystery	‘Romeo and Juliet’		‘Macbeth’	Language Paper 2: Revision
Transactional Writing: school (inc. S and L) ‘The Tempest’	Transactional Writing: Travel (inc. S and L) Poetry from a range of Cultures	Short Stories Transactional Writing: Contemporary Issues (inc. S and L)	Macbeth Language Paper 1 Power and Conflict Poetry: Cluster 1	Exam Preparation

Vocabulary

A rich, ambitious and expansive vocabulary is fundamental to learners’ success, both academically and beyond the classroom. Vocabulary development underpins reading comprehension, analytical thinking and articulate expression; without it, access to the curriculum is limited

- Tier 1 vocabulary consists of high-frequency, everyday words used in routine conversation, such as happy, house and run. These words form the foundation of communication and are typically acquired through daily language exposure.
- Tier 2 vocabulary includes more sophisticated and nuanced words that are less common in everyday speech but frequently appear in academic texts. These words — for example, analyse, interpret, and contrast - enable learners to engage with challenging literature, media texts and examination materials. Mastery of Tier 2 vocabulary is critical in supporting learners to think critically and express ideas with precision.

- Tier 3 vocabulary refers to subject-specific terminology unique to particular disciplines. These terms - such as soliloquy, demographic, and equation are rarely used outside their specialist contexts but are essential for accurate communication and conceptual understanding within a subject.

At Winifred Holtby Academy, Tier 3 vocabulary is explicitly taught, revisited and embedded across the curriculum. It is carefully mapped within schemes of learning to ensure progression, consistency and deliberate practice, enabling students to develop both disciplinary fluency and academic confidence.

Key Subject Skills – English Language

Assessment Objective	Descriptor
A01	Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts
A02	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
A03	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
A04	Evaluate texts critically and support this with appropriate textual references
A05	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
A06	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
A07	Demonstrate presentation skills in a formal setting
A08	Listen and respond appropriately to spoken language, including to questions and feedback on presentations
A09	Use spoken Standard English effectively in speeches and presentations.

Key Subject Skills – English Literature

Assessment Objective	Descriptor
A01	Read, understand and respond to texts. Students should be able to:

	<ul style="list-style-type: none"> • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations. • information and ideas • select and synthesise evidence from different texts
AO2	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
AO3	Show understanding of the relationships between texts and the contexts in which they were written.
AO4	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Assessment

Formative assessment is embedded throughout the academic year to monitor learners' knowledge, understanding and skill development. Teachers use a range of responsive strategies — including retrieval practice, exit tickets, low-stakes quizzes and targeted questioning — to identify misconceptions, inform planning and provide timely feedback that moves learning forward.

Summative assessment takes place at clearly defined curriculum end points across the year. These assessments are scheduled within the school calendar and are conducted under more formal conditions to evaluate cumulative knowledge, measure progress over time and inform reporting.

Year	Assessment Window	Topics to be assessed
7	Autumn	Analysis of texts (AO1, AO2, AO3, AO4)
	Spring	Creative Writing (AO5, AO6), Analysis of texts (AO1, AO2, AO3, AO4)
	Summer	Transactional Writing (AO5, AO6), Spoken Language (AO7, AO8, AO9), Analysis of Shakespearean Text (AO1, AO2, AO3, AO4)
8	Autumn	Creative Writing (AO5, AO6), Analysis of texts (AO1, AO2, AO3, AO4)
	Spring	Creative Writing (AO5, AO6), Analysis of Shakespearean Text (AO1, AO2, AO3, AO4)
	Summer	Transactional Writing (AO5, AO6), Spoken Language (AO7, AO8, AO9), Poetry Analysis (AO1, AO2, AO3)
9	Autumn	Creative Writing (AO5, AO6), Poetry Analysis (AO1, AO2, AO3)
	Spring	Analysis of Drama Text (AO1, AO2, AO3, AO4)

	Summer	Transactional Writing (AO5, AO6), Spoken Language (AO7, AO8, AO9), Analysis of texts (AO1, AO2, AO3, AO3)
10	Autumn	'An Inspector Calls' essay tasks including a 'Common Assessment Trust Wide Task (AO1, AO2, AO3, AO4) English Language Paper 1 Section A and B (AO1, AO2, AO4, AO5, AO6)
	Spring	'Jekyll and Hyde' essay tasks, 'Macbeth' essay tasks (AO1, AO2, AO3, AO4)
	Summer	English Language Paper 1 (AO1, AO2, AO4, AO5, AO6), English Literature Paper 1 (AO1, AO2, AO3, AO4)
11	Autumn	PPEs English Language Paper 1 (AO1, AO2, AO4, AO5, AO6), English Literature Paper 1 (AO1, AO2, AO3, AO4)
	Spring	PPEs English Language Paper 2 (AO1, AO2, AO3, AO5, AO6), English Literature Paper 2 (AO1, AO2, AO3, AO4)
	Summer	GSCE Examinations

Curriculum Sequencing:

Key Stage 3: Year 7:

Autumn Term	Spring Term	Summer Term
<p><u>Literature Throughout the Ages</u></p> <p><u>Understanding</u> Students undertake a chronological exploration of literature from the Medieval, Victorian and Modern periods. They develop an understanding of how literature evolves in response to social, political and cultural change. Students build secure comprehension through inference, tracking plot and identifying writer's methods. They develop confidence in</p>	<p><u>Myths and Legends</u></p> <p><u>Understanding</u> Students explore the conventions of Greek mythology, understanding archetypal structures, heroes and villains. They develop knowledge of narrative perspective, sentence construction and key terminology.</p> <p><u>Character Analysis</u> Students examine stereotypical features of protagonists and antagonists and explore how characterisation shapes reader engagement.</p>	<p><u>Transactional Writing: School</u></p> <p><u>Understanding</u> Students develop understanding of purpose and audience in transactional writing. They recognise forms such as letters, articles, reviews and speeches, and understand their structural and stylistic conventions. They distinguish transactional writing from fiction writing.</p> <p><u>Analysis</u></p>

<p>recognising how language choices reveal setting, character and emotion.</p> <p><u>Character Analysis</u> Students explore iconic literary figures including Frankenstein’s Monster from Frankenstein and Count Dracula from Dracula. They examine how writers construct memorable characters through description, symbolism and narrative voice. Students compare characters across eras, considering how shifting values influence representation.</p> <p><u>Thematic Exploration</u> Students trace enduring themes such as identity, morality, fear, power and social change across centuries. They consider how writers reflect and challenge the concerns of their time. The inclusion of modern poetry enables students to evaluate how literature continues to respond to contemporary issues of culture and belonging.</p> <p><u>Literary Analysis</u> Students identify writer’s methods, define word classes and analyse language in detail. Emphasis is placed on justifying interpretations and commenting on the effects created.</p>	<p>They apply this understanding within their own creative writing.</p> <p><u>Thematic Exploration</u> Themes such as fate, heroism, power and transformation are explored. Students recognise the lasting influence of myth on modern storytelling.</p> <p><u>Literary Analysis</u> Students identify and apply figurative devices (MRS HARIPO), analyse narrative hooks and evaluate sensory detail and setting construction.</p> <p><u>Personal Reflection</u> Through drafting, revising and critiquing their own myths, students develop independence as writers and recognise the impact of deliberate stylistic choices.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Accurate punctuation • Answer and respond appropriately • Create • Critique to improve • Describe in-depth • Draft • Explore communication skills • Identify key information • Match devices to examples 	<p>Where relevant (e.g., speeches or opinion pieces), students consider how voice and persona are constructed to influence audience perception.</p> <p><u>Thematic Exploration</u> Students explore contemporary issues such as school life and social topics (e.g., sport and equality), considering how persuasive writing can engage with real-world debates.</p> <p><u>Literary Analysis</u> Students identify persuasive devices including direct address, emotive language, statistics, repetition and alliteration. They annotate texts and evaluate the effectiveness of rhetorical choices.</p> <p><u>Personal Reflection</u> Students plan, draft, revise and deliver their own transactional pieces, refining sequencing of ideas and presentation skills. Spoken communication is developed alongside written accuracy.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Accurate punctuation • Answer and respond appropriately • Create • Critique to improve • Define devices
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Students develop precision in selecting textual evidence and articulating informed responses.

Personal Reflection

Students reflect on how literature has developed across time and consider how context shapes writer perspective. Through discussion and rewriting tasks, they refine their analytical voice and communicate ideas with increasing confidence.

Skills:

- Analysis of language
- Comment on the effects created
- Define word class
- Demonstrate understanding
- Describe in-depth
- Describe / Track plot
- Discuss / Communicate ideas
- Explore writer's intention
- Identify devices
- Identify writer's methods
- Inference of language
- Justify ideas
- Rewrite

'A Christmas Carol'

Understanding

- Paragraphs to logically structure ideas
- Plan
- Plot sequence
- Recall information
- Revise
- Rewrite
- Synthesise
- Use of devices to effect reader

Murder Mystery

Understanding

Students examine the rise of crime fiction in the late nineteenth century. They explore contextual concepts including Feminism, the New Woman, Fin de Siècle, Xenophobia and The Other.

Character Analysis

Students analyse the detective figure, including the use of the first-person peripheral narrator and the "idiot friend" device. They evaluate how Lady Molly challenges contemporary gender expectations.

Thematic Exploration

Themes of justice, prejudice, identity and gender equality are explored. Students consider how fiction reflects social anxieties of the period.

Literary Analysis

- Explain / Persuade
- Explore communication skills
- Express opinions
- Identify key information
- Match devices to examples
- Plan
- Recall information
- Refine presentation skills
- Revise
- Rewrite
- Sequencing of ideas
- Speech writing
- Use of devices to effect reader

'The Tempest'

Understanding

Students develop understanding of stage directions, dramatic structure and Elizabethan social hierarchy. They examine the symbolism of the tempest and its connotations of chaos and disorder. Contextual understanding includes patriarchy and the role of women in Elizabethan England.

Character Analysis

Students analyse Prospero's authority and manipulation, Ariel's function in advancing the plot, and Miranda's symbolic innocence.

<p>Students explore Victorian England, including the Poor Laws, class inequality and attitudes towards wealth and poverty. They understand Dickens' critique of social injustice and his moral purpose in writing. Students learn to annotate texts effectively and develop secure understanding of key Tier 3 vocabulary.</p> <p><u>Character Analysis</u> Students track Scrooge's transformation and examine how Dickens structures the novella to present redemption as central to its moral message. They compare Scrooge with characters such as the Cratchits and the ghosts in order to analyse juxtaposition and moral contrast.</p> <p><u>Thematic Exploration</u> Students explore themes of Christmas, redemption and social injustice. They consider how Dickens uses the Gothic and supernatural elements to reinforce moral lessons.</p> <p><u>Literary Analysis</u> Students analyse word class, figurative devices and structural choices. They identify writer's intention and comment on how Dickens' descriptive methods shape reader response.</p>	<p>Students identify writer's methods including characterisation, authorial intrusion and structural techniques. They track plot development and justify interpretations using evidence.</p> <p><u>Personal Reflection</u> Students evaluate how crime fiction shapes perceptions of justice and social roles, refining analytical responses through discussion and rewriting.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Analysis of language • Comment on the effects created • Define word class • Demonstrate understanding • Describe / Track plot • Discuss / Communicate ideas • Explain writer's ideas • Explore significance of plot • Explore significance of structure • Explore writer's intention • Identify devices • Inference of language • Justify ideas • Recall information • Rewrite 	<p>They explore Caliban's complex portrayal and Antonio's vindictiveness.</p> <p><u>Thematic Exploration</u> Themes of betrayal, forgiveness and power are tracked across key scenes. Students consider how forgiveness is presented as necessary for resolution.</p> <p><u>Literary Analysis</u> Students analyse Shakespeare's language, structural choices and use of symbolism. They explore word class effects, writer's intention and dramatic methods. Comparative and evaluative discussion is encouraged.</p> <p><u>Personal Reflection</u> Students reflect on the moral implications of power and forgiveness. Through planning, rewriting and revision, they strengthen analytical writing and articulate thoughtful personal interpretations.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Analysis of language • Comment on the effects created • Compare and contrast • Define word class • Demonstrate understanding • Describe / Track plot
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<p>Close language analysis and evidence-based justification are prioritised.</p> <p><u>Personal Reflection</u> Students reflect on the continuing relevance of Dickens’ message about generosity and responsibility. They consider how literature can influence attitudes and promote social change.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Analysis of language • Comment on the effects created • Define word class • Demonstrate understanding • Describe / Track plot • Explain writer’s ideas • Identify devices • Identify writer’s methods • Inference of language • Justify ideas • Recall information • Research 		<ul style="list-style-type: none"> • Discuss / Communicate ideas • Explain writer’s ideas • Explore effects of word class • Explore writer’s intention • Identify devices • Identify writer’s methods • Inference of language • Justify ideas • Plan • Recall information • Research • Revision • Rewrite
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Key Stage 3: Year 8:

Autumn Term	Spring Term	Summer Term
<u>‘Boy, everywhere’</u>	<u>Spooky Stories</u>	<u>Transactional Writing: Travel</u>

<p><u>Understanding</u> Students develop contextual understanding of the global refugee crisis through exploration of prior perceptions, discussion of paratext (cover and blurb), and engagement with carefully selected non-fiction resources. Using narrative structures such as Freytag’s Pyramid, students track Sami’s journey from life in Syria, through conflict and displacement, to resettlement in Europe. Secure comprehension is built through plot tracking, inference and structured discussion.</p> <p><u>Character Analysis</u> Students analyse Sami’s emotional journey and transformation, exploring how conflict, fear and hope shape his development. Secondary characters are examined to consider contrasting responses to adversity. Students justify interpretations using textual evidence, exploring how dialogue, action and narrative voice shape reader empathy.</p> <p><u>Thematic Exploration</u> Key themes include war, migration, resilience, belonging and hope. Students evaluate how the novel humanises global issues and challenges stereotypes surrounding refugees. They consider the relevance of the text within contemporary society and explore the moral and social implications of displacement.</p>	<p><u>Understanding</u> Students explore the conventions of the Gothic genre, including atmosphere, setting, character archetypes and plot structure. They revisit first- and third-person narrative perspectives and evaluate how viewpoint influences reader engagement. Plot development is explicitly taught through planning structures, enabling students to craft coherent and convincing narratives.</p> <p><u>Analysis</u> Students create Gothic characters using direct and indirect characterisation. They examine how writers establish tension through ambiguity, secrecy and psychological complexity.</p> <p><u>Thematic Exploration</u> Themes of fear, isolation, the supernatural and suspense are explored. Students consider how Gothic literature reflects societal anxieties and fascination with the unknown.</p> <p><u>Literary Analysis</u> Students identify and apply figurative devices (MRS HARIPO), analyse effective vocabulary and explore how punctuation such as ellipsis contributes to suspense. Sentence structure, paragraphing and pacing are developed to enhance tension. SPaG is embedded throughout to ensure technical accuracy.</p>	<p><u>Understanding</u> Students develop understanding of persuasive writing within the context of travel and cultural exploration. They examine speeches and travel writing to identify features of effective persuasion. Tier 3 vocabulary is explicitly taught to enhance precision and sophistication.</p> <p><u>Analysis</u> Where relevant, students explore how a persuasive voice or persona is constructed in speeches to build credibility and influence audience perception.</p> <p><u>Thematic Exploration</u> Themes of travel, cultural encounter and global awareness are explored. Students consider how persuasive writing can promote destinations, experiences and cultural appreciation.</p> <p><u>Literary Analysis</u> Students annotate persuasive texts, identifying rhetorical devices such as analogy and pathos. They evaluate the effectiveness of structural choices and refine responses using mark scheme criteria.</p> <p><u>Personal Reflection</u> Students draft and deliver persuasive speeches, refining sequencing, clarity and</p>
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Literary Analysis

Students annotate the text to identify writer's methods, analyse language choices and explore authorial intention. Emphasis is placed on word class, connotation and the effects created.

Comparative discussion and structured analytical writing are developed through the "what, how, why" approach.

Personal Reflection

Students are encouraged to reflect thoughtfully on Sami's journey and the wider refugee experience. They articulate personal responses, supported by textual evidence, and consider how literature can build empathy and global awareness.

Skills:

- Analysis of language
- Comment on the effects created
- Communicate ideas in-detail
- Compare and contrast
- Define word class
- Demonstrate understanding
- Describe in-depth
- Describe / Track plot
- Discuss / Communicate ideas
- Explain writer's ideas
- Explore effects of word class

Personal Reflection

Through drafting, revising and critiquing, students refine their descriptive and narrative writing. They reflect on how deliberate stylistic choices shape reader response and develop confidence in crafting atmosphere.

Skills:

- Accurate punctuation
- Create
- Critique to improve
- Define devices
- Describe in-depth
- Draft
- Explore communication skills
- Express opinions
- Match devices to examples
- Paragraphs to logically structure ideas
- Plan
- Plot sequence
- Recall information
- Revise
- Rewrite
- Sequencing of ideas
- Use of devices to effect reader

'Romeo and Juliet'

Understanding

presentation skills. They critique and improve their work, demonstrating awareness of audience and purpose.

Skills:

- Accurate punctuation
- Answer and respond appropriately
- Create
- Critique to improve
- Define devices
- Draft
- Explain / Persuade
- Explore communication skills
- Express opinions
- Identify key information
- Match devices to examples
- Plan
- Recall information
- Refine presentation skills
- Research
- Rewrite
- Sequencing of ideas
- Speech writing

Poetry from a Range of Cultures

Understanding

Students explore a range of poetic forms including sonnet, narrative and haiku. Structural features such as stanza form,

<ul style="list-style-type: none"> • Explore writer’s intention • Identify devices • Identify writer’s methods • Inference of language • Justify ideas • Plan • Recall information • Research • Revision • Rewrite 	<p>Students explore the social and historical context of the play, including Elizabethan beliefs, religious conflict during the reign of Elizabeth I, and the impact of the Bubonic Plague.</p> <p>They develop secure understanding of plot, prologue and dramatic structure, including foreshadowing and dramatic irony.</p> <p><u>Character Analysis</u> Students analyse Romeo and Juliet as tragic protagonists, exploring how passion, impulsivity and defiance shape their fate. They examine the tension between individual desire and societal expectation. Comparisons are drawn between characters to explore conflict, loyalty and authority.</p> <p><u>Thematic Exploration</u> Themes of love, fate, conflict and the individual versus society are explored in depth. Students consider how Shakespeare presents love as both transformative and destructive. Symbolism of light and dark is analysed to examine the complexity of the lovers’ relationship.</p> <p><u>Literary Analysis</u> Students identify Shakespeare’s language techniques, including double meanings and wordplay. They analyse imagery, word class</p>	<p>rhyme scheme and enjambment are explicitly taught.</p> <p>Contextual understanding is developed, including apartheid in South Africa and the American Civil Rights context.</p> <p><u>Analysis</u> Where poems present a speaker or persona, students analyse voice and perspective, considering how identity shapes meaning and emotional impact.</p> <p><u>Thematic Exploration</u> Themes of inequality, segregation, privilege, identity and resilience are explored across cultures. Students consider how poetry gives voice to marginalised experiences. Juxtaposition, anger, humour and hope are examined as methods of conveying powerful messages.</p> <p><u>Literary Analysis</u> Students conduct detailed annotation, focusing on connotation and micro-analysis of language. Devices such as semantic fields, anaphora and imagery are analysed in relation to writer’s intention. Structured essay responses are developed using the “what, how, why” framework.</p> <p><u>Personal Reflection</u></p>
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	<p>and structure to explore writer's intention and audience response. Essay planning and evidence-based justification are embedded throughout.</p> <p><u>Personal Reflection</u> Students reflect on the inevitability of fate and the consequences of division within society. They articulate personal interpretations of the play's enduring relevance.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Analysis of language • Comment on the effects created • Compare and contrast • Define word class • Demonstrate understanding • Describe / Track plot • Discuss / Communicate ideas • Explain writer's ideas • Explore effects of word class • Explore writer's intention • Identify devices • Identify writer's methods • Inference of language • Justify ideas • Plan • Recall information • Research • Revision 	<p>Students reflect on global inequality, prejudice and privilege, developing empathy and cultural awareness. They articulate thoughtful, evidence-based responses and refine analytical writing through planning and redrafting.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Analysis of language • Comment on the effects created • Compare and contrast • Define word class • Demonstrate understanding • Discuss / Communicate ideas • Explain writer's ideas • Explore effects of word class • Explore significance of structure • Identify devices • Identify writer's methods • Inference of language • Plan • Recall information • Research • Rewrite
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	<ul style="list-style-type: none"> • Rewrite 	
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Key Stage 3: Year 9:

Autumn Term	Spring Term	Summer Term
<p><u>Creative Writing: Twisted Fairytales</u></p> <p><u>Understanding</u> Students develop knowledge of genre conventions, including fairy tales and ghost stories, recognising common structural and thematic features. They revisit key linguistic devices and deepen their understanding of literal meaning and metaphorical connotation. Explicit teaching focuses on sentence variety, narrative structure and the “zoom” technique to craft detailed and immersive settings. Students understand how writers build and sustain tension across a text and how varying sentence structures influence pace and mood.</p> <p><u>Analysis</u> Students explore effective characterisation, focusing on “show not tell” techniques. They examine how dialogue, action and description reveal character traits. Links are made between archetypal characters in fairy tales and Gothic fiction, enabling students to identify patterns across genres and apply these conventions independently.</p> <p><u>Thematic Exploration</u></p>	<p><u>‘Blood Brothers’</u></p> <p><u>Understanding</u> Students analyse the structure of the play, including exposition, rising action, climax and tragic resolution. They track how key decisions and social circumstances shape the narrative trajectory. The role of the narrator and the manipulation of time are examined to understand how tension and inevitability are constructed.</p> <p><u>Character Analysis</u> Students explore the contrasting development of Mickey and Eddie, analysing how class and upbringing influence identity. Mrs Johnstone and Mrs Lyons are examined as catalysts for the tragedy. Comparative analysis supports deeper understanding of nature versus nurture.</p> <p><u>Thematic Exploration</u> Themes of class division, inequality, fate versus free will and superstition are explored in depth. Students consider how societal structures limit opportunity and contribute to tragic outcomes.</p>	<p><u>Short Stories</u></p> <p><u>Understanding</u> Students approach texts independently, making inferences without relying heavily on contextual background. They analyse exposition to identify key information about character and setting. A wide range of anthology texts fosters reading fluency and literary appreciation.</p> <p><u>Character Analysis</u> Students examine how writers construct character through subtle implication. In ‘The Darkness Out There’, characterisation supports moral exploration, while in ‘My Polish Teacher’s Tie’, social class and prejudice are inferred rather than explicitly stated.</p> <p><u>Thematic Exploration</u> Themes of xenophobia, morality, social class and prejudice are explored. Students consider how writers use symbolism and imagery (e.g., the school badge or tie) to convey deeper meaning.</p>

<p>Students explore themes commonly associated with fairy tales and ghost stories, such as fear, transformation, morality and the supernatural. They consider how pathetic fallacy contributes to atmosphere and emotional intensity. Connections are drawn between genres studied previously, strengthening intertextual awareness.</p> <p><u>Literary Analysis</u> Students identify and explain the effects of linguistic devices, including metaphor and imagery. They analyse how writers manipulate structure, pacing and perspective to shape reader response. Imitation of sentence structures from established writers is used as a scaffold to develop stylistic control.</p> <p><u>Personal Reflection</u> Through drafting, revising and critiquing, students refine narrative voice and structural coherence. They reflect on how deliberate stylistic decisions impact reader engagement and demonstrate increasing independence in creative expression.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Accurate punctuation • Create 	<p><u>Literary Analysis</u> Students analyse dialogue, tone and diction to explore how Russell differentiates social class. Devices such as foreshadowing and symbolism (e.g., the blood pact) are examined for their structural significance. Evidence-based justification and evaluative commentary are emphasised.</p> <p><u>Personal Reflection</u> Students reflect on contemporary relevance, considering how issues of inequality persist. Emotional responses to the tragic ending are articulated thoughtfully and supported with textual reference.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Analysis of language • Comment on the effects created • Communicate ideas in-detail • Compare and contrast • Define word class • Demonstrate understanding • Describe in-depth • Describe / Track plot • Discuss / Communicate ideas • Evaluate language choice • Explain writer's ideas • Explore effects of word class 	<p>Intertextual links, such as allusions to 'Hansel and Gretel', strengthen thematic understanding.</p> <p><u>Literary Analysis</u> Students identify metaphor, simile and personification, analysing how these methods influence reader perception. They annotate key quotations and structure analytical responses independently. Emphasis is placed on inference, justification and clarity of argument.</p> <p><u>Personal Reflection</u> Students express independent interpretations, developing confidence in analytical writing. Exposure to diverse short stories encourages engagement and cultivates a love of reading.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Analysis of language • Comment on the effects created • Define word class • Demonstrate understanding • Describe / Track plot • Discuss / Communicate ideas • Explain writer's ideas • Explore effects of word class • Explore writer's intention • Identify devices
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- Critique to improve
- Define devices
- Describe in-depth
- Draft
- Match devices to examples
- Paragraphs to logically structure ideas
- Plan
- Plot sequence
- Recall information
- Research
- Revise
- Rewrite
- Sequencing of ideas
- Use of devices to effect reader

War Poetry

Understanding

Students develop contextual understanding of war, including propaganda, trench warfare and the psychological impact of conflict (shell shock). Key terminology such as pacifist, nationalist and armchair supporter supports secure comprehension.

Students explore how poets respond to war, examining both patriotic and critical perspectives.

Analysis

Where poems adopt a clear speaker or persona, students analyse voice and

- Explore significance of plot
- Explore significance of structure
- Explore writer’s intention
- Identify devices
- Identify writer’s methods
- Inference of language
- Justify ideas
- Plan
- Recall information
- Research
- Revision
- Rewrite

- Identify writer’s methods
- Inference of language
- Justify ideas
- Plan
- Recall information
- Rewrite

Transactional Writing: Contemporary Issues

Understanding

Students develop understanding of persuasion and debate, recognising the importance of audience, purpose and clarity. The Aristotelian triad—ethos, logos and pathos—is introduced as a framework for constructing compelling arguments.

Standard English, structural coherence and accurate punctuation are explicitly reinforced.

Analysis

Where relevant (e.g., speeches), students examine how a credible and authoritative voice is constructed to influence an audience.

Thematic Exploration

Students explore contemporary social issues, formulating and articulating informed viewpoints. Themes of fairness, responsibility and social change underpin persuasive tasks.

Literary Analysis

perspective, considering how experience shapes tone and viewpoint. They explore how soldiers, civilians and authority figures are represented within war poetry.

Thematic Exploration

Central themes include patriotism, disillusionment, trauma, sacrifice and the brutality of war. Students consider how poetry can challenge propaganda and question the notion that it is “sweet and fitting to die for one’s country.”

Literary Analysis

Students analyse poetic techniques including imagery, enjambment, caesura, rhyme and rhythm. They explore how structural choices—such as flashbacks or cyclical endings—shape meaning.

Close analysis of descriptive language develops precision in commenting on effects and writer’s intention.

Personal Reflection

Students evaluate contrasting perspectives on war and reflect on the moral implications of conflict. Analytical responses are refined through structured planning and rewriting.

Skills:

Students identify persuasive and rhetorical devices, evaluating their effectiveness. Structural features such as paragraph sequencing and impactful openings and conclusions are analysed and applied. Sophisticated vocabulary is developed to enhance clarity and persuasiveness.

Personal Reflection

Students articulate and defend personal viewpoints in both written and spoken forms. Through drafting, critiquing and refining, they develop confidence in debate and persuasive communication.

Skills:

- Accurate punctuation
- Answer and respond appropriately
- Create
- Critique to improve
- Define devices
- Draft
- Explain / Persuade
- Explore communication skills
- Express opinions
- Identify key information
- Match devices to examples
- Paragraphs to logically structure ideas
- Plan
- Plot sequence
- Recall information

<ul style="list-style-type: none"> • Analysis of language • Comment on the effects created • Compare and contrast • Define word class • Demonstrate understanding • Describe / Track plot • Discuss / Communicate ideas • Explain writer’s ideas • Explore effects of word class • Explore significance of structure • Explore writer’s intention • Identify devices • Identify writer’s methods • Inference of language • Justify ideas • Plan • Recall information • Rewrite 		<ul style="list-style-type: none"> • Refine presentation skills • Research • Rewrite • Sequencing of ideas • Speech writing • Use of devices to effect reader
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Key Stage 4: Year 10:

Autumn Term	Spring Term	Summer Term
<p><u>‘An Inspector Calls’</u></p> <p><u>Understanding</u> Students develop a secure understanding of the play’s social, historical and political context, including social hierarchy in Edwardian England, the impact of the World Wars, and the ideological differences between 1912 and 1945.</p>	<p><u>‘Jekyll and Hyde’</u></p> <p><u>Understanding</u> Students explore the novel within its Victorian context, including Darwinism, urbanisation, religious morality and anxieties surrounding scientific progress. They examine Stevenson’s presentation of duality, considering contrasts in setting,</p>	<p><u>Power and Conflict Poetry: Cluster 1</u></p> <p><u>Understanding</u> Students develop a secure understanding of poetic conventions, including form, structure and language devices. They learn to construct analytical responses focused on the key word in the question, using comparative language to explore relationships between poems.</p>

<p>Key concepts such as capitalism, socialism, bourgeoisie, proletariat and patriarchy are explicitly taught to deepen contextual awareness. Students explore how Priestley uses the setting of 1912 to comment retrospectively on responsibility and social change.</p> <p><u>Character Analysis</u> Students analyse character development — and, in some cases, the refusal to change — in order to understand Priestley’s didactic purpose. Particular focus is placed on the multifaceted role of Inspector Goole as moral catalyst and potential allegorical figure. Comparisons are made between generational responses, exploring how characters embody differing attitudes towards responsibility and social conscience.</p> <p><u>Thematic Exploration</u> Themes of class division, social responsibility, generational conflict and gender inequality are explored in depth. Students consider how dramatic irony enhances Priestley’s moral message and shapes audience response across different time periods.</p> <p><u>Literary Analysis</u> Students annotate judiciously, identifying language devices, structural methods and dramatic techniques. Emphasis is placed on</p>	<p>character and theme. The Gothic and detective traditions are explored to contextualise genre conventions.</p> <p><u>Character Analysis</u> Students analyse Dr Jekyll and Mr Hyde as embodiments of duality, exploring the tension between reputation and repression. Utterson is examined as a representation of Victorian rationality and restraint. Characterisation is linked to wider societal concerns about degeneration and moral decline.</p> <p><u>Thematic Exploration</u> Themes of duality, science versus religion, secrecy, reputation, urban terror and the supernatural are explored in depth. Students consider how these anxieties reflect Victorian fears about identity and morality.</p> <p><u>Literary Analysis</u> Students maintain sustained focus on extracts, using precise terminology and embedded quotations. They analyse narrative perspective, symbolism and structural devices to evaluate writer’s intention. Comparative interpretations are encouraged, considering how different audiences may respond to the text.</p> <p><u>Personal Reflection</u></p>	<p>Students examine how historical context influences meaning, considering when each poem was written and how its impact may differ for contemporary and modern audiences.</p> <p><u>Analysis (where appropriate)</u> Where poems present speakers or personas, students analyse characterisation and voice. For example:</p> <ul style="list-style-type: none"> • In ‘My Last Duchess’, students explore the Duke as a vindictive and controlling figure whose monologue reveals abuse of power. • In ‘Poppies’, the maternal voice is analysed to explore personal grief and conflict. • In ‘Checking Out Me History’, the speaker’s voice conveys anger at cultural erasure and educational inequality. • <p><u>Thematic Exploration</u> Students explore central themes across the cluster, including:</p> <ul style="list-style-type: none"> • Power of nature vs power of man - ‘Ozymandias’ and ‘Tissue’ • Human decay and legacy • Bravery and the reality of conflict – ‘The Charge of the Light Brigade’, ‘Bayonet Charge’
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<p>analysing word class, writer’s intention and audience impact. Students evaluate how Priestley crafts dialogue, stage directions and tension to communicate his political and moral message.</p> <p><u>Personal Reflection</u> Students compare potential reactions of a 1912 audience with a modern audience, developing evaluative responses. They reflect on the continued relevance of the play’s message and articulate informed personal interpretations supported by textual evidence.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Analysis of language • Comment on the effects created • Communicate ideas in-detail • Compare and contrast • Define word class • Demonstrate understanding • Describe in-depth • Describe / Track plot • Discuss / Communicate ideas • Evaluate language choice • Explain writer’s ideas • Explore effects of word class • Explore significance of plot • Explore significance of structure 	<p>Students articulate thoughtful personal responses to the moral and psychological complexities of the novel. They reflect on how ideas of identity and repression remain relevant in modern society.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Analysis of language • Comment on the effects created • Communicate ideas in-detail • Compare and contrast • Define word class • Demonstrate understanding • Describe in-depth • Describe / Track plot • Discuss / Communicate ideas • Evaluate language choice • Explain writer’s ideas • Explore effects of word class • Explore significance of plot • Explore significance of structure • Explore writer’s intention • Identify devices • Identify writer’s methods • Inference of language • Justify ideas • Plan • Recall information • Research • Revision 	<ul style="list-style-type: none"> • Identity, inequality and anger – ‘London’ and ‘The Emigrée’ <p>Students develop comparative arguments that synthesise thematic links and contrasts.</p> <p><u>Literary Analysis</u> Students analyse:</p> <ul style="list-style-type: none"> • Language devices: metaphor, pathetic fallacy, plosives, imagery and semantic fields. • Structural devices: stanza form, enjambment, repetition and juxtaposition. • Form: free verse, blank verse and rhyming couplets. <p>They embed quotations judiciously and analyse individual word choices to evaluate the poet’s intentions and the effect on the reader.</p> <p><u>Personal Reflection</u> Students articulate informed, comparative responses, reflecting on how themes such as conflict, pride, suffering and identity remain relevant today. They evaluate how historical context shapes both original and modern interpretations.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Analysis of language • Comment on the effects created
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<ul style="list-style-type: none"> • Explore writer’s intention • Identify devices • Identify writer’s methods • Inference of language • Justify ideas • Plan • Recall information • Research • Revision • Rewrite <p><u>Language Paper 1</u></p> <p><u>Understanding</u> Students develop secure understanding of the Assessment Objectives (AO1, AO2, AO4, AO5, AO6), including explicit and implicit comprehension, language and structural analysis, critical evaluation and creative writing. They become familiar with the format and expectations of each examination question, from multiple-choice retrieval to extended evaluative responses and narrative/descriptive writing.</p> <p><u>Analysis</u> Where relevant (particularly in narrative extracts), students explore how writers construct character through action, dialogue and description, linking this to structural development.</p>	<ul style="list-style-type: none"> • Rewrite <p><u>‘Macbeth’</u></p> <p><u>Understanding</u> Students develop contextual understanding of the play’s Jacobean setting, including beliefs in the divine right of kings, the Gunpowder Plot and attitudes towards witchcraft during the reign of James I. They understand the conventions of tragedy and the concept of the tragic hero.</p> <p><u>Character Analysis</u> Students analyse Macbeth’s transformation from loyal subject to tyrant, exploring ambition, moral conflict and psychological decline. Lady Macbeth is examined in relation to gender expectations and power. Comparisons are drawn between Duncan’s kingship and Macbeth’s tyranny.</p> <p><u>Thematic Exploration</u> Themes of ambition, guilt, fate, kingship, order versus chaos and masculinity are explored in detail. Students examine how the disruption of natural order leads to inevitable consequences. Symbolism, particularly blood and the supernatural, is analysed to explore moral corruption.</p>	<ul style="list-style-type: none"> • Communicate ideas in-detail • Compare and contrast • Define word class • Demonstrate understanding • Describe / Track plot • Discuss / Communicate ideas • Evaluate language choice • Explain writer’s ideas • Explore effects of word class • Explore significance of structure • Explore writer’s intention • Identify devices • Identify writer’s methods • Inference of language • Justify ideas • Plan • Recall information • Research • Revision • Rewrite
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<p><u>Thematic Exploration</u> Students identify central ideas and themes within unseen fiction extracts, evaluating how these are developed through language and structure.</p> <p><u>Literary Analysis</u> Students practise sustained analysis of language and structure, using precise subject terminology. They evaluate writer's choices and justify interpretations with carefully selected evidence. For Question 5, students apply structural and linguistic techniques independently, demonstrating control over tone, style, register, form, purpose and audience.</p> <p><u>Personal Reflection</u> Students develop confidence in articulating independent evaluations and crafting imaginative responses. Through planning, redrafting and revision, they refine clarity, cohesion and technical accuracy.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Analysis of language • Comment on the effects created • Communicate ideas in-detail • Demonstrate understanding • Describe in-depth 	<p><u>Literary Analysis</u> Students examine Shakespeare's use of blank verse, iambic pentameter and soliloquy. They analyse imagery, structure and dramatic devices to explore audience impact and writer's intention. Close language analysis and structured essay planning are embedded throughout.</p> <p><u>Personal Reflection</u> Students reflect on the destructive nature of unchecked ambition and the moral implications of power. They articulate informed interpretations, refining responses through planning, revision and redrafting.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Analysis of language • Comment on the effects created • Communicate ideas in-detail • Define word class • Demonstrate understanding • Describe / Track plot • Discuss / Communicate ideas • Evaluate language choice • Explain writer's ideas • Explore effects of word class • Explore significance of plot • Explore significance of structure • Explore writer's intention 	
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<ul style="list-style-type: none"> • Describe / Track plot • Discuss / Communicate ideas • Evaluate language choice • Explain writer's ideas • Explore effects of word class • Explore significance of structure • Explore writer's intention • Identify devices • Identify writer's methods • Inference of language • Justify ideas • Plan • Recall information • Revision • Rewrite 	<ul style="list-style-type: none"> • Identify devices • Identify writer's methods • Inference of language • Justify ideas • Plan • Recall information • Research • Revision • Rewrite 	
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Key Stage 4: Year 11:

Autumn Term	Spring Term	Summer Term
<p><u>Language Paper 2</u></p> <p><u>Understanding</u> Students develop understanding of non-fiction comparison skills in line with Assessment Objectives AO1, AO2, AO4, AO5 and AO6. They learn to identify explicit and implicit information, synthesise ideas across two sources, and understand how purpose and audience shape writing.</p>	<p><u>Unseen Poetry</u></p> <p><u>Understanding</u> Students apply previously developed analytical skills to unfamiliar poems, identifying key themes, tone and structural patterns without prior study.</p> <p><u>Analysis (where appropriate)</u> Where a clear speaker or persona is present, students explore voice, attitude and emotional perspective.</p>	<p><u>Revision of all components</u></p>

Students become confident with each question type:

- Retrieval (Question 1)
- Summary of differences (Question 2)
- Language analysis (Question 3)
- Comparative evaluation (Question 4)
- Transactional writing (Question 5)

Analysis (where appropriate)

When analysing viewpoints, students explore how writers construct persona and perspective to influence readers.

Thematic Exploration

Students identify overarching ideas within paired sources, comparing how themes, attitudes and arguments are presented differently depending on context, purpose and audience.

Literary Analysis

Students evaluate:

- Language and structural methods
- Tone, style and register
- Use of persuasive and rhetorical techniques

They justify interpretations with precise references and develop evaluative judgement. For Question 5, students apply these techniques independently, crafting writing in a range of forms (e.g. speeches, letters, articles) with clear purpose and audience awareness.

Thematic Exploration

Students identify central ideas such as identity, conflict, loss, nature or memory, supporting interpretations with evidence.

Literary Analysis

Students confidently identify poetic devices and analyse their effects, using accurate subject terminology. Comparative skills are reinforced when exploring relationships between two unseen poems.

Personal Reflection

Students produce thoughtful and independent responses, demonstrating resilience, inference skills and evaluative judgement when encountering new material.

Skills:

- Analysis of language
- Comment on the effects created
- Communicate ideas in-detail
- Compare and contrast
- Demonstrate understanding
- Discuss / Communicate ideas
- Evaluate language choice
- Explain writer's ideas
- Explore writer's intention
- Identify devices

Personal Reflection

Students refine their ability to form critical opinions and persuasive viewpoints, communicating ideas clearly and coherently with increasing technical accuracy.

Skills:

- Analysis of language
- Comment on the effects created
- Communicate ideas in-detail
- Demonstrate understanding
- Describe in-depth
- Describe / Track plot
- Discuss / Communicate ideas
- Evaluate language choice
- Explain writer's ideas
- Explore effects of word class
- Explore significance of structure
- Explore writer's intention
- Identify devices
- Identify writer's methods
- Inference of language
- Justify ideas
- Plan
- Recall information
- Revision
- Rewrite

'Jekyll and Hyde' Revision

- Identify writer's methods
- Inference of language
- Justify ideas
- Plan
- Recall information
- Rewrite

'An Inspector Calls' Revision

See Year 10

Language Paper 2 Revision

See Autumn Term

See Year 10

'Macbeth' Revision

See Year 10

Language Paper 1 Revision

See Year 10

Power and Conflict Poetry: Cluster 2

Understanding

Students deepen their understanding of poetry conventions and comparative analysis. They continue to explore how context, publication date and historical background shape meaning and reception.

Analysis (where appropriate)

Students examine speaker perspective and narrative voice in poems such as:

- 'Exposure'
- 'Storm on the Island'
- 'War Photographer'
- 'Kamikaze'
- 'Remains'
- 'The Prelude'

They explore how voice conveys trauma, memory, patriotism, guilt and internal conflict.

Thematic Exploration

Themes explored include:

- Power of nature
- Psychological impact of war
- Conflict between duty and personal conscience
- Isolation and suffering
- Human insignificance

Students use comparative connectives (Similarly, Likewise, However, Whereas, Alternatively) to structure analytical writing.

Literary Analysis

Students consolidate understanding of poetic terminology, including:

- Alliteration, assonance, consonance
- Extended metaphor and imagery
- Internal rhyme and rhyme scheme
- Iambic pentameter
- Juxtaposition and oxymoron
- Sibilance and semantic fields
- Enjambment and stanza structure
- Blank verse and free verse

They move towards increasingly conceptual comparative essays.

Personal Reflection

Students develop personal, evaluative responses to unseen poems, building confidence in independent interpretation. They justify ideas, plan comparative

arguments and refine written responses through redrafting.

Skills:

- Analysis of language
- Comment on the effects created
- Communicate ideas in-detail
- Compare and contrast
- Define word class
- Demonstrate understanding
- Describe / Track plot
- Discuss / Communicate ideas
- Evaluate language choice
- Explain writer's ideas
- Explore effects of word class
- Explore significance of structure
- Explore writer's intention
- Identify devices
- Identify writer's methods
- Inference of language
- Justify ideas
- Plan
- Recall information
- Research
- Revision
- Rewrite