



English Curriculum

July 2026

Rationale

Intent

Our intention is to provide our students with the opportunities, experiences, knowledge and analytical tools to speak, write and read confidently, appropriately, and on their own terms in whatever context they find themselves in. We want them to see language and literature both inside the classroom and beyond as the gateway to achievement, intellectual curiosity and personal well-being in every aspect of their lives, both in the present and the future.

As far as possible, we want to give pupils the same experiences when they enter our curriculum, regardless of prior attainment levels – the same choices in what they read, the same opportunities for response, the same freedoms and constraints, the same access to high quality texts. To offer all of this to pupils, we build on what they themselves bring to the classroom, focusing on how they can make connections between what they already know and new learning. Our starting point when choosing resources and designing lessons is always to think about how to make them relevant and interesting to pupils. Sometimes, we try to select texts that have a particular relevance to or resonance with them; at other times, we strive to make culturally significant texts meaningful in the context of their own lives. This involves both linking the texts directly to their own experiences, and also involves fostering a sense of academic curiosity, and a love of learning for its own sake. In Key Stage 4 and 5 this selection of texts is limited somewhat by the constraints of the exam board (we are with Edexcel for both GCSE and A Level) though the principles remain the same.

Implementation

In Years 7 and 8 topics have been carefully chosen to allow as broad an understanding of the subject as possible while at the same time providing a sound foundation of knowledge and skills for those progressing to Edexcel GCSE (9-1) English Language and Literature. At all stages our curriculum gives students exposure to both breadth and depth studies. There is a balance of reading and writing as well as spoken language opportunities across the study of Language and Literature.

Assessment

In Years 7 and 8 a range of formative, summative and diagnostic marking and feedback are used to assess student's level of knowledge, understanding and skill. In addition to the work in their books, students complete a range of formal assessments, with GCSE styles of assessment introduced in format, content and style at the earliest opportunity.

At GCSE and A Level students have regular assessments that are put together using real exam questions and mark schemes to give the best possible practice for the exam style assessment they will face at the end of the course. Mock exams take place in Years 10-13, usually in the main school hall to again replicate the exam experience as closely as possible.

Home Learning

Home learning is used to support, consolidate and extend work covered in the classroom. It will be set frequently and regularly. In general, KS3 students will have up to 30 minutes of homework a week, GCSE lessons up to 1 hour a week, and A Level 2 hours a week. All tasks will be set and monitored through Class Charts.