



English Curriculum

2025- 2026

What is the intent behind our English Curriculum?

In the English curriculum at CF School, reading and writing are of utmost importance. The school aims to make children competent and confident readers who can read for information, decode complex concepts, and deepen their knowledge. Reading is at the core of English lessons, where children explore various literary genres and authors, from classics to contemporary works. This diverse exposure provides not only literary education but also fosters empathy, tolerance, and respect for different perspectives. The study of English Language and Literature, although separated at KS4 for examination reasons, are amalgamated at KS3, with our view being that the necessary foundational skills and knowledge children need at KS3 in English are best taught through a KS3 English curriculum that weaves the four necessary threads of a well-rounded English education together: reading, writing, oral and media study.

Communication skills are also emphasised throughout, encompassing speaking, listening, vocabulary, spelling, grammar, punctuation, and essay writing. Children engage in speech preparation, discussions to express their opinions, and various forms of writing to enhance their communication abilities. Opportunities for children to do this are plentiful and are mapped out below. Imagination and creativity play a significant role in writing, allowing children to create a wide range of creative and transactional pieces. At KS4, English Language and Literature are closely intertwined, encouraging children to analyse language nuances, authorial intent, and develop their unique voices.

CF School encourages a love of reading for pleasure, separate from academic pressures, to nurture childrens' passions and broaden their understanding of the world. English education is seen as a fundamental part of personal development and societal participation, as it equips children with essential communication skills and enriches them culturally, emotionally, intellectually, socially, and spiritually. The school's commitment is to ensure that all children become proficient in literacy and oracy through their English Language curriculum.

Overall, the intent behind our English curriculum at CF school is to create well-rounded and confident children. The holistic approach at KS3 sets the stage for children to excel academically and develop empathy, tolerance, and respect for diverse perspectives, as well as preparing them adequately for the academic rigours of KS4. Indeed, as children progress to KS4, our curriculum evolves to empower them to analyse language nuances, understand authorial intent, and cultivate their unique voices in both

English Language and Literature. We believe in the amalgamation of these subjects at KS3 and their separation at KS4 for examination purposes, as it provides children with a comprehensive understanding and appreciation of all things ‘English’.

How is our English Curriculum Sequenced at KS3?

	Term 1		Term 2		Term 3
Year 7	Boy Everywhere	Boy Everywhere	Intro to Shakespeare	Short Stories	Intro to Poetry
Reading -	<i>Children are introduced to the study of a novel, and begin to employ strategies about how to approach and analyse character, theme, tension and plot. Children will explore how authorial choices impact meaning and how stories are developed in long form novel writing. Children will complete reading comprehension, as well as read a novel purely for the love of reading.</i>	Cont'd	<i>Children will be introduced to the context of Shakespeare through the study of multiple plays, ranging from his tragedies, comedies and histories. We will be reading in Shakespearean prose and pentameter, as well as developing understanding of the language used by Shakespeare in his plays. Children will work on analysing Shakespeare and develop skills related to later, more in-depth analysis.</i>	<i>Children will read a range of short stories, mainly aimed at young adults. Children will be exposed to a range of story telling devices, cultures and plotlines, analysing how authors use language, structure and form to create meaning.</i>	<i>Children will read a variety of poems from different eras and cultures, focusing on understanding meaning, tone, and mood. They will explore poetic forms, figurative language, and sound devices, developing strategies for interpreting and responding to a range of poetic texts.</i>
Writing -	<i>Children will write book reviews, character analyses, or essay style responses that reflect on the novel's themes. We will encourage creative writing projects inspired by characters or situations in the book e.g. diary entries and letters. They will develop persuasive writing skills to discuss moral and ethical issues raised in the novel as well as analysis writing skills to evaluate the writer's methods.</i>	Cont'd	<i>Children will engage with written responses to Shakespearean texts, sometimes in a formal, analytical scheme, as well as in more creative and imaginative formats. Children will continue to develop PEEL based skills and develop their essay based writing ability in conjunction with more creative outlets.</i>	<i>Children will work towards planning, drafting, writing and redrafting their own short story, influenced by a short story they have read themselves or previously as part of the scheme. Children will also begin to learn how to structure PEEL based paragraphs, looking at how to develop and construct analytical sentences.</i>	<i>Children will experiment with crafting their own poems, using imagery, rhythm, and structure to convey ideas and emotions. Scaffolded activities will guide them from simple descriptive verse to more complex poetic forms, encouraging creativity and precision in word choice.</i>
Oral -	<i>Children will engage in book discussions, either in small groups or as a class, to explore different interpretations of the novel. They will practice public speaking skills by presenting</i>	Cont'd	<i>Children will practise reading aloud Shakespearean prose, as well as developing performance skills within the classroom. Children will be introduced to iambic rhythms and understand that plays are supposed</i>	<i>Children will read short stories aloud in class, utilising teacher chosen group reading techniques: popcorn reading etc. Children will also be modelled on how to read with the teacher reading aloud to them – something that will be focused on in</i>	<i>Children will practise reading poetry aloud, exploring vocal techniques such as pace, pitch, and emphasis to enhance meaning. They will also participate in group discussions about poetic themes and</i>

	<i>book reports or character analyses. We will also organise debates or discussions around ethical dilemmas presented in the story.</i>		<i>to be performed and watched, as opposed to simply read.</i>	<i>each topic consistently across English.</i>	interpretations, developing confidence in articulating ideas and listening respectfully to peers.
Media -	<i>Children may be asked to produce a range of media focused pieces of work, such as reviews and articles, reflecting on the plotline and character experiences, helping to explore how real world applicable writing is impacted by story and fiction.</i>	Cont'd	<i>Children will engage with a wide range of media surrounding Shakespeare, including film and clips from television. We will also engage with recordings of productions available online, looking at how to stage, devise and develop physical performance pieces.</i>	<i>Children will look at how short stories are presented in film and television, while developing their analytical and comprehension skills.</i>	<i>Children will examine how poetry is presented in different media, such as spoken word performances, music lyrics, and visual poetry. They will explore how sound, image, and digital platforms can enhance poetic expression, and will have opportunities to create their own multimodal poetry pieces.</i>
Rationale	This sequence of topics is designed to progressively develop children's literary knowledge, analytical skills, and cultural understanding in alignment with the UK National Curriculum's emphasis on reading widely, appreciating a rich literary heritage, and developing critical evaluation skills. Beginning with a novel allows children to engage deeply with extended prose, fostering sustained reading, inference, and thematic analysis. The subsequent study of Fiction vs Non-fiction equips learners with the ability to distinguish between narrative forms, authorial purpose, and audience, sharpening their critical reading in preparation for both literary and informational texts. Exploring Mythology and Heroes builds cultural literacy and narrative archetype awareness, essential for understanding allusions and intertextuality in later texts. Short Stories provide a concentrated form for analysing structure, characterisation, and language within a manageable scope, bridging towards the concise interpretive demands of examinations. Finally, an Introduction to Poetry expands children's interpretive range, developing sensitivity to form, rhythm, imagery, and figurative language. This progression mirrors Cambridge IGCSE English Literature requirements, which demand versatility across genres, precise textual analysis, and the ability to compare and contrast texts—ensuring children are both culturally enriched and academically prepared for long-term success.				

Year 8		Term 1		Term 2		Term 3	
		Identity Part 1: Social and Cultural Texts (Cayman) texts	Creative Writing	Study of a Short Play (TBC) Identity/Cultural Based	Reading and Analysing the novel 'Lord of the Flies'		
	Reading -	<i>Analyse Cayman Islands texts such as poems, short stories, or speeches to explore themes related to identity, culture, and society. Practice close reading and critical analysis skills to understand the nuances of these texts. Compare and contrast different texts to identify common themes and unique perspectives.</i>	<i>Children will be exposed to a range of short, descriptive writing passages, emphasising how authors use form, language and structure to develop description and imagery. Children will also look at developing sensitivity to tension and how authors construct stories to enthrall and entertain readers.</i>	<i>Analyse the selected short play in terms of plot, character development, dialogue, and themes related to identity and culture. Explore the historical and cultural context of the play.</i>	<i>Read and analyse the novel 'Lord of the Flies' focusing on character development, plot, and themes of civilisation and savagery. Explore literary devices and narrative techniques used by the author.</i>		
	Writing -	<i>Write essays, reflective pieces, or personal responses that connect to the themes explored in the Cayman Islands texts. Encourage children to express their own identities and cultural backgrounds</i>	<i>Children will spend extensive periods of time writing and developing imaginative writing skills. Scaffolds, structures and developments will allow for all children to explore writing creatively, building</i>	<i>Write critical essays or reviews of the play, focusing on its portrayal of identity and cultural themes. Create scripts for short scenes or monologues inspired by the play's themes. Encourage creative</i>	<i>Write book reviews, character analyses, or essays that reflect on the novel's themes. Encourage creative writing projects inspired by characters or situations in the book. Develop</i>		

		<i>in their writing. Develop descriptive and persuasive writing skills to articulate their thoughts effectively.</i>	<i>towards a final written assessment focusing on developing a play or a story.</i>	<i>writing that explores identity through dramatic storytelling.</i>	<i>persuasive writing skills to discuss moral and ethical issues raised in the novel.</i>
	Oral -	<i>Conduct class discussions and debates about the themes and messages in the Cayman Islands texts. Encourage children to share personal stories and experiences related to identity and culture. Practice public speaking skills through presentations and spoken word performances.</i>	<i>Children will explore sharing their work as a class, delivering their work as spoken word, either to teachers, individually or in groups. Children will also explore how stories delivered aloud have varying impacts on stories delivered in the written form.</i>	<i>Perform scenes from the play in class or in small groups, encouraging children to embody the characters. Discuss the play's themes and relevance in contemporary society through group discussions.</i>	<i>Engage in book discussions, either in small groups or as a class, to explore different interpretations of the novel. Practice public speaking skills by presenting book reports or character analyses. Organise debates or discussions around ethical dilemmas presented in the story.</i>
	Media -	<i>Explore how media, such as short films or documentaries, can convey messages about identity and culture. Analyse the use of visuals, music, and language in media to understand their impact on the audience. Create multimedia presentations or projects that respond to the Cayman Islands texts.</i>	<i>Explore how different forms of entertainment, particularly television, drama and film can be produced to engage audiences, and look at how different forms of writing differ based on the specific needs of a production (script writing, shot sketches etc)</i>	<i>Study film adaptations or recordings of the play to compare how different media convey the same story. Analyse the use of visual and auditory elements in the play's production. Create multimedia presentations or video clips that explore key scenes or themes from the play.</i>	<i>Study adaptations of Lord of the Flies such as the film or audiobook versions, to analyse how different media capture the essence of the novel. Explore the use of visuals, sound, and casting choices in adaptations. Create multimedia presentations comparing the novel to its adaptations.</i>
	Rationale -	<i>The Year 8 curriculum order follows a logical progression. We begin with Cayman texts to immerse children in culturally relevant content. This fosters engagement and lays the foundation for honing critical analysis skills across various media forms. Moving on to short stories and reflective writing allows for a deeper dive into literary analysis. It encourages children to establish personal connections with the material, fostering creative expression while reinforcing their analytical abilities. Next, we introduce a short play focusing on identity and culture. This phase explores drama and offers a multimodal learning experience. It delves into nuanced identity discussions and provides a different perspective on the central themes. Finally, we conclude with the novel 'Lord of the Flies.' This serves as a platform for children to apply the skills they've developed throughout the year. They'll analyse a longer, more complex text, engage in discussions about empathy and ethics, and prepare for more extensive reading assignments in the future. This order ensures a systematic skill development process while maintaining thematic continuity across the year.</i>			

Year 9		Term 1		Term 2		Term 3
		Poetry Online lessons here	Short Stories	Transactional Writing	Gothic Literature	Shakespeare (Macbeth) Online lessons here
	Reading -	<i>Begin by introducing various forms of poetry, such as sonnets, haikus, free verse, and more. Explore poems from different time periods, cultures, and poets. This can include classic poets like Shakespeare, Emily Dickinson, Langston Hughes, as well as contemporary poets such as Harry Baker. Discuss and dissect poems in class, emphasizing themes, literary devices (e.g., metaphors, similes, symbolism), and historical context. Encourage children to</i>	<i>Begin by exposing children to a diverse selection of short stories from various authors and genres. This should include classic and contemporary works from different cultures. Discuss the elements of short story writing, including plot structure (exposition, rising action, climax, falling action, resolution), character development (protagonist, antagonist, supporting characters), and themes. Encourage children to</i>	<i>Children will be exposed to various forms of transactional writing, looking at the main focuses within the IGCSE curriculum: Letters, Articles, Speeches, Leaflets, Guides and Reviews. Children will look at a wide range of topics that will be developed over multiple lessons, allowing them to explore how different authors use language structure and form to influence understanding and outcome in specific audiences.</i>	<i>Children will engage with a range of Gothic texts, including classic and contemporary works, to explore common conventions, themes, and settings. Through close reading, they will analyse how language, structure, and imagery create tension and atmosphere, as well as how Gothic tropes have evolved over time.</i>	<i>Begin by collectively reading and analysing the play "Macbeth" as a class, delving into Shakespearean language, themes, and character development. Explore the unique language of Shakespeare, including his use of iambic pentameter, soliloquies, and poetic devices. Analyse the play's themes, such as ambition, fate, and the consequences of unchecked power. Discuss character development,</i>

	<i>compare and contrast different poems to analyse how they employ various techniques.</i>	<i>analyse how these elements work together to create engaging narratives.</i>			<i>motivations, and how characters evolve throughout the play.</i>
Writing -	<i>Encourage children to become poets themselves. Provide them with prompts and guidance to write their own poems, allowing them to experiment with different styles and forms. Teach them about techniques like rhyme, meter, alliteration, and figurative language (e.g., simile, metaphor, personification). Encourage peer review and revision, emphasising the importance of constructive feedback.</i>	<i>Develop children' creative writing skills by guiding them through the process of crafting their own short stories. Provide writing prompts and exercises to help children brainstorm ideas, create compelling characters, build suspense, write dialogue, and describe settings. Emphasize the importance of narrative techniques like foreshadowing, conflict, and resolution. Encourage peer review and revision to refine their stories.</i>	Children will spend extensive periods of time analysing, planning, and crafting persuasive texts. Scaffolded activities, structured guidance, and targeted skill development will enable all children to explore persuasive techniques, strengthen their ability to construct logical arguments, and refine their written expression. Learning will build towards a final written assessment in which children produce a sustained persuasive piece, such as an opinion article, speech, or formal letter, demonstrating effective use of rhetorical strategies and persuasive devices.	<i>Children will develop their ability to craft original Gothic narratives, employing descriptive detail, symbolic elements, and controlled pacing to evoke mood. Structured writing activities will guide children from generating ideas to producing a polished Gothic short story or scene.</i>	<i>Develop children' critical thinking and writing skills by assigning essays or creative responses based on "Macbeth". Encourage children to explore and interpret themes, character motivations, or modern adaptations of the play. They can write essays that analyse specific scenes, characters, or the overarching themes. Alternatively, they can craft creative responses, such as rewriting a scene in a modern setting or writing a character's diary entry.</i>
Oral -	<i>Develop children' oral skills by incorporating poetry recitation into the curriculum. This not only enhances their public speaking abilities but also deepens their understanding of the poems. Have children select a poem they find meaningful and perform it in front of the class. Encourage them to focus on expressive reading, tone, and pacing. After the recitations, facilitate class discussions about how the oral delivery influences the meaning and interpretation of each poem.</i>	<i>Enhance children' oral communication skills by having them present their short stories to the class. Organise storytelling sessions where each student shares their story with their peers. This not only improves public speaking skills but also helps children learn how to engage an audience effectively. Encourage feedback and constructive critique from classmates.</i>	Children will develop skills regarding presentation and debate skills, based around the various transactional writing topics and texts that will be studied in the scheme. Children will aim to for lively and engaged debate, structured and lead by the teacher.	<i>Children will participate in discussions, debates, and presentations on Gothic themes, characters, and interpretations. They will practise articulating ideas clearly, using evidence from texts to support their perspectives, and responding thoughtfully to the views of others.</i>	<i>Enhance children' understanding of Shakespearean language and dramatic interpretation by having them perform scenes from "Macbeth" in class. Assign roles and have children rehearse and perform scenes from the play. Encourage them to focus on understanding the meaning behind the lines and conveying the emotions and intentions of the characters. Discuss the challenges and nuances of performing Shakespearean text.</i>
Media -	<i>Explore the impact of different media on the perception of poetry. In today's digital age, poetry is often shared and consumed through various platforms. Analyse spoken word poetry performances or poetry readings available on platforms like YouTube, TED Talks (Harry Baker),</i>	<i>Explore how visual and auditory elements can impact the interpretation of a narrative. Discuss the relationship between written and visual storytelling. Watch film adaptations of selected short stories, comparing and contrasting them with the original written text. Analyse how cinematography, music, and</i>	Children will explore how various pieces of media is used in a similar way to the written word, and how documentaries, films and television shows are also used in a transactional and persuasive manner.	Children will analyse how Gothic conventions are adapted in film, television, and digital media, considering the interplay of visual, sound, and written elements. They will also experiment with creating multimodal Gothic texts, integrating imagery, sound, and language to enhance meaning.	<i>Explore how different media portray the same story by watching film adaptations of "Macbeth." Compare and contrast film adaptations with the original text. Analyse how directors and actors interpret and present the play's themes, characters, and settings. Discuss the impact of visual and auditory elements, such</i>

		or podcasts. Discuss how the medium affects the message – how visuals, voice, and performance style enhance or alter the audience's interpretation of the poems. Encourage children to compare the experience of reading a poem on paper to hearing it performed.	acting contribute to conveying the same narrative differently. Encourage children to discuss how filmmakers adapt and interpret the source material for the screen.			as cinematography, costumes, music, and editing, on the audience's perception of the story.
	Rationale –	The Year 9 English curriculum is designed to develop children's analytical, creative, and critical literacy skills through a diverse range of literary forms and purposes. Each unit has been selected to broaden children's cultural understanding, strengthen their ability to engage with complex ideas, and provide varied opportunities for reading, writing, speaking, and viewing. The study of poetry encourages children to appreciate the power and precision of language. Through exploring a variety of poetic forms, styles, and voices, children learn to decode meaning, interpret imagery, and respond to the interplay of sound and rhythm. Poetry fosters both critical thinking and emotional engagement, allowing children to express their own perspectives with nuance. Short stories introduce children to concise narrative craft, highlighting how authors create impact within limited word counts. By reading diverse short fiction, children examine characterisation, setting, and theme, while learning to employ narrative techniques in their own writing. The short story form also builds children's ability to read widely, make intertextual connections, and experiment with storytelling structures. Persuasive writing equips children with essential skills for participating in public discourse. They learn to research, construct logical arguments, and employ rhetorical strategies to influence an audience. These skills strengthen their capacity to communicate ideas effectively and critically evaluate the persuasive techniques used in contemporary media and political contexts. The inclusion of Gothic literature introduces children to a rich literary tradition, blending historical context with enduring themes such as fear, the unknown, and human psychology. Analysing Gothic texts—both classic and modern—enhances children's interpretive skills, while writing in the genre develops their ability to evoke mood and atmosphere with precision. Finally, the study of Shakespeare's <i>Macbeth</i> offers children the opportunity to engage with one of the most influential works in English literature. Through its exploration of ambition, morality, and fate, <i>Macbeth</i> challenges children to analyse complex language, dramatic structure, and universal themes. This unit builds confidence in interpreting Shakespearean texts while fostering an appreciation for the play's continued relevance in contemporary society. Together, these five areas provide a balanced and challenging program that nurtures creativity, sharpens analytical skills, and prepares children for the demands of senior English and active citizenship.				

How is our English Curriculum Organised and Sequenced at KS4?

KS4 English Literature: 2026/2027 Leavers

2025 Leavers	Term 1	Term 2	Term 3
Year 10	To Kill a Mockingbird	Anthology Poetry 1 of 2	A Midsummer Night's Dream Part 1 of 2 Online lessons here
	<i>'To Kill a Mockingbird' is considered a classic of American literature renowned for its exploration of profound themes such as racism, social injustice, and moral development. It serves as a strong foundational text for children, introducing them to significant literary and societal issues. Additionally, the novel encourages the development of empathy and critical thinking skills. When it comes to poetry, its distinct nature often presents unique challenges compared to prose. By incorporating the anthology poetry into the Year 10 curriculum, children are given the valuable opportunity to cultivate their poetry analysis skills early in their academic journey. This endeavour complements their understanding of 'To Kill a Mockingbird' and encourages a more holistic approach to literature. Starting with Shakespeare's 'A Midsummer Night's Dream' in Year 10 offers children the chance to engage with a Shakespearean comedy. This choice provides a refreshing contrast to the weighty themes explored in 'To Kill a Mockingbird' and broadens their literary experience. By introducing the first part of the play in Year 10, children can gradually familiarise themselves with Shakespeare's language and comedic elements, setting the stage for deeper exploration in subsequent years.</i>		
Year 11	A Midsummer Night's Dream Part 2 of 2 Online lessons here	Anthology Poetry 2 of 2	Revision
	<i>Continuing with 'A Midsummer Night's Dream' in Year 11 represents a natural progression. Children, having been introduced to the play in Year 10, are now better equipped to delve more deeply into its intricate complexities, comedic elements, and nuanced themes. This extended study allows for a more profound analysis of the work. The analysis of poetry can indeed be challenging, and by Year 11, children are expected to have developed more advanced analytical skills. Continuing with the anthology poetry in the second year of the curriculum enables them to build upon their Year 10 learning and refine their interpretation and critical thinking abilities. This sequential approach contributes to children becoming more adept at analysing poetic works. Spaced retrieval of this difficult topic in particular helps counter the "forgetting curve," which is the tendency for children to forget information rapidly after initial learning. By revisiting Anthology Poetry' poetry, children refresh their memory, making it less likely to forget the material, even over time. Concluding the curriculum with IGCSE revision provides children with an opportunity to consolidate their learning, revisit essential concepts, and comprehensively prepare for their exams. This phase of the curriculum</i>		

allows for focused preparation, ensuring that children are well-equipped to excel in their assessments and confidently apply their literary analysis skills.

KS4 English Language curriculum sequencing: Year 10

	Strand	Term 1	Term 2	Term 3
		Travel and Sport: Reading Comprehension and Response Writing	Travel and Sport: Continuous Writing focus	Work and Education: News Articles
Year 10	Reading Comprehension	Skimming and scanning, summarising, note-taking, writers' language choice	Expanding notes, sentence structure, vocabulary building, analysing how writers achieve effects. focus. Comprehending audience, form, and style	Selecting and organising material; Identifying text features, structure and organization of News articles.
	Writing	Summary writing	Response Writing: Letters considering audience Continuous Writing: Descriptive – Planning compositions, using adjectives and imagery	Transforming information into news reports. Focus on persuasive language, sequencing, vocabulary extension to write structured news reports.

Children work through the above units of study in sequence, since the prevalent content, learning support and skills development are very much progressive. There is also specific teaching of sentence building, vocabulary extension, punctuation and spelling (with the curriculum incorporating these areas as specifically identified on the English Subject Development Plan. The emphasis of Year 10 English Language is also on the acquisition and application of transferable skills, with a mixture of preparatory and exam-type tasks in every unit.

KS4 English Language curriculum sequencing: Year 11

Strand	Term 1		Term 2	Term 3	
	Reading Comprehension and Response Writing	Continuous Reading and Writing	Unseen Paper Techniques		
Reading Comprehension	Understanding, selecting, and organising material Reading for explicit and implicit ideas Analyzing how writers achieve effects	Understanding nonfiction informational texts, descriptive and narrative excerpts.	- Develop strong reading comprehension skills by practicing reading a variety of texts, including fiction, non-fiction, poetry, and informational texts. - Learn how to identify the main ideas, supporting details, and the author's purpose in a text. - Practice making inferences based on textual evidence. Understand how to read between the lines and draw conclusions from the information provided in the text. - Build a strong vocabulary by reading widely and keeping a vocabulary journal. Pay attention to unfamiliar words in the unseen texts and try to deduce their meanings from the context. - Develop the habit of annotating the text as you read. Underlining or highlight key phrases, words, and sentences.		

	Understanding persuasive techniques/writer’s effect and use of language Comprehension of information, news reports, and letter		- Familiarize children with common literary devices such as metaphor, simile, alliteration, imagery, symbolism, and irony. Recognize how these devices contribute to the text's meaning. - Analyse the author's use of language, including tone, mood, and figurative language. - Consider the structure of the text. Look at how it is organized and how this contributes to the overall message or theme.	Assessments
Writing	Summary writing based on an information text -Sentence structure; vocabulary building; advanced punctuation Use persuasive techniques to write a persuasive letter targeting an audience. Write a news article following structure, news elements, and writing within role	Descriptive paragraph writing (giving an account and structuring description) Narrative Writing (plot, setting, atmosphere, character, voice, viewpoint, and using dialogue)		
<i>CF children studying English Language in Year 11 will revisit some Year 10 skills in order to reinforce their understanding – in order that children not only have an excellent base from which to succeed at GCSE, but also to progress to A Level in a Sixth Form setting should they so wish. Children continue to build the skills of selecting, planning, checking, paraphrasing and note-taking throughout Year 11, with the aim that children’ maturity and academic wherewithal has developed to such a point so as to excel in their Speaking and Listening unit, deliberately left until later in KS4 in order to give this maturity time to develop. By the end of Year 11, children will have become more confident in thinking about language and handling and responding to texts, in addition to having an expanded vocabulary. They will be ready to sit exams successfully and to transfer their newly acquired language skills to further education and the workplace.</i>				

Assessment at KS3 and KS4

How does our English Curriculum link to and interact with other subjects?

Cross- Curricular opportunities:

Religious Studies – Boy Everywhere deals with themes of both Islam and Christianity, and how these two religions interact in a real-world setting. Short stories – mythology – themes good / evil in creation.

Geography – Boy Everywhere deals with the theme of migration in a big way – a key theme in the Geography curriculum at CF at various points.

History – The world building around our Shakespeare studies focuses on what England was like historically at the time these plays were written in order to put them into context. This links with studies in History around the Enlightenment period. The study of the Russian Revolution in History also supports and helps to reinforce children’ learning of the novel Animal Farm. Context for texts / time period e.g. To Kill A Mockingbird.

Latin – much of Shakespeare’s plays were based on classical mythology and as such have Roman names and influences on the characters.

How does our English Curriculum secure and build on the Cayman Islands Primary National Curriculum?

The teaching of English is a key pillar of The Cayman Islands Primary National Curriculum and a high quality English education at KS2 aims to promote high standards of language and literacy by equipping children with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- ♣ read easily, fluently and with good understanding
- ♣ develop the habit of reading widely and often, for both pleasure and information
- ♣ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- ♣ to become active participants in their own learning by helping to establish learning success criteria, understanding and utilising metacognitive strategies, critical thinking, as well as using and responding to feedback from teachers and peers
- ♣ appreciate our rich and varied literary heritage
- ♣ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- ♣ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- ♣ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Our English Literature curriculum at KS3 looks to secure and build upon the knowledge and skills that children are acquiring at KS2. Given the diverse nature of our student intake though it is necessary for us to have some sort of benchmark for what children should know and be able to do by the time they reach us. The Cayman Islands Primary National Curriculum acts as this benchmark and we use it to look for gaps in student knowledge and we seek, through the implementation of the above curriculum, to fill those gaps and build upon their KS2 knowledge and skills, once secured.

How is our English Curriculum aligned with research and expert guidance?

[Research review series: English - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

- The report emphasizes the importance of English education in developing children's communication skills, critical thinking skills, and creativity. Effective English teaching should help children to develop their reading, writing, speaking, and listening skills, as well as to foster a love of literature and language.
 - **How our English curriculum is in line with this:** English Literature at CF School develops children communication skills through reading aloud and their critical thinking skills through literature analysis. Their critical thinking skills and creativity are fostered through textual analysis and using texts as a springboard for creative tasks such as book cover design.
- To achieve this, the report recommends that effective English teaching should be centred around a strong and coherent curriculum that is focused on developing key knowledge and skills. This may involve a focus on specific genres or types of writing, such as narrative writing or argumentative writing, as well as the development of grammar and vocabulary skills. The report emphasizes that a coherent curriculum should be sequenced and scaffolded to support student learning.
 - **How our English curriculum is in line with this:** The depth in which texts are analysed gradually increases as children progress through the curriculum in English Literature and it is sequenced in a way that introduces texts that become more and more nuanced and challenging in terms of analysis as the children mature. Texts are carefully selected to ensure a good balance between accessibility and challenge, to try and hit the sweet spot where children feel supported enough and in the 'struggle zone' to a safe extent in order to maximise the progress they are making.
- The report also emphasizes the importance of effective teaching practices in English education. This may involve a range of strategies, such as teacher modelling, guided practice, and collaborative learning, as well as the use of technology and multimedia resources. Effective teaching practices should be tailored to meet the needs of individual children and should promote engagement, motivation, and enjoyment.
 - **How our English curriculum is in line with this:** Modelling is a key aspect of the English Literature curriculum, especially at KS4. We believe that in order for children to write excellent answers that they must have an idea of what excellence looks like. With this in mind
- The report also emphasizes the importance of effective assessment in English education. Assessment should be aligned with the curriculum objectives and should reflect the range of skills and knowledge developed in English education, including reading, writing, speaking, and listening. Assessment may involve a range of methods, such as written assignments, presentations, and group discussions. Effective assessment can provide feedback to children and teachers and help to support student learning.
 - **How our English curriculum is in line with this:** Assessment in English Literature is designed in a combination of a low stakes way initially, in order to give our particular children the best chance to thrive under assessment conditions. As they mature, gradually more higher stakes / higher rigour assessments are introduced which require more knowledge retention regarding prose and verse that they have studied. In this way they are gradually exposed to assessment in a gradual and meaningful way that maximises the chances of success given the degree of additional needs present in the majority of our children.
- To support effective English teaching, the report recommends that teachers should have a strong subject knowledge and pedagogical expertise. This may involve ongoing professional development, as well as access to high-quality teaching resources and materials. The report also emphasizes the importance of promoting diversity and inclusion in English education, including the use of diverse texts and perspectives, to support student learning and promote equity and social justice.
 - **How our English curriculum is in line with this:** English teachers collaborate in a weekly meeting and share expertise and best practice – shaping the curriculum on an ongoing basis. The Head of English has shared good practice with schools internationally in terms of what an excellent English Literature consists of and amounts to. The texts we use and have used are diverse culturally, politically and linguistically.