

English Language at GHES



At GHES, we believe that English is the key that unlocks the wider curriculum and empowers students to participate confidently in the world around them.

Therefore, our curriculum is sequenced from Year 7 to Year 11 to develop students as skilled readers, thoughtful writers and articulate speakers. Through the study of a rich range of literary and non-fiction texts that we have selected, students explore fundamental concepts such as identity, place, conflict, culture, power and perspective, enabling them to make meaningful connections between literature, their own experiences and the wider world.

We are committed to ensuring that all students develop the knowledge, vocabulary and literacy skills required for academic success and lifelong learning. We expose our students to diverse voices, cultures and viewpoints, encouraging them to think critically, respond with empathy and articulate informed opinions.

Alongside preparing students for GCSE English Language, we aim to foster a genuine appreciation of reading and language, equipping students with the confidence to communicate effectively in a range of contexts.

Our curriculum is structured to provide a coherent journey through Key Stage 3 and Key Stage 4. In Key Stage 3, students study thematic units such as *Identity, Opinion and Persuasion, Words of War, Dystopia, Travel* and *Exploring Difference*, which develop core skills in reading, writing, speaking and listening. Across these units, students are taught to analyse language, structure and writer's methods, whilst developing their own written and spoken communication. Learning is underpinned by explicit teaching of vocabulary, grammar and disciplinary literacy, ensuring students progressively build the knowledge and skills needed for future study.

At Key Stage 4, the curriculum builds on these foundations and aligns closely with GCSE assessment objectives. Students engage in increasingly sophisticated reading and writing experiences, exploring writers' viewpoints and perspectives, creative reading and writing, and a range of fiction and non-fiction texts.

A programme of intervention supports students at all stages of learning, including targeted reading, writing and vocabulary development, ensuring that every learner can access the curriculum and make strong progress regardless of their starting point, and for some the quite significant gaps in their learning.

Assessment is ongoing through classwork, extended writing opportunities, retrieval activities and formal assessments, enabling teachers to identify next steps and provide responsive support that helps all students achieve their potential.

	Year 7	Year 8	Year 9	KS3 Interventions	Year 10	Year 11
Term 1	Transition Scheme: Roald Dahl	Appearance and Reality	Tokyo (including <i>Tsunami Girl</i>, <i>Kamikaze</i>, <i>The 100% Perfect Girl</i> and <i>Manga</i>)	• Crafting Brilliant Sentences • Fix It Reading • Fix It Writing • Developing Brilliant Reading • Building Brilliant Vocabulary • Writing Recovery • Fresh Start Read Write Inc? • Unlocking Reading	Explorations in Creative Reading and Writing	Explorations in Creative Reading and Writing
	AO1, AO2, AO3, AO4, AO5, AO6, AO7, AO8	AO1, AO2, AO3, AO4, AO5, AO6, AO7, AO8	AO1, AO2, AO3, AO4, AO5, AO6, AO7, AO8		AO1, AO2, AO3, AO4, AO5, AO6	AO1, AO2, AO3, AO4, AO5, AO6
Term 2	Identity	Telling Stories	Gothic (including <i>The Red Room</i> and <i>The Tell Tale Heart</i>, <i>My Last Duchess</i>, <i>The Laboratory</i>)		Explorations in Creative Reading and Writing	Explorations in Creative Reading and Writing
	AO1, AO2, AO3, AO4, AO5, AO6, AO7, AO8	AO1, AO2, AO3, AO4, AO5, AO6, AO7, AO8	AO1, AO2, AO3, AO4, AO5, AO6, AO7, AO8		AO1, AO2, AO3, AO4, AO5, AO6, AO7, AO8, AO9	AO1, AO2, AO3, AO4, AO5, AO6, AO7, AO8, AO9
Term 3	Opinion and Persuasion	Words of War (including <i>War Photographer</i>)	Dystopia (including <i>The Lottery</i>)		Writers' Viewpoints and Perspectives	Writers' Viewpoints and Perspectives

				•Inference Training •Catch Up Literacy •Extend: Reimagine		Opportunity for Spoken Language Endorsement
	AO1, AO2, AO3, AO4, AO5, AO6, AO7, AO8	AO1, AO2, AO3, AO4, AO5, AO6, AO7, AO8	AO1, AO2, AO3, AO4, AO5, AO6, AO7, AO8		AO1, AO2, AO3, AO4, AO5, AO6, AO7, AO8, AO9	AO1, AO2, AO3, AO4, AO5, AO6, AO7, AO8, AO9
Term 4	Character and Setting	Dare to Scare	Viewpoints and Perspectives (including <i>Ozymandias</i>)		Writers' Viewpoints and Perspectives	Writers' Viewpoints and Perspectives
	AO1, AO2, AO3, AO4, AO5, AO6, AO7, AO8	AO1, AO2, AO3, AO4, AO5, AO6, AO7, AO8	AO1, AO2, AO3, AO4, AO5, AO6, AO7, AO8		AO1, AO2, AO3, AO4, AO5, AO6, AO7, AO8, AO9	AO1, AO2, AO3, AO4, AO5, AO6, AO7, AO8, AO9
Term 5	Place	Heroes and Villains	Exploring Difference (<i>The Emigree, Half-Caste, Checking Out Me History</i>)		Reading Fiction	Revision and Practice Papers
	AO1, AO2, AO3, AO4, AO5, AO6, AO7, AO8	AO1, AO2, AO3, AO4, AO5, AO6, AO7, AO8	AO1, AO2, AO3, AO4, AO5, AO6, AO7, AO8		AO1, AO2, AO3, AO4, AO5, AO6, AO7, AO8, AO9	AO1, AO2, AO3, AO4, AO5, AO6, AO7, AO8, AO9
Term 6	The Natural World (<i>Storm on the Island</i>)	Travel	<i>I'm the King of the Castle</i>		Word Power	
	AO1, AO2, AO3, AO4, AO5, AO6, AO7, AO8	AO1, AO2, AO3, AO4, AO5, AO6, AO7, AO8	AO1, AO2, AO3, AO4, AO5, AO6, AO7, AO8		AO1, AO2, AO3, AO4, AO5, AO6, AO7, AO8, AO9	

KS3 Skills

Reading:

- KS3: AO1 - Read, select and understand
- KS3: AO2 - Language, form and structure
- KS3: AO3 - Writer's purpose, viewpoint and context

Writing:

- KS3: AO4 - Communication
- KS3: AO5 - Whole text organisation
- KS3: AO6 - Technical accuracy and sentence structure

Speaking and Listening:

- KS3: AO7 - Communicating and adapting talk
- KS3: AO8 - Interacting and responding

KS4 Skills

AO1: • identify and interpret explicit and implicit information and ideas
• select and synthesise evidence from different texts

AO2: 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

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

AO4: Evaluate texts critically and support this with appropriate textual references

AO5: 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

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

AO7: Demonstrate presentation skills in a formal setting

AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations

AO9: Use spoken Standard English effectively in speeches and presentations