

English Curriculum Overview – Raedwald Trust Cross-Site

Curriculum Overview for English		
Currently under review – key texts being updated for some units		
CYCLE A: Autumn Term		
Subject Area	Unit 1 – Language Paper 2 Reading and Writing (Rise of Technology)	Unit 2 – Language Paper 1 Reading and Writing: Genre Studies – Crime/Mystery
Taught Content	Students will read a variety of paper and digital news/opinion texts about the Rise of Technology and the effect this is currently having on our society. Students will revise the features of different texts, including newspaper articles; the use of persuasive writing techniques and how to build an argument before completing a reading assessment comparing two texts, focusing on the writers' use of language using PEE analysis. The writing assessment is to plan and write a formal argument in speech format.	Students will study extracts from 'Curious Incident of the Dog in the Night-Time' to facilitate discussions and practice around narrative voice, withholding information and dialogue accuracy. The writing style will provide contrast with Sherlock Holmes short stories which students will use as models for plot structure, characterisation and using language to build tension in their writing. The Conan Doyle texts will also provide opportunities for students to engage with challenging 19 th Century literature and vocabulary in preparation for their Language Paper 2 exam.
Knowledge/skills	Key Texts: Helen Coffey article: 'Screens and Adolescents' from Independent Nosheen Iqbal article: 'Have smartphones killed the art of conversation.' from The Guardian Frederick Simms article: 'The First Ever Car Journey in the UK' Tom Edwards article: 'London's Driverless Revolution' from the BBC. Charlie Brooker article: 'Apple's software updates are like changing the water in a fish tank. I'd rather let the fish die.' from The Guardian. Charles Darwin: Evolution Letter to Jonathan Hooker Albert Einstein: Uranium Research Letter to Roosevelt Tim Cook: Commencement Address to Stamford University	Key Texts: 'Curious Incident of the Dog in the Night-Time' by Mark Haddon Sherlock Extracts (Sir Arthur Conan Doyle) Final Assessment: Narrative Writing (Language Paper 1)

English Curriculum Overview – Raedwald Trust Cross-Site

	JFK: We choose to go to the moon speech. Liz Kendall: Speech to London Tech Week 2026 Final Assessment(s): Reading Assessment: Paper 2, Question 4 - Compare 2 texts and comment on the methods the writers use to convey their perspective. Use this year's exam paper. Writing Assessment: Students write a formal speech to the Headteacher for /against banning pupils using their smartphones in school.	
Key Skills	Reading: - Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts. - 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. - Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts - Evaluate texts critically and support this with appropriate textual references. - Developing the habit of reading often, widely and deeply to make connections across texts. - Understanding how context (social, historical, cultural) inform evaluation. - Analyzing writer's choices of vocabulary, form, grammar to persuade and structure argument.	Reading: - Identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts. - 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. - Developing the habit of reading often, widely and deeply to understand literary heritage and make connections across texts. - Develop an appreciation of the depth and power of the literary heritage. - Analyzing writer's choices of vocabulary, form, grammar, and structure within a genre. Writing: - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register to suit the narrative genre.

English Curriculum Overview – Raedwald Trust Cross-Site

	Writing: 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.
CYCLE A: Spring Term		
Subject Content	Unit 4 – Language Paper 2: Travel & Other Cultures	Unit 3 – Unseen Poetry Reading and Writing-Poetic Techniques
Core Knowledge	Students will read a variety of 19th and 20th/21st Century examples of travel journalism. There will be opportunities to discuss contexts (particularly, a comparison of 19th and 20th/21st Century attitudes to travel and other cultures) and analyse use of language/structure before students then consolidate their understanding of the form and conventions of article writing and planning/writing/editing their own travel pieces. Key Texts/Writers: ‘The Lost Continent’ by Bill Bryson ‘The Slow Road to Tehran’ by Rebecca Lowe ‘Echoes of the Ancestors’ by Izabela Jaroszynski ‘Travelling While Female’ by Jamie Biesiada ‘Into the Wild’ by Jon Krakauer ‘Around the World in 80 Days’ by Michael Palin ‘Following the Equator’ by Mark Twain ‘Eat, Pray, Love’ by Elizabeth Gilbert ‘Travels in West Africa’ by Mary Kingsley ‘Wild’ by Cheryl Strayed Final Assessment:	Students will be introduced to a wide range of 19th, 20th and 21st century poetry and learn how to analyse poems using the SMILE technique: Structure; Messages; Imagery; Language and Emotions. Students will revise poetic features and writers' use of language to express different emotions in preparation for the comparative final assessment. Key Texts: Adelstrop, Edward Thomas A Poison Tree, William Blake I Wandered Lonely as a Cloud, William Wordsworth A Birthday, Christina Rossetti Childhood, Richard Aldington Out of the Blue, Simon Armitage The Road Not Taken, Robert Frost Invictus, William Ernest Henley Medusa, Carol Ann Duffy Mrs Midas, Carol Ann Duffy Sonnet 43, Elizabeth Barrett Browning Composed Upon London Bridge, William Wordsworth London, William Wordsworth

English Curriculum Overview – Raedwald Trust Cross-Site

	Speech a place that they feel strongly about. To be used as GCSE Spoken Language Endorsement.	Futurama, Simon Armitage Mrs Tilscher's Class, Carol Ann Duffy Your Dad Did What?, Sophie Hannah Final Assessment: Comparison of two unseen poems focusing on writers' use of language and structure.
Key Skills	Reading: - Understanding how context (social, historical, cultural) and literary tradition inform evaluation. - Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts. - Explain, comment on and analyse how writers use language and structure to achieve effects and influence - Relevant subject terminology to support their views. - Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts - Evaluate texts critically and support this with appropriate textual references. - Developing the habit of reading often, widely and deeply to make connections across texts. - Analyzing writer's choices of vocabulary, form, grammar to persuade and structure argument. Writing:	Reading: - Identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts. - 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. - Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts - Evaluate texts critically and support this with appropriate textual references. - Developing the habit of reading often, widely and deeply to understand literary heritage and make connections across texts. - Develop an appreciation of the depth and power of the literary heritage. - Understanding how context (social, historical, cultural) and literary tradition inform evaluation. - Analyzing writer's choices of vocabulary, form, grammar, and structure. Writing:

English Curriculum Overview – Raedwald Trust Cross-Site

	- 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. - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. - Developing a confident control of Standard English.	- Communicate clearly, effectively using formal register in essay form. - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
CYCLE A: Summer Term		
Subject Content	Unit 5 – Language Papers 1 & 2 Skills (through 19th Century Society Literature - A Christmas Carol, Jekyll and Hyde)	Unit 6 - Language Papers 1 & 2 Skills
Core Knowledge	Students will revise their understanding of the 19th Century context before working through a variety of extracts from key authors of the period. Students will focus on texts that are part of the GCSE English Literature curriculum. This is appropriate as it will supplement any Literature teaching in home-schools, provide cultural capital where students are not completing the English Literature course and prepare students for the 19th Century source of Language Paper 2. Students will practice all of the skills required by the Language papers: decoding unfamiliar vocabulary; retrieving explicit/implicit information; using evidence; summarising; analysing language/structure; evaluating; comparing. Students will benefit from support with annotation, planning and structuring exam-style answers. Key Texts/Writers:	Students will work through a variety of fiction and non-fiction texts with a clear focus on Language Paper exam skills – including non-exam board-specific breakdowns of what to expect from the papers (can be more specific depending on students being worked with). For Language Paper 1, there will be a focus on how to approach the Writing task of writing to describe (with or without an image), how to address structure and how to create atmosphere before moving on to Language Paper 2 preparation with a focus on identifying perspectives, analysing language choices and creating persuasive pieces. Key Texts: Teacher-created descriptive writing 'Life of Pi' by Yann Martel

English Curriculum Overview – Raedwald Trust Cross-Site

	'The Strange Case of Dr Jekyll and Mr Hyde' by Robert Louis Stevenson 'A Christmas Carol' by Charles Dickens Victorian Lit. extracts. Final Assessment: Language Papers 1 and 2-style exam questions (retrieving explicit information; summarising; analysing language and structure; evaluating; comparing).	'Girl with a Pearl Earring' by Tracy Chevalier 'Insomnia' article by Arifa Akbar 'Trains' by Peter Fleming 'The Crossing' by Ben Fogle Final Assessment: Transactional Writing (Article for Newspaper: Language Paper 2).
Key Skills	Reading: - Understand how context (social, historical, cultural) and literary tradition inform evaluation. - Identify and interpret explicit and implicit information and ideas. - Select and synthesise evidence from different texts. - Explain, comment on and analyse how writers use language and structure to achieve effects. - Use relevant subject terminology to support views. - Developing the habit of reading often, widely and deeply to understand literary heritage and make connections across texts. Writing: - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register to suit the narrative genre.	Reading: - Identify features of description in travel writing; - identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts. - Explain, comment on, analyse, and structure to achieve effects and influence readers, using relevant subject terminology to support their views. - Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts - Evaluate texts critically and support this with appropriate textual references. - Developing the habit of reading often, widely and deeply to make connections across texts. - Understanding how context (social, historical, cultural) inform evaluation. - Analyzing writer's choices of vocabulary, form, grammar to describe and create a sense of place. Writing:

English Curriculum Overview – Raedwald Trust Cross-Site

	• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.	• 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. • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. • Developing a confident control of Standard English.
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