



Ansford Academy

English

Curriculum Booklet for 2025 - 2026

Subject Lead: Mrs Lizzy Rice

English Curriculum Intent:

The study of English enables students to connect with the world around them by engaging with a variety of viewpoints and cultural contexts. This helps them to consider life in Somerset, in the other cultures of the UK, and in the wider world beyond. Our curriculum is designed to embed and develop core skills at KS3, equipping students to deal with the demands of the GCSE at KS4, and enabling an appreciation and enjoyment of Literature. Students will learn to effectively critique both literary and non literary texts, supporting further study and employment for life beyond school. Moreover, they will be given opportunities to become successful communicators, learning to do this in a way that achieves their desired effect. Ansford's vision is 'Learning together to lead our lives', and this curriculum is designed to reflect that.

English at Ansford nurtures curiosity and emotional development. Through the material they encounter over the school year, students will learn about the lives of others and build their own sense of individuality, growing into rounded and emotionally intelligent people. This will be achieved via interactions within SMSC and Fundamental British Values (FBV) to ensure that students are responsible global citizens. Students will develop key skills such as analysis, critical thinking, evaluation, comparison, crafting of their own writing and personal communication, including oracy. We are not building robots. We want our students to thrive and to be the best possible humans they can be.

The KS3 curriculum is diverse, comprehensive and challenging. Students explore writers' craft in detail, identifying purpose, audience, format, and methods employed. They make precise and concise inferences and consider the impact of social and historical context on a writer's choices. With an enhanced appreciation of the writing style of a range of authors, students utilise their knowledge to craft their own writing, incorporating the five ingredients of writing: ambitious vocabulary, a range of sentence types and openings, structure, a range of language devices and punctuation.

Students should feel confident in approaching their GCSEs regardless of needs, ability or barriers, and the curriculum is designed to build resilience and confidence in approaching the exams. This is achieved through regular assessment and feedback, revision tasks linked to classwork and purposeful home learning. We want students to value their experience of English at Ansford, to remember the texts they read and why they matter. Our aim is for students to leave school not only with vital life skills in reading, writing and oracy, but also with a greater understanding of the human condition, of their place in the world, and of themselves.

English Curriculum Implementation:

Our students are taught in mixed ability classes throughout Key Stages 3 and 4. In addition to regular formative assessment, we conduct short 'Check Points' at a midway point within each topic, in order to gauge students' progress and to give feedback. This should help students to show progress when they complete the final, summative assessment at the end of most topics. Students will be awarded a 'Developing', 'Rising' or 'Mastering' mark for their assessments in Years 7, 8 and 9. At Key Stage 4, assessments and mock exams are marked using the GCSE criteria and awarded GCSE grades.

Key Stage 3

Students will frequently take part in Purple Pen lessons: they will respond to specific, helpful and encouraging feedback in order to make improvements to their piece of work.

In Years 7 and 8, students take part in a Library lesson once a fortnight which allows them to spend time choosing books and reading. This supports students in developing empathy and exposes them to a rich and diverse range of genres, settings and characters.

Key Stage 4

At Key Stage 4, students follow the AQA courses in GCSE English Language and English Literature. In each unit we cover a Literature text and intersperse relevant language skills, making contextual links. This is because the Assessment Objectives for Language and Literature overlap so we want to ensure the focus is always on developing students' confidence with these skills.

In Year 10, students start their GCSE course by exploring the World of Fiction. This topic exposes them to many examples of high-quality fiction and the ways in which fiction operates, both preparing them for Language Paper 1 and encouraging them to evaluate and reflect on the stories they read. We then move on to AQA Power and Conflict poetry which enables students to engage with some challenging themes, significantly enrich their understanding of a range of methods, and make connections between diverse and thought-provoking texts. They return to the poems, arranged by theme in small clusters, at different points throughout the year in order to develop and consolidate these skills. Students also study their nineteenth century novel, *A Christmas Carol* and a play, Shakespeare's *Macbeth* in Year 10, and finish the year with unseen poetry.

Year 11 (from September 2025) opens with Language Paper 2. Students refine their persuasive writing skills in order to express a viewpoint convincingly; this is also when they complete the Spoken Language endorsement as part of their English Language GCSE, delivering a speech and consolidating the oracy skills that students have built up over the course of KS3. Finally, students study their 19th century novel, Dickens' *A Christmas Carol*. We ensure that over the two years, students constantly go back to the texts they have studied through retrieval starters, quizzes, exam questions and homework to ensure it is retained in their long term memory.

Allocated Curriculum Time:

	Year 7	Year 8	Year 9	Year 10	Year 11
Lessons per fortnight	9	8	8	8	8

Year 7 Programme of Study

Topic	Unit	Assessment
1	The Secret at the Heart of My School <i>We begin Year 7 with a short unit to help students to get to know their new school and to use their imaginations! We ask students to imagine the magic in the everyday, plotting out a fantasy story in their own school, and helping with their induction in the process. Students will:</i> • Read examples of fantasy fiction and understand features of the genre • Understand writers' choices of language and structure and their effects • Plan and write a portal story using a range of narrative techniques Roots of English <i>Students move on to a unit about understanding words: the foundation of success in English. This unit teaches students the roots of English vocabulary, which will improve both the precision of students' word choice as writers, and their confidence as readers.</i>	Creative writing in the fantasy genre, inspired by students' new school
2	Myths and Legends <i>We then explore the world of Myths and Legends, introducing students to classical tales from across the globe. Students encounter a variety of tales that have shaped the Literature we know and love today before writing their own mythical tale. Students will:</i> • Experience a wide range of stories from across the world • Consider how authors build character • Continue to build their knowledge of how stories are shaped and organised	A mythical story
3	October, October <i>Students next study a novel, and we've chosen Katya Balen's award-winning 'October, October' for its powerful depiction of childhood relationships and exploration of the theme of nature, a thread that runs through our curriculum. Students will:</i> • Consider the author's intentions and messages • Explore characterisation and narrative voice • Build their skills annotating extracts from the text • Learn how to structure an analytical response	Analytical response to an extract
4	Nature Poetry <i>Throughout history, poets have often turned to nature, particularly in times of crisis. In this unit, students will encounter a range of poems that use the theme of nature to comment on society. Furthermore, they will step into the mindset of the poet themselves, crafting their own poetic creations to comment on the world in which they live. Students will:</i> • Read and analyse a range of poems linked by the theme of nature • Gain a foundation of knowledge about poetic form, language and structure • Make and reflect on their own choices as writers, creating their own nature poems	An essay exploring how nature is presented in the poem 'Daffodils'
5	Your Planet Needs You! <i>We build on students' earlier considerations of the role of nature in our lives with a unit looking at persuasive writing around the environment. Students will write impassioned calls to action to save our planet. Students will:</i> • Analyse persuasive methods in a variety of engaging environmental texts • Craft their own non-fiction writing in recognisable forms such as speeches and articles • Develop their oracy skills through group projects	Year 7 Exams (see below)
6	A Midsummer Night's Dream <i>We finish Year 7 with a look at one of Shakespeare's most enduring comedies: the magical (and nature-filled) world of A Midsummer Night's Dream. Students will be introduced to Shakespeare's craft, with a focus on drama-led approaches. Students will:</i> • Analyse the language choices and dramatic choices Shakespeare makes • Develop their understanding of the context of Shakespeare's writing • Develop their oracy skills through dramatic performances	Performance of a speech or scene from the play.

YEAR 7 EXAMS - TERM 5

Reading: Unseen Fiction (45 mins)

Writing: Persuasive Letter (45 mins)

Year 8 Programme of Study

Topic	Unit	Assessment
1	Great Expectations <i>We begin Year 8 with a challenging classic novel: Dickens' Great Expectations. Through studying Pip's journey, we hope to build students' confidence with texts from the English 'canon' and consider how Dickens treats ideas about childhood and growing up.</i> Students will: • Enjoy and experience a 19th Century text • Analyse and explore Dickens choices in crafting a classic novel • Learn how to write longer pieces of writing about an author's choices	An essay exploring how Dickens presents Pip's journey
2	Crime and Non-Fiction Writing <i>Students explore a range of non-fiction around the topic of crime, considering the morality and ethics of approaches to crime and punishment from the 19th Century to the present day.</i> Students will: • Read and analyse a range of texts from the 19th Century onwards • Craft their own editorials through a study of journalistic conventions • Build their understanding of how attitudes to crime and punishment have changed over time	An editorial exploring an aspect of crime.
3	Poetry of the First World War <i>The poetry of the First World War is a defining moment in the history of Literature and of the country, changing and shaping society's attitudes to war. By exploring a range of poems, students will gain insight into the personal experiences of soldiers and the broader human cost of war.</i> Students will: • Read and analyse war poems from a range of perspectives • Consolidate and add to their knowledge of poetic terms and develop annotation skills • Appreciate the importance of context in shaping poems	Essay evaluating a selection of poems in response to a statement
4	Exploring the Gothic <i>Students will explore one of the most significant literary genres: the Gothic, reading a range of 19th Century texts. Students will develop their own writing skills and ultimately create their own Gothic heroine, using and subverting genre conventions!</i> Students will: • Respond to a range of 19th century literary texts • Understand the gothic genre and its context • Describe character and setting using a range of descriptive methods • Use varied and ambitious vocabulary and sentence structures	Opening paragraphs to a gothic short story with a female protagonist
5	Coram Boy <i>Coram Boy is a fast-paced and entertaining National Theatre Production that builds on students' understanding of the lives of children in the past and the role of drama as a key literary form.</i> Students will: • Consider how writers, directors and actors make choices to inform drama • Read a challenging play script and consider the 18th century society it reveals • Develop their oracy skills through performance.	Year 8 Exams (see below)
6	Futuristic Fiction <i>We finish Year 8 with a look at another key literary genre - science-fiction! Students will study a range of voices, settings and characters as they explore imagined worlds, dystopian futures and technological advances.</i> Students will: • Craft their own science-fiction stories • Explore a range of carefully chosen fiction • Develop their understanding of the dystopian genre	A reading of their own science fiction story.

YEAR 8 EXAMS - TERM 5
Reading: Unseen Fiction (45 mins)
Writing: Unseen Creative Writing (45 mins)

Year 9 Programme of Study

Topic	Unit	Assessment
1	Animal Farm - George Orwell <i>Students begin Year 9 by studying a classic novel with a clear political purpose. In Animal Farm, Orwell creates a brilliant allegory of the Russian Revolution and its aftermath. As some of the young people who will be the first 16 year-olds to be able to vote, our Year 9s need to engage with British values of democracy and reflect on the nature of power and leadership.</i> Students will: • Gain an understanding of the context and allegorical meanings of the novel • Practise writing thesis statements - a key skill that will be developed at GCSE • Analyse the themes and language of a challenging novel	An essay exploring Orwell's presentation of the ways power is gained and maintained
2	Rights and Rhetoric <i>Following on from their exploration of injustice, students will be invited to explore how speakers across time have persuaded others. Students will build up to selecting an issue they feel passionately about, crafting and delivering a persuasive speech.</i> Students will: • Consider how speakers across time have persuaded a variety of audiences • Analyse writers' use of rhetorical devices • Develop their own oracy skills, focusing on the mastery of the verbal, vocal and visual when speaking.	Persuasive Speech on a topic of students' choice.
3	Small Island - Andrea Levy <i>Students' exploration of drama at KS3 continues with the National Theatre production of Andrea Levy's tale of the Windrush generation, Small Island. This engaging play explores a pivotal moment in British history and engages students with explorations of identity, love and belonging.</i> Students will: • Consider the language choices and dramatic choices of a playwright • Explore how relationships change and develop over the course of a play • Explore the context of the Windrush Generation	An essay on the relationship between Hortense and Gilbert
4	Poetry of Identity <i>We finish KS3's encounters with poetry by exploring the theme of identity, enabling students to reflect on their own experiences and understand diverse perspectives. Students will not only deepen their appreciation for poetry but also feel empowered to embrace their own identities while valuing the identities of others.</i> Students will: • Read and analyse a wide range of poems from different times and places • Deepen their understanding of writers' choices of language and structure • Explore mature themes such as loss, heartbreak, memory, place and war	A comparative essay comparing two poems on a theme of students' own choice
5	Romeo and Juliet <i>Year 9 returns to Shakespeare, taking in one of the greatest love stories ever told...and one of the most tragic. Through an encounter with one of the most famous works of Literature in the world, we hope to see students' views on love, family and Shakespeare transformed!</i> Students will: • Reflect on Shakespeare's craft and the context in which he writes • Discuss and analyse the themes of Romeo and Juliet • Become proficient in writing literary essays in response to challenging texts	An essay exploring a character or theme within the play.
6	Preparing for GCSE <i>We finish Year 9 by looking at a short sequence of contemporary fiction and our own creative writing, as preparation for encountering challenging fiction at GCSE.</i> Students will: • Read and analyse a range of fiction from across time and place • Use these texts as stimuli for their own creative writing.	Year 9 Exams (see below)

YEAR 9 EXAM - TERM 6

Language - Writing: Unseen Persuasive Speech (45 mins)

Year 10 Programme of Study

This is the programme of study for our current 2025-6 Year 10 cohort. Last year, students studied topics in a different order. This is why you may see some repeats between Years 10 and 11: they are for different cohorts of students.

Term	Unit	Assessment
1	GCSE induction We begin the GCSE course by entering the World of Fiction. Students read and explore a diverse range of high-quality fiction from different voices, genres and perspectives. This enables them to master the skills needed in Language Paper 1 and the wider course, as well as opening the door to further reading and appreciation of great fiction. We follow this up by studying our first three AQA Power and Conflict poems, linked by themes of power and tyranny. We return the poems in small clusters throughout Year 10.	<i>Completing a Language Paper 1 Section A. This comprises four questions in response to an unseen piece of fiction.</i>
2	19th Century novel: 'A Christmas Carol' Students then begin their study of the 19th Century novel, Charles Dickens' 'A Christmas Carol'. Students explore key themes such as poverty, greed and social injustice - still so relevant today - within the novella's Victorian context, and analyse the narrative methods used to present the great redemption of Ebenezer Scrooge.	<i>An essay exploring a character or theme within the novella.</i>
3	Poetry and Creative Writing This unit interleaves poetry together with writing skills. Students are studying this in term 3 because it builds on the fiction analysis and poetry work from term 1. The poems studied are all based around nature, exploring its power and role in our lives. This then becomes the content focus for creative writing, where students create a powerful piece of descriptive writing inspired by a nature scene.	<i>A piece of creative writing, informed by their study of Nature Poetry.</i>
4	Poetry and Shakespeare's 'Macbeth' We start this term by exploring poems on the themes of military conflict and the effects of war. This leads us aptly to our study of Shakespeare's epic tragedy, 'Macbeth'. Students explore themes, characterisation and dramatic techniques, building on the literary analysis skills they have already developed with 'A Christmas Carol' and the poetry.	<i>No assessment this term.</i>
5	'Macbeth' and Poetry After finishing 'Macbeth', students explore the final cluster of poems, linked this time by the theme of the power of identity.	<i>An essay, exploring a character or theme within the play.</i>
6	Mock exams and Unseen Poetry This term starts with mock exams on English Language Paper 1 and English Literature Paper 1. Pupils will complete reflective purple pen work in response to the teachers' marking, and also complete a mini-unit on analysing unseen poems.	<u>Mock Exams:</u> English Language Paper 1 English Literature Paper 1

Year 11 Programme of Study

This is the programme of study for our current 2025-6 Year 11 cohort. They followed a different programme of study to the current Year 10. This is why you may see some repeats between Years 10 and 11: they are for different cohorts of students. The Year 11 Programme of Study will be updated in July 2026 for the next academic year.

Term	Unit	Assessment
1	Lang P2 and poetry Students start the year by building their exam skills for Language Paper 2, analysing non-fiction texts and writing their own, using a range of rhetorical devices. This culminates in students planning, writing and delivering a speech on a topic of their choice for the Spoken Language element of the course. They then move on to revision of the Power and Conflict poems. Like Language Paper 2, this builds on students' analytical skills from Year 10. Both are important areas of focus as pupils approach their first GCSE mock exams of Year 11.	<i>A piece of non-fiction writing in response to a statement.</i>
2	Mock exams and 'A Christmas Carol' The term begins with mock exams for English Language Paper 2 and Literature Paper 2 Section B: the Power and Conflict Poetry. Pupils will complete reflective purple pen work in response to the teachers' marking. They then begin their study of the 19th Century novel, Charles Dickens' 'A Christmas Carol'. Students explore key themes such as poverty, greed and social injustice within the novella's Victorian context, and analyse the narrative methods used to present the great redemption of Ebenezer Scrooge.	Mock Exams English Language Paper 2 English Literature Paper 2 Section B (Power and Conflict poetry)
3	'A Christmas Carol' and revision Students complete their study of 'A Christmas Carol', completing an exam-style literary essay. They have already practised this type of essay, responding to an extract and the whole text, in their study of 'Macbeth'. They will then revise 'Macbeth' and Language Paper 1 in preparation for the second set of mock exams.	<i>No assessment this term.</i>
4	Revision and mock exams This term begins with the second set of mock exams: Language Paper 1 and Literature Paper 1 ('Macbeth' and 'A Christmas Carol'). Once again, students will reflect on their teachers' feedback and respond in purple pen. The rest of this term is dedicated to revision.	Mock Exams English Language Paper 1 English Literature Paper 1
5	Final revision Term 5 is focused on revising the remaining Literature content - the poems and set texts - alongside some full English Language paper walkthroughs. Students are doing this in term 5 as part of a detailed weekly revision plan. In addition, it's important to practise full exam papers in order to develop different strategies for each question and to develop writing stamina.	<i>An essay exploring a character or theme within the play.</i>

English Language and Literature GCSE

All students take two GCSEs in English: English Language and English Literature

English Language GCSE

All students complete two exam papers in the Summer of Year 11

- Paper 1 (50%) Explorations in Creative Reading and Writing (Fiction)
- Paper 2 (50%) Viewpoints and Perspectives (Non-Fiction)

English Literature GCSE

All students complete two exam papers in the Summer of Year 11

- Paper 1 (40%) Shakespeare and 19th Century fiction
- Paper 2 (60%) The Modern Text, Poetry Anthology and Unseen Poetry

The texts we teach at Ansford are as follows:

- *Macbeth* by William Shakespeare
- *A Christmas Carol* by Charles Dickens
- *An Inspector Calls* by J. B. Priestley
- Poetry Anthology - Power and Conflict (various poets)
- Unseen Poetry

All students also complete a separate endorsement for Spoken Language as part of their GCSE English Language. This is graded as either a Pass, Merit or Distinction.

How can I help my child?

There are many ways in which you can support your child in the study of English such as:

- Encouraging your child to use the GCSE English google classroom which has resources for every topic: <https://classroom.google.com/c/NjU1MDAxNDgxOTUw>.
- Supporting your child in attending after school revision sessions and any other interventions they may be invited to attend.
- Talking to them about the texts they are reading: ask them to explain the plot, the characters and the writer's messages.
- Supporting your child with learning key quotations for English Literature. Post-its on the fridge and regular testing can be effective!
- If possible, allowing your child to see theatre productions of their Literature texts, through school trips or otherwise. Some film versions are also helpful for revision.
- Encouraging your child to complete home learning and exam practices regularly. A quiet space where they can work undisturbed, without the distractions of the TV or a phone, is the ideal situation.
- Encouraging your child to read regularly - fiction or non-fiction are both valuable. The more they read, the more they will develop that skill and equip themselves to read and respond to unseen texts in the exam.
- Considering purchasing exam revision guides or workbooks. We recommend the CGP guides for both Language and Literature. There are many, so it's best to select just one or two to support the topics with which your child feels least confident. There is an opportunity to purchase for a reasonable price through the school in Year 11, or second-hand guides are available through online selling platforms.

How can students prepare for their assessments and exams?

- Complete all revision and homework as directed by their teacher - use Google classroom for direction
- Use revision guides and workbooks
- Use class notes, practice papers and revision materials
- Attend additional revision sessions
- Watch relevant stage or film version of core texts - links often posted on Google classroom
- Use FREE online revision resources such as <http://www.bbc.co.uk/schools/gcsebitesize/>
- Read, read, **READ!**

