



love the journey

## Curriculum Implementation 2025-26

### Secondary

LCA Strand	English
Subject	English Literature
Key Stage	Key Stage 5 (Chapter 12-13)

What are the key concepts taught?	<ul style="list-style-type: none"> <li>• Component 1 (exam): one Shakespeare play; one drama text pre-1900; one collection of poetry pre-1900.</li> <li>• Component 2 (exam): prose extracts from the Gothic genre; two prose texts from a specific genre.</li> <li>• Component 3 (Non-examined Assessment): one prose text, one poetry collection, one drama text, all post-1900 and thematically connected.</li> </ul> <ul style="list-style-type: none"> <li>• Interpret texts through close reading</li> <li>• Develop a thesis</li> <li>• Evaluate critical interpretations of texts</li> <li>• Explore the influence of contextual factors on texts</li> <li>• Analyse texts closely demonstrating a sensitivity to the subtleties of language, structure and form.</li> <li>• Develop an argument expressed in clear, precise discussion and extended writing</li> </ul>
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What is the sequencing of units?	<p>During the two year course, pupils study the examined components concurrently.</p> <p><b>Chapter 12:</b> Shakespeare, prose extracts from the Gothic genre, drama pre-1900, first prose text from a specific genre, NEA.</p> <p><b>Chapter 13:</b> collection of poetry pre-1900, second prose text from a specific genre, NEA, revision.</p> <p>The units are sequenced so as to enable pupils to build on their prior learning at GCSE level. For example, pupils will engage with different critical interpretations and context in much more detail. Units and assessments are sequenced so as to allow the key concepts to be revisited and developed across different texts and units as the course progresses. For example, pupils are able to draw on their contextual understanding of the Gothic genre</p>
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	<p>across time when they move on to study a Gothic novel in depth. In Chapter 13 the second texts for Papers 1 and 2 are studied and comparative skills are developed, which builds on Chapter 12 learning.</p>
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<p>How do we encourage pupils to see the links between different units and concepts?</p>	<ul style="list-style-type: none"> <li>• The learning purposes for each unit relate to the key concepts.</li> <li>• Teachers will signpost overlaps in skills and questions across the units.</li> <li>• Pupils will be encouraged to see the links between different units and concepts through teacher questioning and class discussion.</li> <li>• Teachers will make links to prior learning in the course with reference to the course overview which is shared with pupils and identifies which objectives are assessed in each part of the course.</li> <li>• Adapt exam board mark schemes into ‘pupil speak’ so that pupils understand the assessment criteria for specific units and the course as a whole.</li> <li>• Teachers will make overt reference to the mark scheme criteria provided by the exam board.</li> </ul>
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<p>What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?</p>	<ul style="list-style-type: none"> <li>• English Faculty teachers build relationships with every student and plan lessons which ensure that individual needs are met.</li> <li>• Pupils select their NEA texts allowing for personal and individual preferences and interests to be fulfilled.</li> <li>• Pupils have one to one NEA meetings with their subject teachers.</li> <li>• Pupils receive personalised feedback on their responses.</li> <li>• Intervention for individual pupils focussed on specific needs.</li> <li>• English teachers have shared access to all units of work and resources so that adaptations can be made according to pupil need.</li> <li>• Suggested reading lists related to and beyond the course of study.</li> <li>• SEND – use of pupil profiles and SEN strategies to adapt learning according to pupil need.</li> <li>• Access to Literature texts in the College library and within the English Faculty to support wider reading and NEA. Pupils also have access to an online shared resource area.</li> <li>• Provision of texts and revision materials.</li> </ul>
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<p>What are the planned opportunities for retrieval and reflection by pupils?</p>	<ul style="list-style-type: none"> <li>• ‘Do Now’ retrieval practice tasks</li> <li>• LCT Tests</li> <li>• Summative ‘Progress Point’ assessments revisit skills and indicate retention of learning.</li> <li>• Links to prior learning</li> <li>• Pre-lesson learning</li> </ul>
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	<ul style="list-style-type: none"> <li>• Knowledge organisers, toolkits and revision aids in a variety of formats</li> </ul>
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<p>What are the opportunities for feed forward by the teacher post assessment outcomes?</p>	<ul style="list-style-type: none"> <li>• As concepts and skills are revisited throughout the course, teachers will use data and feedback from LCTs, Progress Point 'PP' assessments and mock exams to inform their future planning and teaching.</li> <li>• Use of a centralised faculty marksheet to track pupil progress. Analysis of outcomes will inform pupil intervention, teacher lesson planning and revision.</li> <li>• Pupils record Progress Point 'PP' assessments on a tracker sheet so that they can monitor their progress across different units during the course.</li> <li>• Teacher feedback on pupil responses is personalised, detailed and identifies specific needs.</li> <li>• Use of external examination data, examiner reports and NEA moderator feedback to identify areas of focus for the coming academic year which is then built into lesson planning.</li> </ul>
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<p>What are the planned opportunities for developing Reading?</p>	<ul style="list-style-type: none"> <li>• Shared reading as a class</li> <li>• Use of the College Library for additional reading</li> <li>• Reading lists related to and beyond the course of study.</li> <li>• Reading homeworks and projects</li> </ul>
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<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<p>Literacy:</p> <ul style="list-style-type: none"> <li>• The encouragement of an academic register is encouraged through teacher talk. JSTOR, scholarly articles and exemplar responses are used to model appropriate written responses.</li> <li>• Literacy marking codes used by teachers and pupils</li> </ul> <p>Numeracy:</p> <ul style="list-style-type: none"> <li>• Patterns within prose and poetry; sequencing and structural patterning (e.g. metrical analysis in poetry and Shakespearean verse)</li> </ul> <p>Oracy:</p> <ul style="list-style-type: none"> <li>• Class and small group discussion</li> </ul> <p>SMSC:</p> <ul style="list-style-type: none"> <li>• This subject and course naturally lends itself to the discussion of spiritual/moral/social and cultural issues. Each component offers opportunities for the teacher to signpost key ideas in relevant contexts. For example, in Paper 2, pupils will explore the representation of women throughout the Gothic genre.</li> <li>• Pupils pursue their own interests through the NEA tasks.</li> <li>• Broad range of text choices for study and discussion which expose students to SMSC experiences and perspectives.</li> </ul>
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