

Daffodil Grammar School for Girls

Curriculum Plan - English

Key Stage 3 and Key Stage 4 Scheme of Work

Key stage / year groups KS3-KS4 (Years 7-11)	Time allocation 5 x 50-minute periods weekly in Years 7-11.	Delivery model Discrete English lessons covering reading, writing, oracy, literature and GCSE preparation.	Grouping / pathway KS3 mixed ability; KS4 grouping informed by assessment data and pupil need.
Curriculum coverage Final subject scheme of work for the stated key stage(s).	Assessment cycle Regular formative checks, summative assessment and targeted intervention.	Review cycle Annual curriculum review, supported by termly assessment analysis.	Version 1.2
Intent Clear subject purpose with ambitious knowledge, skills, literacy and character development.	Implementation Cumulative sequencing across the key stage(s), with deliberate retrieval and careful modelling.	Assessment Response Regular formative checks, summative assessments and question-level analysis to guide intervention.	

1. Curriculum intent

English at Daffodil Grammar School for Girls is designed to help pupils build powerful knowledge, disciplined habits of thinking and confidence as independent learners.

- Develop fluent, accurate and imaginative reading and writing skills.
- Gain a secure command of Standard English, including spelling, punctuation and grammar.
- Become confident speakers and attentive listeners who can articulate ideas clearly in different contexts.
- Encounter a wide range of classic and contemporary literature, including British, world, Muslim and diverse voices.
- Prepare thoroughly for GCSE English Language, English Literature, further study and employment.
- Explore moral questions, identity, justice and responsibility through literature, linking to Islamic values and British values.
- Build cultural capital through key works, writers, genres and contexts from different periods and traditions.

2. Curriculum architecture and sequencing principles

Curriculum design principle	What this looks like in practice
Cumulative knowledge	Core ideas are revisited across years so pupils build secure schema rather than isolated topic knowledge.
Explicit teaching	Teachers model expert thinking, subject vocabulary, worked examples and high-quality responses before pupils practise independently.
Retrieval and retention	Do Now tasks, quizzes and review questions deliberately revisit prior learning to strengthen long-term memory.
Challenge with support	Pupils receive scaffolds, examples and modelling without reducing ambition; stretch tasks extend high attainers.
Assessment-led intervention	Assessment outcomes are analysed to identify misconceptions, plan re-teaching and target support.

Core principles across KS3

- Read a novel, Shakespeare play, poetry and non-fiction every year.
- Develop analytical, creative and transactional writing.
- Secure SPaG through regular mini-lessons and deliberate practice.
- Build oracy through structured discussion, presentations, performance and debate.
- Revisit core skills cumulatively so Year 9 pupils are GCSE-ready.

3. KS3 scheme of work

Year 7 - Building secure foundations

Overall intent: Transition from primary to secondary English; build reading stamina, secure SPaG and introduce analytical writing.

Term	Unit / focus	Core reading texts & materials	Writing / language outcomes	Key assessments
Autumn 1	Introduction to Secondary English & Descriptive Writing	Descriptive prose extracts from a range of authors, including diverse voices.	Descriptive and narrative writing using sensory detail, paragraphing, varied sentence structures, vocabulary and accurate basic punctuation.	Baseline reading and writing assessments; descriptive writing piece.
Autumn 2	Novel Study 1 - Identity & Friendship	A contemporary Year 7 novel such as Wonder or similar.	Analytical paragraphs on character and theme; retrieval and inference; personal response and empathy.	Reading assessment: extract analysis on character or theme.

Term	Unit / focus	Core reading texts & materials	Writing / language outcomes	Key assessments
Spring 1	Introduction to Shakespeare	Extracts/abridged version of A Midsummer Night's Dream or similar accessible comedy.	Understanding plot, characters and key scenes; speaking and listening through performance and role-play.	Performance of a scene; short written response analysing a key moment.
Spring 2	Non-fiction & Persuasive Writing	Articles, speeches and letters linked to kindness, anti-bullying, online safety and equality.	Letters, speeches and articles for different audiences; persuasive devices, formal register and paragraphing.	Transactional writing assessment on a school/community issue.
Summer 1	Poetry - Nature, Faith & Feelings	Classic and contemporary poems, including Muslim/Global poets.	Imagery, metaphor, simile, rhythm, rhyme; analytical paragraphs about imagery and tone.	Poetry comparison response on two short poems.
Summer 2	Myths, Legends & Storytelling	Myths and legends from different cultures, including Islamic and British folklore.	Narrative writing: plot, character and dialogue; accurate SPaG in extended writing.	End-of-year exam: fiction reading + narrative writing.

Year 8 - Broadening range and depth

Overall intent: Deepen comprehension, develop sustained analytical writing and introduce Gothic, media and conflict themes.

Term	Unit / focus	Core reading texts & materials	Writing / language outcomes	Key assessments
Autumn 1	Novel Study 2 - War, Justice & Empathy	A novel such as Private Peaceful, The Bone Sparrow or similar.	Analytical essays on theme, character and context; inference and interpretation.	Extended essay on how a key theme is presented.
Autumn 2	Gothic & Suspense Short Stories	Extracts from Gothic/suspense texts such as Poe and modern short stories.	Crafting atmosphere and tension; structural features such as zooming in/out and flashback.	Creative writing: Gothic/suspense story.
Spring 1	Shakespeare - Conflict & Families	Romeo and Juliet abridged or selected scenes.	Shakespearean language, stagecraft, dramatic irony; conflict, fate, family and honour.	Extract-based analytical response on a key scene.
Spring 2	Non-fiction: Media, Bias & Rhetoric	Newspaper articles, opinion columns and online media texts.	Analyse viewpoint and methods; write balanced articles and opinion pieces.	Analysis of non-fiction + own article on a topical issue.
Summer 1	Poetry - Voices & Power	Poems about identity, power and injustice by diverse poets.	Comparison of poetic techniques; comparative essay structure.	Comparative poetry essay.

Term	Unit / focus	Core reading texts & materials	Writing / language outcomes	Key assessments
Summer 2	Speaking & Listening: Debates & Presentations	Articles, clips and quotations as stimuli.	Plan and deliver structured speeches using Standard English, rhetoric and evidence.	Formal individual presentation + end-of-year exam.

Year 9 - Bridging to GCSE

Overall intent: Prepare pupils for GCSE English Language and Literature; introduce full-length drama and 19th-century texts.

Term	Unit / focus	Core reading texts & materials	Writing / language outcomes	Key assessments
Autumn 1	Modern Drama - Social Responsibility	An Inspector Calls or similar modern play as GCSE bridge/pre-teach.	Full essay structure; context such as class, gender and responsibility.	Essay on how a character or theme is presented.
Autumn 2	19th-Century Novel Extracts	A Christmas Carol, Jekyll and Hyde, Great Expectations or similar extracts.	Tackling older language; inference, analysis and evaluation.	19th-century reading paper mini exam.
Spring 1	Shakespeare - Tragedy & Ambition	Macbeth or Julius Caesar selected acts.	Analytical essays on character, theme and language; tragedy conventions.	Extract-based essay on character/theme.
Spring 2	GCSE-style Language Paper 1 - Fiction	20th/21st-century prose extracts.	Practice Q1-Q4 style questions; descriptive/narrative writing from image/prompt.	Mock-style Paper 1.
Summer 1	GCSE-style Language Paper 2 - Non-fiction	19th and 21st-century non-fiction extracts.	Comparison, summary and language analysis; articles, letters and speeches.	Mock-style Paper 2.
Summer 2	Poetry & Unseen Skills	GCSE-style anthology/unseen poems.	Unseen analysis skills and timed written responses.	End-of-year exam: mixed GCSE-style papers.

4. KS4 scheme of work

Year 10 - Study of set texts and core language skills

Overall intent: Teach the majority of Literature set texts and build secure exam skills for both English Language papers.

Term	Unit / focus	Content and texts	Skills and outcomes	Key assessments
Autumn 1	Shakespeare Play	e.g. Macbeth full text	Plot, character, themes, key scenes, close language analysis, context and essay structure.	Timed essay on character/theme.
Autumn 2	Language Paper 1	20th/21st-century fiction extracts	Exam-style reading questions; descriptive/narrative writing under timed conditions.	Practice Paper 1 full paper.
Spring 1	19th-Century Novel	e.g. A Christmas Carol or Jekyll and Hyde	Narrative, character arcs, context and big ideas such as morality, redemption and duality.	Timed extract + whole-text essay.
Spring 2	Modern Text	e.g. An Inspector Calls or equivalent	Stage directions, dramatic tension, character relationships, social responsibility and ethics.	Timed exam-style essay.
Summer 1	Poetry Anthology	Chosen anthology cluster	Comparative poetry analysis; structure, form, language, themes and contexts.	Comparative poetry essay.
Summer 2	Unseen Poetry & Language Paper 2	Unseen poems; non-fiction from different centuries	Unseen poetry strategies; Language Paper 2 practice; transactional writing.	Year 10 internal mocks.

Year 11 - Consolidation, revision and exam readiness

Overall intent: Complete content, address gaps and focus on timed practice and exam technique.

Term	Unit / focus	Content and texts	Skills and outcomes	Key assessments
Autumn 1	PPEs - Full Set	Full suite of English Language and Literature papers	Consolidation and identification of strengths/gaps.	PPEs with question-level analysis.
Autumn 2	Targeted Re-teach 1 - Literature	Weakest literature components from PPE analysis	Quotation, planning, top-band analysis and evaluation.	Timed essays and mini-mocks.
Spring 1	Targeted Re-teach 2 - Language	Both Language Papers	Timing, high-impact writing techniques and structure.	Practice Language Papers 1 and 2.
Spring 2	Final Revision & Exam Preparation	Rotating focus, intervention groups, flashcards and retrieval practice	Confidence and fluency with all question types.	Final in-class mocks; walking-talking exams.
Summer 1	Public Examinations	External GCSE examinations	Application of learned skills in formal exams.	External GCSE papers.

5. Assessment, feedback and intervention

Area	School expectation
KS3 assessment	At least one significant summative assessment per term, supported by low-stakes retrieval and teacher assessment of key pieces. End-of-year examinations are cumulative and increasingly GCSE-style by Year 9.
KS4 assessment	Half-termly exam-style assessment, Year 10 internal exams and Year 11 PPEs. Question-level analysis informs re-teaching, intervention and homework priorities.
Feedback response	Pupils complete improvement tasks after assessment, including corrections, refining, misconception practice and targeted retrieval.
Intervention	Support is planned from assessment evidence: small-group intervention, guided practice, targeted homework and stretch pathways.

6. Inclusion, SEND and EAL

- Scaffolds such as sentence starters, writing frames, worked examples, visual prompts and chunked tasks are used where appropriate.
- Questioning and tasks are tiered so all pupils can access the core learning while high attainers are stretched.
- Vocabulary is explicitly taught, modelled and revisited; key words and command words are highlighted in lessons and assessments.
- Pupils with SEND receive appropriate support without diluting curriculum ambition.
- EAL pupils are supported through glossaries, visual models, paired talk, model answers and explicit Standard English / academic language.

7. Subject-specific enrichment, homework and wider links

Spoken Language

Delivered across Years 10-11 via prepared speeches and presentations. Pupils are assessed using exam-board criteria and receive a separate endorsement.

Literacy, SPaG and vocabulary

Weekly or fortnightly SPaG mini-lessons; explicit Tier 2 vocabulary and subject terminology; skimming, scanning, annotation, close reading; model texts, shared writing, editing and refining cycles.

Oracy, SMSC and British values

Structured debate, discussion, drama and recital. Texts explore justice, war, gender, inequality, honesty, citizenship, prejudice and social responsibility, including respectful comparison to Islamic perspectives.

Homework and independent study

- Weekly homework consolidates current learning and includes spaced retrieval from previous units.
- KS4 homework includes exam-style questions, structured revision and independent improvement tasks.

- Pupils are encouraged to maintain organised revision materials, including key knowledge, worked examples and reflections on feedback.

8. Quality assurance checklist

QA focus	Evidence to review	Frequency
Curriculum coverage	Schemes of work, lesson sequences, assessment calendar and pupil books.	Termly
Standards of work	Book looks focused on presentation, challenge, feedback response and progression over time.	Half-termly
Assessment quality	Moderation of assessments, mark schemes and question-level analysis.	After each assessment window
Inclusion and support	SEND/EAL adaptations, intervention records and pupil progress evidence.	Termly
Teacher development	Planning review, lesson visits, CPD priorities and shared exemplars.	Ongoing