



Wallington
County Grammar School

The English Curriculum

Whole School Curriculum Intent:	<p>Wallington County Grammar School is a highly academic but pastorally minded school which delivers a curriculum that enables all students to embody our motto - <i>Per Ardua ad Summa</i>, Through Difficulties to the Heights. Each Subject Leader has autonomy over their own curriculum and its intent, i.e. its subject content, skills content, sequencing and assessment schedule. This is vital to ensure the academic curriculum is designed by highly qualified subject experts. The intentions behind whole school approach to curriculum design taken by senior leaders are to provide:</p> <ul style="list-style-type: none">● Breadth - We intend to provide a broad, academic and liberal curriculum that equips students with the body of human knowledge and different ways of thinking necessary to succeed in and enjoy their education, careers and wider lives.● Depth - We do not want our students to simply study the national curriculum and examination specifications with grades being our sole focus. We aim for our students to become true scholars of the disciplines that they are learning so that they achieve a deep and sophisticated level of knowledge and understanding.● Values - We aim for our students to develop our four core values: commitment, courage, compassion and creativity.● Democracy - We aim for all our students to have the necessary knowledge and confidence, not just to participate in the democracy of the United Kingdom, but to lead it.
Subject Curriculum Intent:	<p>The intent of our English curriculum is to empower all students with the ability to read deeply, write clearly, and speak with confidence, while fostering a lifelong appreciation of literature and language in all its forms.</p> <p>We believe that English is not only a core academic discipline but also a vital part of our cultural heritage. Through a rich and ambitious curriculum, we aim to ensure that every student, regardless of background, has access to the best that has been thought, said, and written, both within Britain and across the world.</p> <p>Our curriculum is designed to:</p> <ul style="list-style-type: none">● Nurture a love of reading, beginning with oral storytelling traditions such as <i>Gilgamesh</i> and progressing through epic poetry, Shakespeare, and Romanticism, to modern and global voices● Develop analytical and critical thinking through engagement with complex texts across a range of genres, time periods, and cultural contexts● Promote articulate self-expression, thoughtful discussion, and creative writing through high-quality teaching of both literary analysis and original composition● Equip students with the language and literacy skills they need to succeed in education, work, and wider society <p>From Year 7 to Year 13, students gain a strong foundation in both literary and linguistic knowledge. At Key Stage 3, the curriculum introduces students to the history and evolution of English, the conventions of literary form and genre, and the enduring influence of key texts. At Key Stage 4, students follow the AQA GCSE English Language and Literature courses, studying central texts such as <i>Macbeth</i>, <i>An Inspector Calls</i>, and <i>A Christmas Carol</i>, as well as</p>

	<p>developing their ability to analyse non-fiction and craft transactional writing. At Key Stage 5, students study the Edexcel A Level English Literature course, which develops sophisticated critical responses through drama, prose, and poetry, including texts such as <i>Hamlet</i>, <i>Frankenstein</i>, and <i>The Handmaid's Tale</i>.</p> <p>Across all key stages, we aim to:</p> <ul style="list-style-type: none"> ● Broaden cultural understanding and contextual awareness ● Encourage students to consider diverse perspectives and reflect on societal issues ● Provide opportunities for creativity, interpretation, and independent thought ● Build vocabulary, reading fluency, and written and spoken confidence <p>English nurtures thoughtful and reflective individuals who can interpret the world with insight and engage meaningfully in society. It provides a strong foundation for success across other subjects and supports both academic and professional achievement. Our curriculum develops vital skills such as critical thinking, clear communication, and persuasive writing, qualities highly prized by employers in many sectors. Through engagement with diverse texts and the practice of effective expression, students gain confidence and adaptability, equipping them for a wide range of careers including law, media, education, and business.</p> <p>Most of all, we want our students to experience the power and beauty of language. Whether they are exploring a Shakespearean tragedy, constructing a persuasive argument, or discovering a modern voice from another part of the world, we aim to help every student find their own voice and use it with purpose, clarity, and pride.</p>
<p>Subject Curriculum Aims:</p>	<p>Our English curriculum is designed to give students a rich and meaningful understanding of literature, language, and communication. Through the study of fiction, poetry, drama, and non-fiction texts, alongside a strong focus on writing and speaking, students explore enduring ideas, develop powerful skills, and gain insight into the ways language shapes the world around them.</p> <p>By the end of their studies, students will be able to:</p> <ul style="list-style-type: none"> ● Develop a deep and wide-ranging knowledge of English literature by studying a diverse selection of texts from different genres, time periods, and cultures, including works from the literary canon and voices from contemporary and global contexts ● Understand texts in their historical, cultural, and social contexts, exploring how writers respond to the ideas, values, and challenges of their time ● Recognise patterns and contrasts in literature and make meaningful comparisons across themes, characters, authors, and literary traditions ● Interpret and analyse texts critically and thoughtfully, using a range of methods to explore language, structure, form, and meaning ● Form and express their own judgements about texts and ideas, building well-supported arguments in both spoken discussion and written analysis ● Use literary and linguistic terminology accurately and confidently to articulate insights about texts and communicate effectively with others ● Produce original writing for a range of purposes and audiences, demonstrating control of language, structure, and tone ● Build strong foundations for further study, gaining the skills, confidence, and curiosity needed to progress to advanced qualifications in English and related disciplines <p>English not only enables students to appreciate the richness of language and literature, it also cultivates critical thinking, empathy, creativity, and communication, all of which are essential for academic success and participation in wider life.</p>
<p>Exam Boards</p>	<p>GCSEs: AQA A Level: Pearson Edexcel</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y7	Stories of English: Introduction to the archetypal hero (Gilgamesh, Beowulf, Sir Gawain), epic poems and key concepts of tragedy	Stories of English: Introduction to Chaucer, iambic pentameter and Shakespeare	<i>Romeo and Juliet</i> and finishing Stories of English: modern day evolutions such as the novel (e.g. <i>Oroonoko</i> and <i>Things Fall Apart</i>)	Introduction to The Gothic: conventions and Edgar Allan Poe, synoptic extract work, character archetypes	The Gothic: Story writing and redrafting - poems, descriptions and short stories	Modern British Drama: R.C. Sherriff's <i>Journey's End</i> (including non-fiction writing)
	Assessment 1 Format:	Combination of knowledge and comprehension questions based on what's been studied so far, and an analytical paragraph on language choices from an epic poem		Assessment 2 Format:	Combination of knowledge and comprehension questions based on what's been studied so far, and a creative writing piece inspired by The Gothic	
Y8	Introduction to Poetry: origins, form and the Classics (from Shakespeare to the Romantics)	Poetry: Modern poetry, poetry writing and critical commentaries	Modern American Prose: Harper Lee's <i>To Kill a Mockingbird</i> (context and reading)	Modern American Prose: Harper Lee's <i>To Kill a Mockingbird</i> (reading, non-fiction writing and critical evaluation)	Modern Global Prose: Deepa Anappara's <i>Djinn Patrol on the Purple Line</i> (context and reading)	Modern Global Prose: Deepa Anappara's <i>Djinn Patrol on the Purple Line</i> (reading and comparisons to <i>TkaM</i>)
	Assessment 1 Format:	Combination of knowledge and comprehension questions based on what's been studied so far, and an analytical paragraph on an unseen poem		Assessment 2 Format:	Combination of knowledge and comprehension questions based on what's been studied so far, and a creative writing piece inspired by <i>To Kill a Mockingbird</i>	
Y9	Introduction to Rhetoric: techniques and conventions (non-fiction speeches)	Introduction to Rhetoric: Shakespeare's <i>Julius Caesar</i> and performing a speech	AQA GCSE English Literature: J.B. Priestley's <i>An Inspector Calls</i> (context and first read)	AQA GCSE English Literature: J.B. Priestley's <i>An Inspector Calls</i> (themes and essay skills)	Short Stories - theory, reading and writing	AQA GCSE English Literature: William Shakespeare's <i>Macbeth</i> (context and first read)
	Assessment 1 Format:	AQA GCSE English Language Paper 2 Section A: Analysis of the language of a speech AQA GCSE English Language Paper 2 Section B: Writing a speech		Assessment 2 Format:	AQA GCSE English Literature Paper 2 Section A: <i>An Inspector Calls</i> essay question AQA GCSE English Language Paper 2 Section B: Writing a speech	
Y10	<i>Macbeth</i> Creative writing	English Language Paper 1 Section A (Reading): Fiction <i>A Christmas Carol</i>	<i>A Christmas Carol</i>	<i>An Inspector Calls</i> <i>Macbeth</i>	Speaking and Listening <i>A Christmas Carol</i> <i>An Inspector Calls</i>	English Language Paper 2 (Reading and Writing): Non-fiction

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Assessment 1 Format:	AQA GCSE English Language Paper 1 Section B: Creative writing AQA GCSE English Literature Paper 1 Section A: <i>Macbeth</i> essay		Assessment 2 Format:	AQA GCSE English Language Paper 1 (full paper): Fiction AQA GCSE English Literature Paper 1 (full paper): <i>Macbeth</i> and <i>A Christmas Carol</i>	
Y11	<i>Power and Conflict</i> poetry <i>An Inspector Calls</i> English Language Paper 2 (Reading and Writing) Unseen poetry	<i>Power and Conflict</i> poetry Unseen poetry	<i>Macbeth</i> English Language Paper 1: Fiction	<i>A Christmas Carol</i> English Language Paper 2: Non-Fiction	Revision	
	Mock Format:	AQA GCSE English Language Paper 2: Non-fiction AQA GCSE English Literature Paper 2: <i>An Inspector Calls</i> , <i>Power and Conflict</i> poetry and Unseen poetry		Assessment 2 Format:	AQA English Language Paper 1: Fiction AQA GCSE English Literature Paper 2: <i>Power and Conflict</i> poetry and Unseen poetry	
L6th	Introduction to studying poetry at A Level and Introduction to NEA: Coursework	Edexcel English Literature A Level Paper 3 (Poetry): Romantic Poetry / Post-2000 Poems of the Decade Anthology	Edexcel English Literature A Level Paper 2 (Prose Comparison): <i>Frankenstein</i> and <i>The Handmaid's Tale</i> Paper 3 (Poetry): Romantic Poetry	Edexcel English Literature A Level Paper 2 (Prose Comparison): <i>Frankenstein</i> and <i>The Handmaid's Tale</i> Paper 3 (Poetry): Romantic Poetry	Edexcel English Literature A Level Paper 2 (Prose Comparison): <i>Frankenstein</i> and <i>The Handmaid's Tale</i> Paper 3 (Poetry): Romantic Poetry and Post-2000 revision	Edexcel English Literature A Level Introduction to Paper 1 (Drama): <i>Hamlet</i> and <i>A Streetcar Named Desire</i> NEA: Coursework Check-In
	Assessment 1 Format:	Edexcel A Level English Literature Paper 3: Post-2000 poetry and Romantic poetry		Assessment 2 Format:	Edexcel A Level English Literature Paper 2: Prose (<i>Frankenstein</i> and <i>The Handmaid's Tale</i>) Edexcel A Level English Literature Paper 3: Post-2000 poetry and Romantic poetry	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
U6th	<i>Hamlet</i>	<i>Hamlet</i>	<i>Hamlet</i>	<i>Hamlet</i>	<i>Hamlet</i>	
	<i>A Streetcar Named Desire</i>	<i>A Streetcar Named Desire</i>	<i>A Streetcar Named Desire</i>	<i>A Streetcar Named Desire</i>	<i>A Streetcar Named Desire</i>	
	Prose comparison	Prose comparison	Prose comparison	Prose comparison	Prose comparison	
		Coursework		Poetry revision	Poetry revision	
	Mock Format:	Edexcel A Level English Literature Paper 1: <i>Hamlet</i> and <i>A Streetcar Named Desire</i>				
		Edexcel A Level English Literature Paper 2: Prose (<i>Frankenstein</i> and <i>The Handmaid's Tale</i>)				
		Edexcel A Level English Literature Paper 3: Post-2000 poetry and Romantic poetry				

Key Vocabulary

- Simile: A comparison using 'like' or 'as' to create a vivid image (e.g. "as brave as a lion").
- Metaphor: A direct comparison where one thing is said to be another, enhancing meaning (e.g. "the world is a stage").
- Personification: Giving human qualities to non-human things (e.g. "the wind whispered").
- Alliteration: The repetition of initial consonant sounds in nearby words (e.g. "wild and woolly").
- Onomatopoeia: A word that imitates the sound it represents (e.g. "buzz", "clang").
- Hyperbole: Exaggeration for emphasis or effect (e.g. "I'm so hungry I could eat a horse").
- Irony: A contrast between expectation and reality, often humorous or critical.
- Symbolism: Using a symbol, object or action to represent a deeper meaning.
- Imagery: Descriptive language that appeals to the senses and creates pictures in the mind.
- Tone: The attitude or mood conveyed by the writer's style or choice of words.
- Theme: The central idea or underlying message of a text.
- Narrative Perspective / Point of View: The position from which a story is told (e.g. first person, third person).
- Structure: The way a text is organised or arranged (e.g. chronological, flashbacks, stanza form).
- Form: The type or genre of a text (e.g. poem, novel, play, speech).
- Stanza: A grouped set of lines in a poem, similar to a paragraph in prose.
- Rhyme: The repetition of similar sounding words, often at the end of lines in poetry.
- Rhythm: The pattern of stressed and unstressed syllables in a line of poetry.
- Enjambment: When a sentence or phrase runs over from one line of poetry to the next without a pause.
- Caesura: A deliberate pause within a line of poetry, often marked by punctuation.
- Juxtaposition: Placing two ideas, characters, or images close together to create contrast.
- Conflict: A struggle between opposing forces, central to narrative tension.
- Characterisation: The methods a writer uses to develop characters (through description, dialogue, action).
- Dialogue: The spoken exchanges between characters.
- Context: The background information about the time, place, culture, or author that influences a text.
- Audience: The intended readers or viewers of a text.
- Register: The level of formality or informality in language.
- Connotation: The ideas or feelings a word invokes beyond its literal meaning.
- Denotation: The literal, dictionary meaning of a word.
- Flashback: A scene set in an earlier time than the main narrative.
- Motif: A recurring element, such as an image, idea, or symbol, that has thematic significance.

Suggested Reading List

Any high-quality fiction or non-fiction is recommended. Some recommended options include:

KS3

- Bone Talk by Candy Gourlay
- Some Places More Than Others by Renée Watson
- The Diary of a Young Girl by Anne Frank
- A Wrinkle in Time by Madeleine L'Engle
- War Horse by Michael Morpurgo
- Stone Cold by Robert Swindells
- Northern Lights by Philip Pullman
- Pig Heart Boy by Malorie Blackman
- Wonder by R.J. Palacio
- The Book Thief by Marcus Zusak
- The Outsiders by S.E. Hinton
- Coram Boy by Jamila Gavin
- The Curious Incident of the Dog in the Night-time by Mark Haddon
- The Hitchhiker's Guide to the Galaxy by Douglas Adams
- The Hound of the Baskervilles by Arthur Conan Doyle
- The Giver by Lois Lowry
- The Woman in Black by Susan Hill

KS4

- A Beautiful Mind by Sylvia Nasar
- Stoner by John Williams
- 1984 by George Orwell
- Things Fall Apart by Chinua Achebe
- World War Z by Max Brooks
- Mojo by Jez Butterworth
- Lord of the Flies by William Golding
- Are You There God? It's Me, Margaret by Judy Blume
- Brave New World by Aldous Huxley
- Brighton Rock by Graham Greene
- Thief by Malorie Blackman
- The Catcher in the Rye by J.D. Salinger
- The Count of Monte Cristo by Alexandre Dumas
- Dracula by Bram Stoker
- Remains of the Day by Kazuo Ishiguro
- We Are All Made of Molecules by Susin Nielsen
- American Gods by Neil Gaiman
- Atonement by Ian McEwan
- Long Walk to Freedom by Nelson Mandela
- All Quiet on the Western Front by Erich Maria Remarque
- Oranges Are Not The Only Fruit by Jeanette Winterson
- Maus by Art Spiegelman
- Fahrenheit 451 by Ray Bradbury
- Dune by Frank Herbert
- Flowers For Algernon by Daniel Keyes
- The Thing Around Your Neck by Chimamanda Ngozi Adichie

KS5

- Things Fall Apart by Chinua Achebe
- The Handmaid's Tale by Margaret Atwood
- Pride and Prejudice by Jane Austen
- Jerusalem by Jez Butterworth
- Jane Eyre by Charlotte Bronte
- Wuthering Heights by Emily Bronte
- In Cold Blood by Truman Capote
- The Bloody Chamber by Angela Carter
- Disgrace by J.M. Coetzee
- Heart of Darkness by Joseph Conrad
- Great Expectations by Charles Dickens
- Birdsong by Sebastian Faulks
- The Great Gatsby by F. Scott Fitzgerald
- Tess of the D'Urbervilles by Thomas Hardy

- The Kite Runner by Khaled Hosseini
- Brave New World by Aldous Huxley
- Never Let Me Go by Kazuo Ishiguro
- The Whitsun Weddings by Phillip Larkin
- Love in the Time of Cholera by Gabriel García Márquez
- Life of Pi by Yann Martel
- A View from the Bridge by Arthur Miller
- Cloud Atlas by David Mitchell
- 1984 by George Orwell
- The Bell Jar by Sylvia Plath
- Diving Into the Wreck by Adrienne Rich
- She by H. Rider Haggard
- A Midsummer Night's Dream by William Shakespeare
- Othello by William Shakespeare
- The Tempest by William Shakespeare
- Journey's End by R C Sherriff
- We Need to Talk About Kevin by Lionel Shriver
- Dracula by Bram Stoker
- The Picture of Dorian Gray by Oscar Wilde
- A Streetcar Named Desire by Tennessee Williams
- Mrs Dalloway by Virginia Woolf

Where to find Diverse Literature - <https://diversebooks.org/resources-old/where-to-find-diverse-books/>