

## Curriculum Intent English: Key Stage 3 & 4 2025 - 2026

At Compass School, English offers pupils the tools for making sense of the world around them through developing skills in: communication, critical thinking, research and cultural understanding, helping them to survive in the adult world (skills for life).

At Compass School all pupils are assessed on entry and the curriculum is differentiated to address any gaps in knowledge.

We foster positive "can do" attitudes and we promote the fact that we can all do English. As a result, pupils become proficient in communication skills and can access information to support their learning and personal growth. All pupils are challenged and encouraged to excel in English and to recognise the importance of English in the wider world. Pupils leave Compass School equipped with the knowledge and skills to address reading, written and spoken communication challenges.

By the end of KS3 pupils are expected to gain a deeper understanding of KS2 skills and will further develop skills in transcription (spelling and handwriting), composition, comprehension and analysis, creative writing, narrative techniques and independent research.

By the end of KS4 pupils are expected to have developed further knowledge of KS3 skills, including demonstrating clear, coherent, and purposeful written communication through the effective use of composition, cohesion and intent; pupils will develop extended writing skills supported by weekly opportunities to practice these skills. They will, additionally, have developed skills in literary analysis and evaluative research.

### Skills and Knowledge Key Stage 3 & Key Stage 4

Every half term, we ensure that we offer cross curricular (Cc) opportunities to our pupils as well as covering Social, Moral, Spiritual and Cultural (SMSC) elements. These are detailed below using the following codes, enabling us to track what is delivered in each subject:

Cross Curricular Links include: M (Maths), Eng (English), Sc (Science), PS (PSHE), FT (Food Tech), CR (Craft), AD (Art & Design), C (Computing), G (Geography), H (History), En (Engineering), R (Reading), Ec (Economics), WoW (World of Work)

SMSC Links include: B (British Values), Sp (Spiritual aspects), M (Moral aspects), So (Social aspects), C (Cultural aspects), R (Religious aspects), Rel (Relationships), P (Prevent), E (E-Safety), I (Individual Advice & Guidance & Careers), H (Healthy Lifestyle including wellbeing)

	Key Stage 3 Topics	Key Stage 3 Skills	Key Stage 3 Knowledge	Key Stage 4 Topics	Key Stage 4 Skills	Key Stage 4 Knowledge
HT1	<p style="text-align: center;"><b>Folktales</b></p> <p>Online baseline reading assessment</p> <p>Fiction Texts - Critical Reading</p> <p><b>SMSC - B, Sp, M, So, C, I, R, Rel</b></p> <p><b>Cc – H, R, PS, G</b></p> <p><u>Key Texts</u></p> <p>Anansi (Africa) The Zodiac Story (Asia) Paul Bunyan (North America) The Rabbit and the Coyote (South America) The Bunyip (Australia)</p> <p><u>Literature Link</u></p> <p>Thematic Poetry &amp; Cultural Identity Texts</p>	<p>Explain the influence of different contexts, including culture and religion.</p> <p>Identify themes/motifs in a text.</p> <p>Describe a fictional setting for characterisation and atmosphere.</p> <p>Explain using setting as a symbol.</p> <p>Analyse texts.</p> <p>Describe how a writer's words influence emotions.</p> <p>Explain how structure shapes the reader's response.</p> <p>Use metaphors, symbolism and appropriate vocabulary.</p> <p>Use clues in the text to find the meaning of unfamiliar vocabulary.</p> <p>SpaG -use of rules to spell accurately, accurate use of capitalisation and end punctuation.</p>	<p>Influence of contexts.</p> <p>Themes/Motifs in a text.</p> <p>How to describe a fictional setting for characterisation and atmosphere.</p> <p>How setting is used as a symbol.</p> <p>Analysis: what is it, how do we do it?</p> <p>Use of structure to shape reader response.</p> <p>Language features.</p> <p>How to find the meaning of unfamiliar vocabulary.</p> <p>SPaG- recap basic spelling rules, common spelling patterns.</p> <p>Capitalisation for proper nouns, sentences, titles and headings, end punctuation-full stops, question marks and exclamation marks.</p>	<p>Online baseline reading assessment</p> <p>Analysing Fiction: Language and Structure</p> <p>Annotating texts</p> <p>Responding to a fiction text</p> <p>SMSC - B, Sp, M, So, C, I, R, Rel</p> <p>Cc – H, R</p> <p>Key Texts</p> <p>Animal Farm</p>	<p>Language and Structure:</p> <p>Show literary techniques</p> <p>Show understanding of use of structure through written answers.</p> <p>Annotate a text:</p> <p>To identify key information about structure, language, literary techniques, characterisation and voice, themes and ideas.</p> <p>Respond to a fiction text:</p> <p>Demonstrate annotation, evidence, question comprehension.</p> <p>Use of PEEL (Point/Evidence/Explain/Link) to structure paragraphs and embed quotations with close analysis of the language.</p> <p>SPaG-Effectively construct complete and well-structured sentences. Use and spell homophones and commonly misspelled words accurately.</p>	<p>Language and Structure:</p> <p>Literary techniques, language techniques and choices.</p> <p>Structure of fiction texts at sentence/paragraph/extract/ whole text level.</p> <p>Annotation of Texts:</p> <p>Knowledge of annotation of structure, language, literary techniques, characterisation and voice, themes and ideas.</p> <p>Response to a fiction text:</p> <p>Understand the question and the response required.</p> <p>How to structure a paragraph effectively and use quotations and close analysis.</p> <p>SPaG- understand the importance of sentence construction, including sentence fragments, run-on sentences, and comma splices. How to remember and spell homophones and commonly misspelt words accurately.</p>
	Key Stage 3 Topics	Key Stage 3 Skills	Key Stage 3 Knowledge	Key Stage 4 Topics	Key Stage 4 Skills	Key Stage 4 Knowledge
HT2	<p style="text-align: center;"><b>Fairytales</b></p> <p>Fiction texts - Fiction Writing</p> <p><b>SMSC - B, Sp, M, So, C, I, R, Rel</b></p> <p><b>Cc – H, R, G</b></p> <p><u>Key Texts</u></p> <p>Grimms Fairytales</p> <p>Twist the Text</p>	<p>Engage the senses using adjectives, imagery, personification and onomatopoeia to describe.</p> <p>Choose a point of view to give a perspective of the story.</p> <p>Create tension to grab attention.</p> <p>Use word choices to bring characters and settings to life.</p> <p>Use structure to create an emotional response.</p> <p>Use an exciting opening.</p>	<p>Descriptive writing.</p> <p>Use of 1st or 3rd person in writing.</p> <p>Use of sentences to build structure.</p> <p>Use of language and structure for effect.</p> <p>How to write an engaging story opening.</p> <p>How to use linguistic devices in writing.</p>	<p>Spoken Language</p> <p>Analysing Fiction - Text Types, Setting, Themes, Characterisation, Narrative Voice</p> <p><b>SMSC - B, Sp, M, So, C, I, R, Rel</b></p>	<p>Spoken Language:</p> <p>Deliver a presentation that considers audience, purpose, uses Standard English, body language, eye contact, voice, answer questions.</p> <p>Text Types:</p> <p>Use genre appropriate literary devices.</p> <p>Use appropriate time/place as a setting.</p> <p>Identify common themes through motifs.</p>	<p>Spoken Language: GCSE</p> <p>Understand requirements for Speaking and Listening</p> <p>Text Types:</p> <p>Literary devices and genres.</p> <p>Use of place and time within a text.</p> <p>Main ideas in a text.</p> <p>How and why to use characterisation.</p> <p>Story perspective.</p> <p>SPaG-understand verb tenses (past, present, future) and forms (simple, continuous, perfect), clauses (independent, dependent) and phrases</p>

	Dr Jekyll and Mr Hyde <u>Literature Link</u> 19 <sup>th</sup> Century Novel	Use linguistic devices effectively. SpaG- Accurate use of parts of speech and use of different sentence types and structure.	SPaG- Knowledge of parts of speech and their function -nouns, pronouns, verbs, adjectives, adverbs, and understand different types of sentences and their components	<b>Cc – H, R, C, WoW</b> <u>Key Texts</u> A Christmas Carol	Create characters through things they do, say, look like and own. SPaG -accurate use of verb tenses and forms and different types of clauses and phrases within sentences. Use spelling rules to spell common words correctly.	(noun, verb, prepositional). Understand common spelling rules-silent letters, doubling consonants, adding suffixes, irregular spellings.
	<b>Key Stage 3 Topics</b>	<b>Key Stage 3 Skills</b>	<b>Key Stage 3 Knowledge</b>	<b>Key Stage 4 Topics</b>	<b>Key Stage 4 Skills</b>	<b>Key Stage 4 Knowledge</b>
HT3	<b>Animals</b> Non-Fiction Texts Critical Reading <b>SMSC - B, Sp, M, So, C, I, R, Rel</b> <b>Cc – H, R, C</b> <u>Key Texts</u> Endangered Animals Atlas 5000 Awesome facts about animals War Horse <u>Literature Link</u> Modern Text	Read, evaluate and understand a range of texts. Listen and respond appropriately to spoken language. Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Explain and comment on how writers use language and structure to achieve effects and influence readers. Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	Research different animals to create a fact file/presentation that could be presented orally. Reading and writing instructions for how to care for an animal. Looking at sequencing, chronological order, time conjunctions, adverbs and use of imperative verbs. Language techniques and structure for speech writing. Looking at purpose, facts, varied sentences, rhetorical questions and powerful imagery. Use correct spoken English when giving presentations, speeches and answering questions. SPaG- use of spelling strategies, sounding out, mnemonics, identifying root words. Use of apostrophes for contractions and possession and quotation marks for punctuating dialogue and textual references.	Analysing non-fiction: Text types Purpose & Audience Language and Structure <b>SMSC - B, Sp, M, So, C, I, R, Rel</b> <b>Cc – H, R, WoW</b> <u>Key Texts</u> Touching the Void 127 Hours between a Rock and a Hard Place The Diary of Anne Frank	Text Types: What makes text types non-fiction. Write adverts, reviews, letters, diaries, articles, leaflets using appropriate language, tone, style. Create literary non-fiction using techniques such as withholding information and rhetorical devices. Purpose and Audience: Write using 'TAP', for an effect on the reader. Compare two texts, identify purpose of each, consider theme/topic/experiences. Language and Structure: Use close analysis of words and phrases to show use of language. Include literary language features, consider narrative voice, tense, sentence structure. Use a language analysis framework to analyse writers use of language. SPaG-effective use of techniques to vary sentences and enhance writing. Accurate use of end punctuation.	Text Types: Different types of non-fiction text and their uses. Literary non-fiction. Purpose and Audience: Use of 'TAP' (Type, Audience, Purpose) when looking at non-fiction. Comparison of two texts from different times. Clarity of intended audience through; content, tone, words, use of language, personal pronouns, layout. Language and Structure: Key literary language features, use of a language analysis framework, key structural features and annotation for language and structure. SPaG-how to vary sentences-sentence openers, lengths, structures. Use of end punctuation – full stops, question marks, exclamation marks.
	<b>Key Stage 3 Topics</b>	<b>Key Stage 3 Skills</b>	<b>Key Stage 3 Knowledge</b>	<b>Key Stage 4 Topics</b>	<b>Key Stage 4 Skills</b>	<b>Key Stage 4 Knowledge</b>
HT4	<b>Hobbies</b> Non-fiction texts Writing – Text – Structure <b>SMSC - B, Sp, M, So, C, I, R, Rel</b> <b>Cc – H, R, WoW</b> <u>Key Texts</u> 101 Things to Do Instead of Playing on Your Phone Get a Hobby Billy Elliot <u>Literature Link</u> Modern Drama	Read, analyse and evaluate texts. Writing for different purposes – writing to inform and persuade. SPaG-use of a variety of sentence lengths/ openers.	Identifying similarities and differences between fiction and non-fiction texts. Use of PEEL to analyse similarities and differences between texts and justify opinion when answering comprehension questions. Understand comprehension questions involving inference and language choices. Persuasive writing. How and when to use imperative verbs, conjunctions and powerful adjectives. Emotive language. Writing fact sheets and knowing key features to include: lists, bullet points, heading, title, sub-heading, picture, diagram, short sentences. How to SPaG-Sentence structure and variety. Writing sentences and questions with correct punctuation, eg. using full stops, capital letters and question marks correctly. Using commas for lists	Analysing non-fiction: Responding to a non-fiction text. Comparing Texts <b>SMSC - B, Sp, M, So, C, I, R, Rel</b> <b>Cc – H, R, PS</b> <u>Key Texts</u> Travel writing and current news articles	Responding to a non-fiction text. Analysis of annotated extract to show explicit/implicit information, use of structure, is purpose is achieved. Use language analysis framework to analyse the writers use of language. Structure writing - introduction, detailed paragraphs, short conclusion. Summarise reader's opinion, response, checking the writer's purpose been achieved. Comparing texts: Purpose and form - similarities and differences. How writers achieve purpose, use tone, language, word choice, literary techniques, structure. Writer's viewpoint, perspective, attitude and ideas. Evidence of a plan. A comparison - introduction, main points contrasting and/or comparing two texts, brief conclusion, reference both texts. SPaG-use of proof-reading and editing skills to correct errors in spelling, punctuation and grammar and improve writing.	Responding to a non-fiction text. How writers use language, form and structure, the effectiveness of language, themes and ideas raised. Question comprehension. How to structure a longer answer. How to use quotations and close analysis. Comparison of texts: Types of text and their purpose. How to compare a writer's methods. How to compare literary non-fiction with non-fiction. The importance of a good plan. How to structure a comparison response. SPaG-how to proofread and edit work carefully for spelling errors, use of dictionaries.
	<b>Key Stage 3 Topics</b>	<b>Key Stage 3 Skills</b>	<b>Key Stage 3 Knowledge</b>	<b>Key Stage 4 Topics</b>	<b>Key Stage 4 Skills</b>	<b>Key Stage 4 Knowledge</b>

HT5	<p><b>Music</b></p> <p>Comparing Fiction Texts</p> <p>Poetry</p> <p><b>SMSC - B, Sp, M, So, C, I, R, Rel</b></p> <p><b>Cc – H, R</b></p> <p><u>Key Texts</u></p> <p>Song Writing and Lyrics</p> <p>Checking Out Me History</p> <p><u>Literature Link</u></p> <p>Poetry Anthology</p>	<p>Read, evaluate and understand a range of texts.</p> <p>Explain and comment on how writers use language and structure to achieve effects and influence readers.</p> <p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical features.</p> <p>Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>SPaG- Effective use of conjunctions and use of clear paragraph structure to maintain coherence between paragraphs.</p>	<p>How to infer themes and information from a text (song/poem).</p> <p>How to compare texts, looking at song lyrics and poems.</p> <p>Use textual references to support answers when making comparisons (PEEL).</p> <p>To understand how language and structure is used in poems and songs, eg. rhyme, rhythm, verse, chorus and imagery.</p> <p>Poetry and song writing. Using key techniques, eg. figurative language and repetition.</p> <p>How to edit and proofread their writing for corrections and improvements.</p> <p>SPaG- Use of conjunctions to connect words, phrases and clauses. How to structure a paragraph and use topic sentences.</p>	<p>Writing - fiction &amp; non-fiction</p> <p>Audience, purpose and form</p> <p>Planning</p> <p>Organising information and ideas</p> <p>Using language effectively including vocabulary</p> <p><b>SMSC - Sp, M, So, C, I, R, Rel</b></p> <p><b>Cc – H, R</b></p> <p><u>Key Texts</u></p> <p>Of Mice and Men</p> <p>Lord of the Flies</p>	<p>Audience, purpose and form: Why, who for, how?</p> <p>Write fiction: Use of a five-stage story arc. Clear paragraphs, wide vocabulary, figurative language, Evidence planning, proofread</p> <p>Write non-fiction: Follow text conventions - form, layout, structure, language to meet audience needs</p> <p>Plan: Evidence keywords, links made, topic ideas, literary techniques, vocabulary examples</p> <p>Organise ideas: One point per paragraph, appropriate order, topic sentences to summarise. Vary sentence lengths/openers. Use language effectively: use of literary techniques and rhetorical devices. Engage the reader</p> <p>Vocabulary: careful choice of precise words. Use vocabulary to create the mood and draw the reader in. SPaG-using sentence structure, construction and variety for more effective writing.</p>	<p>Audience, purpose and form: How to establish audience, purpose and form to enable choices about language, tone and structure.</p> <p>Writing fiction: Creative and original ways of using language. How to use the story arc. TiPToP (time, place, topic, person) when writing paragraphs. Vocabulary range, use of figurative language, 'Show, don't tell'. Planning and proofreading. Writing non-fiction: Conventions of non-fiction texts. Rhetorical devices, language, structure, vocabulary, tone, How to write a speech/article. Planning: Use of a visual tool to show main ideas, vocabulary, structure Proofreading for improvement. Organising information and ideas: Paragraphs, signposting, linking ideas. Using language effectively: Literary techniques and rhetorical devices. Vocabulary: Expansion and use of, precise verbs, lively and interesting words, creating effects using vocabulary. SPaG-recap importance of use of appropriate sentence structure, type, construction for effective writing.</p>
	Key Stage 3 Topics	Key Stage 3 Skills	Key Stage 3 Knowledge	Key Stage 4 Topics	Key Stage 4 Skills	Key Stage 4 Knowledge
HT6	<p><b>Holidays</b></p> <p>Narrative &amp; Descriptive Writing</p> <p><b>SMSC - B, Sp, M, So, C, I, R, Rel, E</b></p> <p><b>Cc – H, R, G, AD</b></p> <p><u>Key Texts</u></p> <p>The Travel Book</p> <p>Around The World in 80 Days</p> <p><u>Literature Links</u></p> <p>19<sup>th</sup> Century Travel Writing</p>	<p>Read, evaluate and understand a range of texts.</p> <p>Use texts to learn how to infer, comment on language and structure, evaluate ideas and express personal preferences.</p> <p>Learn how to plan, write, edit and proof read a piece of descriptive writing.</p> <p>Organise information and ideas, using structural and grammatical features</p> <p>Using punctuation and a variety of sentence types/lengths effectively to engage the reader.</p> <p>Using standard English and proof reading for accurate spelling and grammar.</p>	<p>Identify explicit and implicit information in descriptive writing.</p> <p>Structure their writing by giving key information about a destination, what, where, why when, who, how?</p> <p>Use and understand key descriptive and creative writing techniques: using powerful adjectives, the senses, imagery, assonance, alliteration and onomatopoeia.</p> <p>How to plan a letter/review, looking at formal and informal styles. What is the appropriate form, language and structure</p> <p>Familiarity with a wide range of punctuation.</p> <p>Understanding of sentence types and lengths.</p> <p>Understanding how to use standard English and be able to spell and use grammar accurately.</p>	<p>Y11 - Revision and exam practice questions Model Answers</p> <p>Y10 – Introduction to Y11 and English Language exam structure/ content</p> <p><b>SMSC - B, Sp, M, So, C, I</b></p> <p><b>Cc – R</b></p> <p><u>Key Texts</u></p> <p>Exam Texts</p> <p>An Inspector Calls</p>	<p>Y11 Revision of key skills and completion of exam practice questions from AQA English Language Paper 1 &amp; Paper 2.</p> <p>Use of accurate SPaG in response to exam questions</p> <p>Y10 Applying knowledge of exam structure and examiner requirements when answering questions. Developing wider reading and writing skills. Using and applying knowledge of Assessment Objectives. SPaG-review and reinforcement of key skills.</p>	<p>Y11 Secure knowledge of all of the above to enable confident and successful answers to exam practice questions.</p> <p>SPaG-review and reinforcement of acquired skills.</p> <p>Y10 Layout and structure of exam papers. Examiner requirements. Development of Assessment Objective knowledge in relation to exam questions. SPaG-review and reinforcement of key skills.</p>