

Year 11 Curriculum Overview 2026- 27

Subject – English

Autumn Term	Knowledge & Understanding			Literacy Skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]	Opportunities for developing literacy skills		
HT1 - An Inspector Calls- JB Priestley	Students begin their final GCSE year by studying <i>An Inspector Calls</i> as a twentieth-century morality play exploring responsibility, inequality and social justice. Building on their understanding of power and society developed throughout Key Stage 4, students examine Priestley's criticism of social division and his vision for a fairer society. Through increasingly independent literary analysis, students refine their interpretation of writer's intentions, dramatic methods and contextual influences while preparing for GCSE English Literature Paper 2.	- To know that <i>An Inspector Calls</i> is a twentieth-century morality play. - To know that Priestley uses the Inspector to present moral and social responsibility. - To know that the play reflects attitudes before and after the First World War. - To know that dramatic irony strengthens Priestley's message. - To know that capitalism and socialism influence characters' beliefs and actions. - To know that responsibility is presented as both individual and collective. - To know that gender, class and age influence power within the play. - To know that stagecraft shapes audience responses. - To know that Priestley uses characters to represent wider social ideas. - To know that literature can encourage audiences to question	Daily Do Now retrieval. References retrieval. Character tracking. Theme retrieval. Vocabulary retrieval. Low-stakes quizzes. Hinge questioning. Knowledge organisers. Retrieval of dramatic terminology and context.	S – Speak with Confidence - To debate moral responsibility using textual evidence. - To present interpretations confidently using academic language. - To discuss alternative interpretations respectfully. T – Think Critically - To evaluate Priestley's criticism of society. - To consider multiple interpretations. - To analyse dramatic methods and audience response. - To explore how context shapes meaning. A – Articulate Through Writing	Analysing complex texts – develops critical thinking and analytical reasoning. Essay writing – develops structured written communication. Debating social issues – develops confidence, active listening and respectful discussion. Evaluating different viewpoints – develops decision-making and ethical judgement. Quotation retrieval and synthesis – develops organisation and memory. Responding to feedback – develops resilience and self-improvement. Independent revision – develops self-management and academic independence.	Students will have one numerically marked assessment at the end of their learning and regular practise at exam style questions in lessons with teacher feedback.

		injustice and inequality.		- To construct conceptual GCSE essays. - To integrate quotations fluently. - To evaluate Priestley's methods precisely. - To write using sophisticated literary terminology. R – Read with Purpose - To read dramatic texts critically. - To retrieve evidence independently. - To identify symbolism and stagecraft. - To interpret explicit and implicit meanings.		
CST Catholicity Across the Curriculum	Students explore the dignity of every person and the responsibility individuals have towards one another. Through Priestley's critique of inequality and social injustice, students reflect on the principles of solidarity, the common good and the moral responsibility to care for the most vulnerable members of society.					
HT2- English Language, paper 2, section A	Students develop the advanced reading skills required for GCSE English Language Paper 2 by exploring a range of nineteenth-, twentieth- and twenty-first-century non-fiction texts. Students compare writers' viewpoints, perspectives, and methods, considering how language and structure shape readers' responses. Building on the analytical skills developed throughout Key Stage 4,	- To know that writers present viewpoints through deliberate language and structural choices. - To know that purpose and audience influence every writer's decisions. - To know that perspective is shaped by context, experience and intention. - To know that writers use rhetorical and	Daily Do Now retrieval activities. Retrieval of Language Paper 2 question types. Vocabulary retrieval practice. Retrieval of rhetorical devices. Low-stakes retrieval quizzes. Hinge questioning.	S – Speak with Confidence - To discuss and compare writers' viewpoints using evidence. - To justify interpretations through structured academic discussion. - To articulate similarities and differences confidently.	Comparing multiple sources – develops analytical thinking and evidence-based decision-making. Critical evaluation – develops judgement, problem-solving and independent thinking. Reading complex information – develops information literacy and attention to detail. Analytical writing – develops professional written communication.	Students will be sitting English Language paper 1 and English literature paper 1 as a mock this half term in exam conditions in the hall.

	students become increasingly independent readers, evaluating ideas critically and supporting interpretations with precise textual evidence in preparation for their GCSE examinations.	linguistic devices to influence readers. • To know that tone can change throughout a text to shape meaning. • To know that similarities and differences can be identified across texts from different time periods. • To know that evidence should be synthesised to compare viewpoints effectively. • To know that evaluation requires analysis of both ideas and methods. • To know that successful comparative responses use precise textual references. • To know that critical reading enables readers to question and evaluate information independently.	Knowledge organisers for non-fiction terminology. Retrieval of comparative sentence stems. Timed retrieval of examination techniques and command words.	T – Think Critically • To evaluate the effectiveness of writers' methods. • To identify bias and consider alternative perspectives. • To compare ideas across texts critically. • To synthesise information to form independent judgements. A – Articulate Through Writing • To write comparative analytical responses using embedded evidence. • To explain how writers present viewpoints and perspectives. • To evaluate language and structural methods precisely. • To write clearly using sophisticated academic vocabulary. R – Read with Purpose • To read unseen non-fiction fluently and critically. • To identify explicit and	Structured discussion – develops confidence, active listening and verbal communication. Working under timed conditions – develops resilience, organisation and time management. Evaluating bias and reliability – develops media literacy and informed decision-making. Independent interpretation – develops intellectual curiosity and academic independence.	
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				implicit viewpoints. - To retrieve and synthesise evidence efficiently. - To recognise how language and structure influence readers.		
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CST Catholicity Across the Curriculum	Students consider how writers use their voices to advocate for justice, challenge inequality and influence society. By evaluating different viewpoints respectfully and critically, students recognise the importance of truth, human dignity and responsible participation in public discourse.					
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Year 11 Curriculum Overview 2026- 27

Subject – English

Spring Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
Hf3- English language, paper 2, section B, Spoken Language endorsement and Unseen poetry	Students develop the confidence and independence to communicate their own ideas effectively while interpreting the voices and perspectives of others. Through transactional writing, students refine their ability to write persuasively for a range of audiences and purposes. Alongside this, students complete the AQA GCSE Spoken Language Endorsement, demonstrating confident verbal communication through a planned presentation. Students also begin their study of unseen poetry, developing the analytical skills needed to interpret unfamiliar texts and	- To know that transactional writing follows different conventions depending on purpose, audience and form. - To know that effective arguments are developed through clear reasoning and supporting evidence. - To know that rhetorical devices strengthen persuasive communication. - To know that tone, register and structure should be adapted to suit audience and purpose. - To know that spoken communication relies upon organisation,	Daily Do Now retrieval activities. Retrieval of Language Paper 2 Section B conventions. Retrieval of rhetorical devices and persuasive techniques. Vocabulary retrieval practice. Retrieval of poetic terminology. Low-stakes retrieval quizzes. Hinge questioning. Knowledge organisers for transactional writing and unseen poetry.	S – Speak with Confidence - To plan and deliver a confident spoken presentation. - To present arguments using appropriate tone, pace and expression. - To respond thoughtfully and respectfully to audience questions. - To discuss interpretations of unseen poetry using evidence. T – Think Critically	Transactional writing – develops professional written communication for a range of real-world contexts. Speech writing and presentation – develops confidence, leadership and public speaking. Responding to questions – develops active listening, adaptability and verbal communication. Analysing unfamiliar texts – develops critical thinking, problem-solving and resilience. Evaluating viewpoints and ideas – develops informed decision-making and reasoning. Planning, drafting and editing – develops organisation, self-	Students will be sitting English Language paper 2 and English literature paper 2 as a mock this half term in exam conditions in the hall. AQA English language-spoken language endorsement will be carried out as part of students' real GCSE.

	appreciate how poets communicate complex emotions, experiences and viewpoints. Together, these units prepare students to communicate thoughtfully, critically and independently in both spoken and written forms.	clarity and audience engagement. • To know that confident speakers respond thoughtfully to questions and alternative viewpoints. • To know that poets communicate ideas through language, form and structure. • To know that imagery, symbolism and sound patterns contribute to meaning. • To know that unseen poetry requires careful inference and interpretation. • To know that analytical skills can be transferred confidently across unseen texts.	Retrieval of examination command words and success criteria.	• To evaluate how language influences audiences. • To develop balanced and persuasive arguments. • To interpret unfamiliar poetry independently. • To evaluate how writers and poets communicate ideas and viewpoints. A – Articulate Through Writing • To write speeches, letters, articles, essays and leaflets for a range of audiences and purposes. • To use rhetorical devices purposefully and effectively. • To write analytical responses to unseen poetry using embedded quotations. • To edit and refine writing to improve clarity, accuracy and impact. R – Read with Purpose • To read unseen poetry critically and confidently. • To identify key ideas, imagery	management and attention to detail. Working independently under timed conditions – develops resilience, confidence and examination readiness. Reflecting on feedback – develops self-awareness, continuous improvement and independent learning.	
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				and poetic methods. - To interpret explicit and implicit meanings. - To retrieve relevant textual evidence efficiently.		
Catholicity Across the Curriculum	Students develop the confidence to use their voices with integrity, recognising that communication carries both influence and responsibility. Through persuasive writing, spoken presentations and the study of unseen poetry, students reflect on the importance of truth, human dignity and respectful dialogue, appreciating how language can foster empathy, challenge injustice and contribute positively to the common good.					
HT4-HT6 – GCSE Mastery and Examination Preparation	Students consolidate and master the knowledge and skills developed throughout Key Stage 4 through a responsive programme of retrieval, revision and examination practice. Teaching is informed by analysis of mock examination outcomes, question-level analysis and ongoing formative assessment, enabling targeted intervention and personalised support. Students revisit English Language and Literature through interleaved retrieval, deliberate practice and increasingly independent study, developing confidence, resilience and examination readiness while refining their interpretations, communication and critical thinking.	- To know that effective revision strengthens long-term memory through regular retrieval. - To know that successful revision requires students to identify and address gaps in knowledge. - To know that English Language and Literature knowledge should be applied across a range of unseen and familiar texts. - To know that references, contextual knowledge and subject terminology should be retrieved accurately and fluently. - To know that examination success relies upon secure knowledge, effective planning and confident application. - To know that writers' methods should be analysed conceptually and supported by precise textual evidence. - To know that examination responses	Daily Do Now retrieval activities. Interleaved retrieval across English Language and Literature. Vocabulary retrieval practice. Retrieval of literary terminology and rhetorical devices. Low-stakes quizzes. Hinge questioning informed by assessment data. Knowledge organisers for all GCSE units. Retrieval of examination command words and assessment objectives.	S – Speak with Confidence - To explain interpretations using precise academic vocabulary. - To justify responses through structured discussion and verbal reasoning. - To articulate revision strategies and reflect on progress. T – Think Critically - To evaluate writers' methods across a range of texts. - To identify misconceptions and refine understanding through feedback. - To synthesise knowledge across English Language and Literature. - To apply independent	Independent revision and study – develops self-management, organisation and personal responsibility. Using feedback to improve performance – develops resilience, adaptability and a growth mindset. Timed problem-solving – develops decision-making and time management under pressure. Analysing complex information – develops critical thinking and analytical reasoning. Extended written communication – develops precision, clarity and professional writing skills. Reflective practice – develops self-evaluation and continuous improvement. Planning revision effectively – develops organisation and prioritisation. Persevering through challenge – develops resilience and confidence.	Weekly mock papers

		should be adapted to different assessment objectives and command words. • To know that reflection upon feedback supports continuous improvement. • To know that resilience, independence and self-regulation contribute to successful learning. • To know that effective communication is developed through continual practice and reflection.		judgement when selecting evidence and constructing arguments. A – Articulate Through Writing • To produce sophisticated GCSE responses under timed conditions. • To refine analytical writing using teacher feedback and self-evaluation. • To write confidently across all English Language and Literature question types. • To improve accuracy, precision and fluency through deliberate practice. R – Read with Purpose • To read confidently across fiction, non-fiction, drama and poetry. • To retrieve relevant evidence rapidly and accurately. • To interpret unfamiliar texts independently. • To evaluate writers' viewpoints, methods and intentions critically.		
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Catholicity Across the Curriculum	Students are encouraged to recognise that perseverance, integrity and personal responsibility are essential to achieving their potential. Through reflection, resilience and the responsible use of feedback, students develop confidence in their God-given talents while supporting one another to succeed as a learning community.					
Year 11 Curriculum Overview 2026- 27 Subject – English						
Summer Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT4–HT6 – GCSE Mastery and Examination Preparation	See above	See above	See above	See above	See above	See above
Catholicity Across the Curriculum						
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