

St Cuthbert Mayne School Curriculum Map



English Year 9

In English we cultivate and develop reading, writing and oracy skills. We do this through reading a rich and diverse range of texts and learning how to academically analyse these eventually through essay responses. Students read whole texts and books alongside wider ranging extracts and poems in order to inspire their own creative writing responses and these range from stories to poetry to non-fiction such as speeches and monologues. Oracy is developed through lessons involving discussion with speaking and listening activities helping students to develop critical thinking. We want students to successfully respond to English language and literature with confidence and enthusiasm.

Year 9: We begin to bridge from KS3 to KS4 weaving together many of the skills that have been introduced throughout Year 7 and Year 8. Students look at a range of diverse short stories from the anthology *Iridescent Adolescent* which introduces them to a range of literary authors. Through this, students learn to craft their own creative short story. Students move onto an anthology of poetry and nonfiction texts to explore different perspectives and viewpoints and prepare for the demands of GCSE English Language through comparing and analysing these. For 2025-26 students explore the theme of power in Shakespeare's *The Tempest* with a focus on the use of rhetoric in order to write an essay response. This unit will change for 2026-27.

SparX Reader: alongside their studies in English, students read independently using SparX Reader. This is an online platform providing home learning in which students read their own choice of an ebook and answer comprehension questions securing their understanding of the story. SparX Reader promotes and develops students' reading skills which are crucial for their academic success in all subject areas. In Year 10, students will also read the texts that they are studying using SparX Reader alongside their own independent reading to reinforce their understanding of the GCSE texts.

Assessment:

Students are reported on at the end of each cycle and are issued statements that reflect age related expectations.

Greater Depth - for their age, students demonstrate a strong and above average understanding of texts and ability to write and discuss their responses. This is usually only awarded for the top students. Students who are consistently Greater Depth are expected to achieve a grade 5 and above in their GCSEs.

Secure - for their age, students demonstrate a good understanding of texts and ability to write and discuss their responses. The majority of students are expected to be secure. Students who are consistently secure are expected to achieve a grade 4 as minimum in their GCSEs.

Developing - for their age, students demonstrate some understanding of texts and ability to write and discuss their responses. Some students may be developing. Students who are consistently developing may need further support to achieve a grade 4 as minimum in their GCSEs.

Emerging - for their age, students are below expectations for showing understanding of texts and ability to write and discuss their responses. Only a few students are likely to be emerging. Students who are consistently emerging will need further support and intervention to achieve expectations in their GCSEs.

Teachers will arrive at their judgement of whether a student is emerging, developing, secure or greater depth by taking into account the following information:

Assessments - specifically end of cycle and mid-cycle assessments such as writing an essay.

Knowledge assessments - students will be quizzed so that their understanding is checked and secured during a cycle.

In class performance - such as how students have generally worked throughout the cycle in their books and classroom contributions.

SparX Reader data - how students' have performed and progressed in their SparX Reader.

Students are assessed upon different strands according to each cycle but these are continually revisited and the skills are cumulative:

Reading – a student's ability to read and respond to a text often in the form of an essay or academic response. They are assessed upon their ability to analyse a text such as making an argument or using evidence from the text to support their responses.

Writing - a student's ability to write which can range from creative responses such as writing a story to more non-fiction such as writing a monologue, a speech or an article. They are assessed for their ability to demonstrate engaging ideas, techniques and vocabulary alongside being assessed for spelling, punctuation, arrangement and grammar (SPAG).

Oracy - a student's ability to speak and listen often in the form of discussions and presentations. They are assessed upon their ability to speak with confidence and remain on a particular topic but also their ability to listen to others and respond appropriately showing respectful behaviours and consideration of other students' views.

Autumn Term

Topic/Unit	Cycle 1: Short Stories - Iridescent Adolescent
Knowledge (Content covered)	Students read a wide range of short stories dealing with different genres from horror to magical realism all in order to identify specific methods writers use to engage readers. Students look at imagery and motifs within a graphic short story converting the form to prose in order to emulate style and explore use of descriptive writing and scene setting. They explore and apply techniques such as use of flashback and character development to ultimately hone and craft a complete short story. Key concepts: short story; imagery; flashback; narrative convention; setting; characterisation; denouement Key vocabulary: flashback; foreshadowing; cyclical structure; frame story; climax; symbolism; ambiguous; chronological; manipulate; monologue; perspective Substantive knowledge: different forms of narrative structure and methods for engaging reader. Hinterland: a wide range of diverse authors and subjects such as exploring references to George Orwell, story by Margaret Atwood and more
Skills	Planning and constructing narrative structure specifically cyclical. Using imagery and descriptive writing to construct a tone throughout. Maintaining logical connections across a story.
Assessment	Mid-cycle writing assessment: creative short story response End of cycle knowledge and vocabulary quiz. End of cycle writing assessment: creative writing short story.

Spring Term

Topic/Unit	Cycle 2: Life Through a Lens - Perspectives
Knowledge	We begin with reading a selection of poetry considering how different writers express their views and perspectives across

(Content covered)	the years on a range of issues. We then move onto a wide range of extracts from different non-fiction texts to begin laying the groundwork for the study of English Language and the demands of GCSE. We approach these texts considering how the different perspectives of the writers affects their presentation of the monologues from Alan Bennett's 'Talking Heads'; Mark Haddon's 'The Curious Incident of the Dog in the Night-Time'; and Markus Zusak's 'The Book Thief.' Work on vocabulary, sentence structure and punctuation builds on work from Year 7, moving from accuracy to nuance. Key concepts: voice; tone; perspective; formality (formal/informal language); form; structure; Key vocabulary: declarative; flashback; imperative; motif; stereotype; ellipsis; false start; fillers; stages directions; persecution; complex sentence; peril Substantive knowledge: Talking Heads monologues; Anne Frank's diary; contextual knowledge of WW2 Hinterland: Reading of texts and extracts from a range of first-person narratives
Skills	Punctuating with accuracy for effect; crafting voice for emotive impact; paragraphing Use of perspective; crafting authenticity; use of understatement and anecdote; characterisation
Assessment	Mid-cycle assessment: Writing write a monologue for an elderly character Mid-cycle vocabulary and knowledge test. End-of-cycle assessment: Writing write a monologue for a specific character

Summer Term

Topic/Unit	Cycle 3: Shakespeare - The Tempest
Knowledge (Content covered)	Students develop confidence reading Shakespeare (The Tempest); learn conventions of playscripts; identify, analyse and apply aspects of writer's craft (focus: rhetoric). Key Concepts: rhetoric; ethos; logos; pathos; rhetorical devices; power, manipulation, colonialism, Machiavellianism, Humanism, Renaissance, Nature vs nurture debate Key Vocabulary: tempest, hierarchy, patriarchy, supernatural, subservience, idolisation, subjugate, humanism, fate, metareference, dehumanisation, reconciliation, resolution

	Substantive knowledge: plot and character knowledge of The Tempest. Hinterland: Reading of The Tempest; background knowledge of Renaissance and Humanism.
Skills	Use punctuation to shape reading; Writer's craft: planning, drafting and editing; concept of genre
Assessment	Mid-cycle Oracy assessment: structured classroom discussion and debate on the theme of power focussing on different characters. End-of-cycle vocabulary and knowledge test. End-of-cycle Reading assessment: essay on the theme of power.

Gatsby 4 (Linking curriculum learning to careers) Gatsby Gatsby Benchmarks Prospects English Career Guidance	English is the subject that unlocks all doors and enables students to pursue further academic or career pathways. All pathways require students to be able to read, write and demonstrate good oracy skills and academic achievement in English is a strong indicator to further education or employers that a student is able to demonstrate these skills excellently. Gaining excellent grades in English is a requirement for admission to almost all colleges and further education centres and most employers and colleges require minimum performances of passes or above in English for admission. The world of work is rapidly changing and careers are no longer secure for life, students who perform well in English demonstrate versatility, flexibility and creative thinking that are essential components of having a successful and happy worklife. English can enable almost any career pathway but particularly lends itself towards careers in: journalism (writing or reporter), creative writing (becoming an author or writer), law (lawyer), editing and publishing (copy-writing), programming (website scripting), media (social media publications, press officer), research (AI data validation), marketing (content producer), education (teaching) and more.
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