

Ropemakers Academy English Curriculum Content 2025-26

Primary/Lower KS3: Years 3 - 8

Stage / Year	Term 1 (Autumn)	Term 2 (Spring)	Term 3 (Summer)
<p><b>Stage 1</b></p>	<p><b>Theme: Exploration &amp; Woods</b></p> <ul style="list-style-type: none"> <li>• <b>Key Texts:</b> Lila and the Secret of Rain (<i>Global Explorers: Kenya</i>) <i>Where the Wild Things Are (What Lurks in the Woods?)</i></li> <li>• <b>Reading:</b> re-read text to build up fluency. Applying phonics to decode; retelling familiar stories; predicting outcomes.</li> <li>• <b>Writing:</b> Grammar: Writing names; using simple sentence structures; leaving finger spaces.</li> </ul> <p>Composition: Say out loud what they are going to write; Compose a sentence orally before writing it.</p>	<p><b>Theme: Toys &amp; Seaside</b></p> <ul style="list-style-type: none"> <li>• <b>Key Texts:</b> The Paper Dolls (<i>Toybox Treasures</i>), The Lighthouse Keepers Lunch (<i>Splash, Splash, Seaside Fun!</i>)</li> <li>• <b>Reading:</b> Listening to and discussing a wide range of fiction and non-fiction; linking reading to own experiences; reciting simple poems.</li> <li>• <b>Writing:</b> Grammar: capital letters for names and 'I'; use simple sentence structures.</li> </ul> <p>Composition: sequencing sentences to form short narratives; discuss what they have written.</p>	<p><b>Theme: Choice &amp; Transition</b></p> <ul style="list-style-type: none"> <li>• <b>Key Texts:</b> <i>Child-Led Interest, Transitional Topic.</i></li> <li>• <b>Reading:</b> retell familiar stories: discuss the significance of titles and events; recognise recurring language in stories and poems.</li> <li>• <b>Writing:</b> Grammar: use full stops to end sentences, to begin to use question mark and exclamation marks; using the conjunction 'and'.</li> </ul> <p>Composition: Re-reading writing to check sense; using adjectives to describe; read their writing aloud clearly; use simple features of different text types and make choices about vocabulary.</p>
<p><b>Stage 2</b> <i>Bowl</i></p>	<p><b>Theme: Adventure &amp; Pirates</b></p> <ul style="list-style-type: none"> <li>• <b>Key Texts:</b> A Giraffe Goes to Paris (<i>Global Explorers: France</i>), Pirates Love Underpants (<i>Swashbucklers</i>)</li> <li>• <b>Reading:</b> Reading accurately by blending; discuss and clarify the meanings of word, linking new meanings to known vocabulary; check a text makes sense to them as they read and correct inaccurate reading.</li> <li>• <b>Writing:</b> Grammar: expanded noun phrases; form sentences with different forms a statement, question, exclamation and command;</li> </ul> <p>Composition: write about personal experiences; write simple poetry.</p>	<p><b>Theme: Heroes &amp; Beasts</b></p> <ul style="list-style-type: none"> <li>• <b>Key Texts:</b> Traction Man (<i>Caped Crusaders</i>), Superworm (<i>Mini Beast Mania</i>)</li> <li>• <b>Reading:</b> Reread books to build fluency; discussing sequence of events; answering questions: discuss their favourite words and phrases; to make inferences</li> <li>• <b>Writing:</b> Grammar: using subordination (<i>when/if/that/because</i>); using past/present tense correctly.</li> </ul> <p>Composition: to write about real events; plan what they are going to write about, writing down key words and ideas.</p>	<p><b>Theme: Choice &amp; Transition</b></p> <ul style="list-style-type: none"> <li>• <b>Key Texts:</b> <i>Child-Led Interest, Transitional Topic.</i></li> <li>• <b>Reading:</b> commenting on text structure; poetry performance reciting with appropriate intonation; make predictions; recognising that non-fiction is structured in different ways.</li> <li>• <b>Writing:</b> Grammar: use coordination; use some features of written standard English.</li> </ul> <p>Composition: make simple additions and corrections; reread to check for sense and grammar errors.</p>

<p><b>Stage 3</b> <i>Cuckmere/ Holywell</i></p>	<p><b>Theme: Global Cultures &amp; Rainforests</b></p> <ul style="list-style-type: none"> <li>• <b>Key Texts:</b> Cloud Tea Monkeys (Global Explorers: India), There's a Rang-Tan in my Bedroom (<i>Tree Top Explorers</i>), Tin Forest</li> <li>• <b>Reading:</b> Using dictionaries; retelling stories orally; identifying themes/conventions.</li> <li>• <b>Writing:</b> Grammar: using 'a' or 'an' correctly, use the correct tense throughout a piece of writing.</li> </ul> <p>Composition: begin to use ideas from their own reading and modelled examples; compose and rehearse sentences orally.</p>	<p><b>Theme: Stoneage &amp; Into the Blue</b></p> <ul style="list-style-type: none"> <li>• <b>Key Texts:</b> Stone Age Boy and How to Wash a Woolly Mammoth (<i>From Flint to Fire: Stone Age</i>), The Iron Man (<i>Into the Blue</i>)</li> <li>• <b>Reading:</b> Preparing poems/plays to read aloud; retrieving and recording information; inferring character feelings.</li> <li>• <b>Writing:</b> Grammar: Inverted commas for direct speech; use subordinating clauses.</li> </ul> <p>Composition: use the structure of a wider range of text types: to organise writing into paragraphs.</p>	<p><b>Theme: Choice &amp; Transition</b></p> <ul style="list-style-type: none"> <li>• <b>Key Texts:</b> <i>Child-Led Interest, Transitional Topic.</i></li> <li>• <b>Reading:</b> Discussing words that capture interest; identifying main ideas; justifying views.</li> <li>• <b>Writing:</b> Grammar: to use a full range of punctuation; use a range of adverbs, conjunctions and prepositions; possessive apostrophe.</li> </ul> <p>Composition: understanding audience and purpose; deliberate and ambitious word choices; create settings, characters and a plot; proof reading their own and others work to check for errors.</p>
<p><b>Stage 4</b> <i>Abbots</i></p>	<p><b>Theme: Global Cultures &amp; Volcanoes</b></p> <ul style="list-style-type: none"> <li>• <b>Key Texts:</b> Kai and the Monkey King (<i>Global Cultures: China</i>), Standed! (<i>Shake, Rattle and Roll</i>)</li> <li>• <b>Reading:</b> Listening to and discussing wide range of fiction/poetry; identifying text structures.</li> <li>• <b>Writing: Grammar:</b> use all punctuation in direct speech; maintain accurate tense throughout a piece of writing.</li> </ul> <p>Composition: compose and rehearse sentences orally with rich vocabulary; organise paragraphs around a theme.</p>	<p><b>Theme: Cold Lands &amp; Nature</b></p> <ul style="list-style-type: none"> <li>• <b>Key Texts:</b> Shackleton's Journey (<i>Frozen Lands</i>) The Wild (<i>Nature Explorers</i>)</li> <li>• <b>Reading:</b> Checking understanding; exploring meaning of words in context; asking questions to improve understanding.</li> <li>• <b>Writing:</b> Grammar: Subordinating clause with conjunctions in varied positions;</li> </ul> <p>Composition: Organising paragraphs around a theme; to write a range of narrative and non-fiction pieces with a consistent structure; proof reading and amend their own and others' work.</p>	<p><b>Theme: Choice &amp; Transition</b></p> <ul style="list-style-type: none"> <li>• <b>Key Texts:</b> <i>Child-Led Interest, Transitional Topic.</i></li> <li>• <b>Reading:</b> Drawing inferences from characters' actions; identifying main ideas drawn from more than one paragraph.</li> <li>• <b>Writing:</b> Grammar: standard verb inflections; consistently use apostrophes for single and plural possession.</li> </ul> <p>Composition: to write a range of narratives that are well structured and well paced; to create detailed setting, character and plot to add atmosphere; read aloud their writing using appropriate intonation, tone and volume.</p>
<p><b>Stage 5</b> <i>Firle/Friston</i></p>	<p><b>Theme: Global Cultures &amp; WW1</b></p> <ul style="list-style-type: none"> <li>• <b>Key Texts:</b> Freedom Bird (<i>Global Explorers: USA</i>), Stubby (<i>Tales from the Trenches</i>)</li> <li>• <b>Reading:</b> Recommending books to peers; learning poems by heart; distinguishing fact and opinion.</li> <li>• <b>Writing:</b> Grammar: Brackets, dashes and/or comma; to use expanded noun phrases with modifying adjectives and prepositional phrases.</li> </ul> <p>Composition: consistently produce sustained and accurate writing with different narratives and non-fiction genres; plan writing identifying the audience and purpose.</p>	<p><b>Theme: Space &amp; Fantasy</b></p> <ul style="list-style-type: none"> <li>• <b>Key Texts:</b> Curiosity (<i>To Infinity and Beyond</i>), The Lion, The Witch and The Wardrobe (<i>Witches and Wizards</i>)</li> <li>• <b>Reading:</b> Making comparisons within/across books; exploring figurative language; summarizing main ideas.</li> <li>• <b>Writing:</b> Grammar: use a wide range of linking words between sentences and paragraphs (adverbials); direct speech with correct punctuation.</li> </ul> <p>Composition: Describing settings/characters; using relative clauses (who, which, where); use dialogue to convey a character and to advance the action.</p>	<p><b>Theme: Choice &amp; Transition</b></p> <ul style="list-style-type: none"> <li>• <b>Key Texts:</b> <i>Child-Led Interest, Transitional Topic.</i></li> <li>• <b>Reading:</b> Identifying how language contributes to meaning; non-fiction retrieval.</li> <li>• <b>Writing:</b> Grammar: relative clauses: using an accurate tense throughout a piece of writing; commas to clarify meaning and to avoid ambiguity.</li> </ul> <p>Composition: Linking paragraphs using cohesion devices; proof reading to assess effectiveness of own writing; perform their compositions.</p>

<p><b>Stage 6</b>  <i>Birling</i>  <i>Arlington</i></p>	<p><b>Theme: Global Cultures &amp; disasters</b></p> <ul style="list-style-type: none"> <li>• <b>Key Texts:</b> The Song Walker (<i>Global Explorers: Australia</i>), Escaping the Giant Wave (<i>Natural disasters</i>)</li> <li>• <b>Reading:</b> Discussing understanding; exploring context; predicting from details; identifying how language/structure achieve effects.</li> <li>• <b>Writing:</b> Grammar: use a range of punctuation including semi-colon, dashes, colons and hyphens.  Compositions:  Identifying audience/purpose by selecting the appropriate form: use a range of devices to build cohesion across paragraphs,</li> </ul>	<p><b>Theme: Conflict &amp; Evolution</b></p> <ul style="list-style-type: none"> <li>• <b>Key Texts:</b> The Boy in the Striped Pyjamas (<i>Courage and Conflict</i>) Darwin's Dragons (<i>Darwin</i>)</li> <li>• <b>Reading:</b> Summarizing main ideas; identifying key details; evaluating authorial choice.</li> <li>• <b>Writing:</b> Grammar: to use the correct tense including subject verb agreement.  Composition: organisational and presentational devices to structure a text and guide a reader: proof for spelling and punctuation errors.</li> </ul>	<p><b>Theme: Transition</b></p> <ul style="list-style-type: none"> <li>• <b>Key Texts:</b> <i>Child-Led Interest, Transitional Topic (TBC)</i>.</li> <li>• <b>Reading:</b> Continued fluency and comprehension focus for secondary readiness.</li> <li>• <b>Writing:</b> Grammar: use question tags for informal writing;  Composition: propose changes to vocabulary and grammar to enhance effects and clarify meaning; recognise how words are related by meaning as synonyms and antonyms: distinguish between the language of speech and writing and to choose the appropriate level of formality.</li> </ul>
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Based on Ropemakers Academy 2025-26 Key Texts Coverage and English Coverage Milestones.

Secondary Upper KS3 & Entry KS4: Years 9-11

<p><b>Stage 7</b> <i>Camber</i></p>	<p><b>Theme: Mystery &amp; Suspense</b></p> <ul style="list-style-type: none"> <li>• <b>Key Texts:</b> One of Us is Lying</li> <li>• <b>Reading:</b> Analyzing plot structures; character motivation; inference and deduction.</li> <li>• <b>Writing:</b> Grammar: Using what they learn about grammar and new words from reading and listening to purposefully improve their writing and speaking. Composition: Use a wide range of audiences and purposes including fiction and non-fiction writing;</li> </ul>	<p><b>Theme: Bravery</b></p> <ul style="list-style-type: none"> <li>• <b>Key Texts:</b> Boys Don't Cry</li> <li>• <b>Reading:</b> Discussing themes across texts; identifying bias; retrieving information from non-fiction.</li> <li>• <b>Writing:</b> Grammar: Writing formally and informally using Standard English and other varieties of English. Composition: organising material and supporting ideas and arguments with any necessary factual detail; applying knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form.</li> </ul>	<p><b>Theme: Dystopian Novel</b></p> <ul style="list-style-type: none"> <li>• <b>Key Texts:</b> The Hunger Games</li> <li>• <b>Reading:</b> Understanding dramatic conventions; performing texts; analyzing spoken language differences.</li> <li>• <b>Writing:</b> Grammar: use standard English in their own writing and speech. Composition: drawing on knowledge of literary and rhetorical devices from their reading: plan, draft, edit and proof read.</li> </ul>
<p><b>Stage 8</b> <i>Ashdown</i> <i>Caburn</i></p>	<p>a)Y10</p> <p><b>TBC</b></p> <p>b) Y11</p> <p><b>Non Fiction - Section A</b> Matchstick Factory (1888) / Victorian Bakers (1840) / A Child in Prison (1897) / The Kinder Garden (1850) / My Struggle With A Tiger (1879)</p> <p><b>Contemporary Texts - Section A</b> Eastern Promise (1998) / Walking Home (2012) / The Diary of Barry Farrell (1980) / Between the Bars (2001) / Max Winter's Diary (1999) / A Novel about Sport (2015) / Gareth Southgate's Letter (2020)</p>	<p><b>Non Fiction - Section B</b> President Obama's Inauguration Speech (2009) / Churchill's Speech (1940) / Lincoln Speech (1863) / Space Exploration: The Final Frontier (2016) / Writing to Advise Prompt</p> <p><b>Contemporary Texts - Section B</b> Imaginative Writing Examples / Using Sentences Examples</p>	<p><b>Revision and Exams</b></p>

## Secondary KS4 Qualification Route: Years 10 & 11; Pathways to Adulthood: Entry Level & GCSE

Depending on which qualification pathway an individual student is taking they will cover the following aspects of English. This map represents a suggested term-by-term breakdown, tailored to the specific ability level and cognitive profile of each group, but is subject to

Year Group	Term 1 (Autumn)	Term 2 (Spring)	Term 3 (Summer)
Year 10	<p><b>Theme: Modern Texts &amp; Society</b> (Context: <i>Animal Farm / Dystopian Fiction</i>)</p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> Identifying purpose and audience; distinguishing fact from opinion/bias; analysing how writers use language to influence readers (GCSE); locating main points in descriptive texts (FS).</li> <li>• <b>Writing:</b> Writing for different purposes (narrative/descriptive); using simple, compound, and complex sentences; planning and sequencing ideas; accurate use of basic punctuation (FS) through to advanced punctuation for effect (GCSE).</li> <li>• <b>Speaking:</b> Participating in discussions; expressing opinions clearly.</li> </ul>	<p><b>Theme: Power, Conflict &amp; Non-Fiction</b> (Context: <i>Poetry / Media Texts</i>)</p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> Comparing texts and writers' perspectives (GCSE); spotting presentational features (layout, captions, fonts) (FS); understanding organisational markers in text.</li> <li>• <b>Writing:</b> Transactional writing: formal/informal letters and emails (greeting, sign-off, subject lines); persuasive writing techniques (AFOREST); using paragraphs to organise ideas.</li> <li>• <b>Speaking:</b> Responding to questions; following the gist of discussions.</li> </ul>	<p><b>Theme: Spoken Language &amp; Heritage</b> (Context: <i>19th Century Fiction / Shakespeare</i>)</p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> Decoding older vocabulary; making inferences based on evidence; understanding context; retrieving information from instructional texts (FS).</li> <li>• <b>Writing:</b> Creative writing (imaginative descriptions); filling in forms accurately (personal details, specific vocabulary) (FS); adapting tone and register for audience.</li> <li>• <b>Speaking: Spoken Language Endorsement;</b> planning and delivering a presentation; listening and responding to feedback.</li> </ul>
Year 11	<p><b>Theme: Language Skills &amp; Application</b> (Context: <i>Exam Prep - Paper 1 &amp; 2</i>)</p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> Synthesis of explicit and implicit information; summarising differences between texts; identifying different question types (multiple choice vs detailed response).</li> <li>• <b>Writing:</b> Writing articles and reports; using structural features for coherence; reviewing and proof-reading for spelling (homophones, double letters) and grammar (subject-verb agreement, tense consistency).</li> <li>• <b>Vocabulary:</b> Expanding vocabulary for impact; spelling specialist words.</li> </ul>	<p><b>Theme: Revision &amp; Real-World Literacy</b> (Context: <i>Exam Readiness / Life Skills</i>)</p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> Skimming and scanning for key words in real-world documents (timetables, bills, adverts); analysing unseen texts for language techniques (metaphor, simile, idiom).</li> <li>• <b>Writing:</b> Writing to advise or argue; constructing coherent arguments; revision of grammar rules (apostrophes for possession/omission); developing speed and legibility.</li> <li>• <b>Exam Technique:</b> Time management; decoding exam questions; checking work.</li> </ul>	<p><b>Theme: Transition &amp; Independence</b> (Context: <i>Preparation for Adulthood</i>)</p> <ul style="list-style-type: none"> <li>• <b>Functional Reading:</b> Reading for information in daily life (signs, instructions, contracts); critical evaluation of media/news sources.</li> <li>• <b>Functional Writing:</b> CV writing; personal statements; professional correspondence; completion of application forms.</li> <li>• <b>Consolidation:</b> Final preparation for transition to post-16 education or employment.</li> </ul>

Based on Ropemakers Academy KS3/4 Curriculum Map, Pearson Edexcel GCSE (9-1) English Language Specification, and Functional Skills Schemes of Work (Entry 1 - Level 2).