**CURRICULUM OVERVIEW READING KS3 & 4 2026 – 2027**

| Y7 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| Content | Linked texts:<br>Resilience (3 weeks)<br>Novels volume 1 (3 weeks)<br><br>Class novel:<br>Kensuke's Kingdom – Michael Morpurgo<br><br>English UoS:<br>Characters & Setting: | Linked texts:<br>Poetry volume 1 (3 weeks)<br>Notable people volume 1 (3 weeks)<br><br>Class novel:<br>War Horse – Michael Morpurgo<br><br>English UoS:<br>Action & Atmosphere:<br>Poetry: The World Reimagined | Linked texts:<br>Ibtihaj Muhammad (3 weeks)<br>Industrial revolution (3 weeks)<br><br>Class novel:<br>The Goldfish Boy – Lisa Thompson<br><br>English UoS:<br>Explanations & Insights | Linked texts:<br>Autism (3 weeks)<br>Evolution (3 weeks)<br><br>Class novel:<br>Street Child – Berlie Doherty<br><br>English UoS:<br>Opinions & Persuasion<br>The Tempest | Linked texts:<br>Liverpool (3 weeks)<br>Novels volume 2 (3 weeks)<br><br>Class novel:<br>Some Places More than Others – Renee Watson<br><br>English UoS:<br>Arguments & Essays | Linked texts:<br>Critiquing the media (3 weeks)<br>Poetry volume 2 (3 weeks)<br><br>Class novel:<br>Goodnight, Mr Tom – Michelle Magorian<br><br>English UoS:<br>Frankenstein |

<table>
<tr><td>Key new knowledge (KS3 NC objectives)</td><td colspan="6">Read a wide range of fiction and non-fiction:<br>- Whole books<br>- Short stories<br>- Poems and plays with a wide coverage of genres<br>- Historical periods<br>- Forms and authors<br>- High-quality works from English literature<br>- Both pre-1914 and contemporary,<br>- Prose<br>- Poetry<br>- Drama; Shakespeare (2 plays)<br>- Seminal world literature<br>Choose and read books independently for challenge, interest and enjoyment.<br>Reread books encountered earlier to increase familiarity with them and provide a basis for making comparisons<br>Learn new vocabulary, relate it explicitly to known vocabulary and understand it with the help of context and dictionaries<br>Make inferences and refer to evidence in the text<br>Know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension<br>Check their understanding to make sure that what they have read makes sense<br>Read critically through:<br>Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning<br>Recognising a range of poetic conventions and understanding how these have been used<br>Studying setting, plot, and characterisation, and the effects of these<br>Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play<br>Making critical comparisons across texts<br>Studying a range of authors, including at least 2 authors in depth each year</td></tr>
<tr><td>Assessments</td><td>Formative assessment, live marking.</td><td>Lexplore</td><td>Formative assessment, live marking.</td><td>Lexplore</td><td>Formative assessment, live marking.</td><td>Lexplore</td></tr>
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**CURRICULUM OVERVIEW READING Year 8**

| YR 8 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| Content | Linked texts:<br>Drugs and alcohol (3 weeks)<br>Classics volume 1 (3 weeks)<br><br>Class novel:<br>Small Steps – Louis Sachar<br><br>English UoS:<br>Plot & Pace / Genres & Themes | Linked texts:<br>Industrial Revolution (3 weeks)<br>Classics volume 2 (3 weeks)<br><br>Class novel:<br>War Horse – Michael Morpurgo<br><br>English UoS:<br>People & Voices<br>Poetry: The World Reimagined | Linked texts:<br>Autism (3 weeks)<br>Population (3 weeks)<br><br>Class novel:<br>I Am David – Anne Holm<br><br>English UoS:<br>Autobiography & Reflection | Linked texts:<br>Evolution (3 weeks)<br>Resilience (3 weeks)<br><br>Class novel:<br>Bridge to Terabithia – Katherine Paterson<br><br>English UoS:<br>Your Language<br>Hamlet | Linked texts:<br>Liverpool (3 weeks)<br>Verse novels (3 weeks)<br><br>Class novel:<br>The Grapes of Wrath – John Steinbeck<br><br>English UoS:<br>Witnesses & Reports<br>Survival | Linked texts:<br>Critiquing the media (3 weeks)<br>World War 2 (3 weeks)<br><br>Class novel:<br>Illegal – Eoin Colfer<br><br>English UoS:<br>Viewpoints & Issues<br>Of Mice and Men |

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**CURRICULUM OVERVIEW READING Year 9**

| YR 9 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| Content | Class novel:<br>Dracula – Bram Stoker<br><br>English UoS:<br>Gothic Tales OR It's a Mystery | Class novel:<br>Rat – Patrice Lawrence<br><br>English UoS:<br>Words of War<br>Poetry: The World Reimagined | Class novel:<br>Animal Farm – George Orwell<br><br>English UoS:<br>Appearance and Reality | Class novel:<br>Ghost Boys – Jewell Parker Rhodes<br><br>English UoS:<br>Power of Communication<br><br>Macbeth | Class novel:<br>Are You There, God? It's Me, Margaret – Judy Blume<br><br>English UoS:<br>Technology Matters | Class novel:<br>Terror Kid – Benjamin Zephaniah<br><br>English UoS:<br>Campaign for a Cause<br><br>Heroes |

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| **Key new knowledge (KS3 NC objectives)** | Read a wide range of fiction and non-fiction:<br>- Whole books<br>- Short stories<br>- Poems and plays with a wide coverage of genres<br>- Historical periods<br>- Forms and authors<br>- High-quality works from English literature<br>- Both pre-1914 and contemporary,<br>- Prose<br>- Poetry<br>- Drama; Shakespeare (2 plays)<br>- Seminal world literature<br>Choose and read books independently for challenge, interest and enjoyment.<br>Reread books encountered earlier to increase familiarity with them and provide a basis for making comparisons<br><br>Read for understanding through:<br>Learning new vocabulary, relate it explicitly to known vocabulary and understanding it with the help of context and dictionaries<br>Making inferences and refering to evidence in the text<br>Knowing the purpose, audience for and context of the writing and draw on this knowledge to support comprehension<br>Checking their understanding to make sure that what they have read makes sense<br><br>Read critically through:<br>Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning<br>Recognising a range of poetic conventions and understanding how these have been used<br>Studying setting, plot, and characterisation, and the effects of these<br>Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play<br>Making critical comparisons across texts<br>Studying a range of authors, including at least 2 authors in depth each year | | | | | |
| **Assessments** | Formative assessment, live marking. | Lexplore | Formative assessment, live marking. | Lexplore | Formative assessment, live marking. | Lexplore |

**CURRICULUM OVERVIEW READING Year 10**

| YR 10 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| Content | Class Novel:<br>Dracula – Bram Stoker<br><br>English UoS:<br>GCSE Language:<br>Extremes – reading and writing non-fiction.<br><br>GCSE Literature:<br>Poetry from the GCSE Anthology<br>A Christmas Carol | Class Novel:<br>Rat – Patrice Lawrence<br><br>English UoS:<br>GCSE Language:<br>Conflict: - reading and writing fiction.<br><br>GCSE Literature:<br>Poetry from the GCSE Anthology<br>A Christmas Carol | Class Novel:<br>Animal Farm – George Orwell<br><br>English UoS:<br>GCSE Language:<br>Change – pre-1900 fiction & non-fiction<br><br>GCSE Literature:<br>Shakespeare – Romeo and Juliet | Class Novel:<br>Ghost Boys – Jewell Parker Rhodes<br><br>English UoS:<br>GCSE Language:<br>Language – reading & writing non-fiction<br><br>GCSE Literature:<br>Romeo and Juliet<br>Poetry Anthology | Class Novel:<br>Are You There, God? It's Me, Margaret – Judy Blume<br><br>English UoS:<br>GCSE Language:<br>People – reading & writing fiction & non-fiction; spoken language.<br><br>GCSE Literature:<br>Blood Brothers<br>Poetry Anthology | Class Novel:<br>Terror Kid – Benjamin Zephaniah<br><br>English UoS:<br>GCSE Language:<br>People – reading & writing fiction & non-fiction; spoken language.<br><br>GCSE Literature:<br>Blood Brothers<br>Poetry Anthology |

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<tr><td>Key new knowledge (KS4 NC objectives)</td><td colspan="6">Read and appreciate the depth and power of the English literary heritage through:<br>- reading a wide range of high-quality, challenging, classic literature<br>- extended literary non-fiction<br>- essays reviews<br>- journalism.<br><br>The range will include:<br>- at least one play by Shakespeare<br>- works from the 19th, 20th and 21st centuries<br>- poetry since 1789, including representative Romantic poetry<br><br>Understand and critically evaluate texts through:<br>- Reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes<br>- Drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation<br>- Identifying and interpreting themes, ideas and information<br>- Exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects<br>- Seeking evidence in the text to support a point of view, including justifying inferences with evidence<br>- Distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence<br>- Analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact<br>- Making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading<br><br>Make an informed personal response, recognising that other responses to a text are possible and evaluating these.</td></tr>
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**CURRICULUM OVERVIEW READING Year 11**

| YR 11 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **Content** | Class Novel:<br>Carrie – Stephen King<br><br>English UoS:<br>GCSE Language:<br>Component 1 preparation – 20th Century reading & creative writing<br><br>GCSE Literature:<br>Poetry Anthology & Unseen Poetry<br>Romeo & Juliet | Class Novel:<br>The Girl With All The Gifts – M. R. Carey<br><br>English UoS:<br>GCSE Language<br>Component 1 & 2 preparation – 19th & 21st Century non-fiction<br>Narrative Writing<br><br>GCSE Literature:<br>Romeo and Juliet<br>Poetry Anthology | Class Novel:<br>The Road – Cormac McCarthy<br><br>English UoS:<br>GCSE Language<br>Component 2 reading preparation<br><br>GCSE Literature:<br>A Christmas Carol | Class Novel:<br>On The Road – Jack Kerouac<br><br>English UoS:<br>GCSE Language<br>Component 2<br>Transactional writing<br><br>GCSE Literature –<br>Blood Brothers & Poetry | Class Novel:<br>The Kite Runner – Khaled Hosseini<br><br>English UoS:<br>Revision | **Exams** |

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