

Progression Map - English

Curriculum Intent

The secondary curriculum at Bradford Academy intends to:

- Develop individuals who are respectful, responsible and resilient and encourage them to be a shining light in their community.
- Ensure that learners develop knowledge and skills that lead to academic success and future opportunities.
- Create a culture of reading by maximising opportunities to read and broaden vocabulary during the school day and at home.
- Provide a breadth of subjects and experiences so that every individual can find and nurture their strengths and talents.
- Be ambitious for all of our learners by carefully planning for excellent achievement.
- Make use of a sound evidence base to ensure that lessons and teaching techniques are effective.

English at Bradford Academy:

Our English curriculum at Bradford Academy is designed to foster a love of language and literature while developing essential skills for effective communication and critical thinking. We aim to provide students with a broad and enriching experience, building upon their KS2 prior knowledge and skills, we continue to reveal to them to a wide range of texts, including classic literature, contemporary works, poetry, and non-fiction. Through engaging lessons, students will build their reading, writing, speaking, and listening abilities, allowing them to express themselves confidently and creatively.

Our curriculum emphasizes analysis, encouraging students to explore characters, themes, and language use, helping them to become thoughtful and independent readers. Writing is equally important, and students will be supported in developing their ability to write for different purposes and audiences, honing both their technical skills and their creative expression. Regular opportunities for discussion and debate will also promote confidence in spoken communication.

Overall, the English curriculum prepares students for academic success while nurturing their ability to engage with the world around them. We strive to inspire a lifelong appreciation for the power of language, equipping students with the skills they need to thrive in both their studies and the world beyond school – shining within our school community and in their own, adult lives.

		By the end of Year 7...	By the end of Year 8...	By the end of Year 9...
Knowledge and Skills	Reading	Students will be able to identify and explain themes, ideas, and messages in texts – a modern novel, extracts from a Shakespeare play, Culture and Heritage Poetry and transactional writing. Using PEAZ, begin to analyse how language, structure, and presentation contribute to the meaning of a text. Understand how writers create effects through their choices of words, phrases, and sentences. Evaluate the effects of different narrative perspectives and how they shape the meaning of a text. Make inferences from the text, using evidence to support their ideas. Understand different genres and forms, including their conventions, and be able to identify these in the texts we read. Understand the context of the texts they study, including historical, social, and cultural influences. HT2 – Cirque Du Freak by Darren Shan HT4 – Poetry of the World HT5 – Media of the World	Students will be able to further develop the ability to analyse themes, characters, and settings in a greater choice of more complex texts: a play, 19th Century extracts, modern and pre 19th Century poetry, transactional writing, and short stories. Identify how writers use language, structure, and form to achieve their purpose, and analyse the effects of these choices. Make deeper inferences and draw conclusions from evidence in the text, justifying responses with detailed explanations, developing a more thorough PEAZ response. Understand how different genres and text types communicate meaning and analyse how these influence the reader's experience. Compare and contrast a wider variety of texts, identifying common themes, motifs, or approaches. Evaluate the effectiveness of different texts in achieving their purpose and how they engage the reader. Examine the impact of the writer's point of view and tone on the text. HT1 – Dracula (Play) Bram Stoker/David Calcutt HT3 – Love Poetry HT4 – Macbeth by William Shakespeare HT5 – Thirteen by Tom Hoyle	Students will be able to analyse complex texts, exploring themes, characters, settings, and ideas with a deeper level of critical thinking. Understand and explain how writers' choices in language, structure, and form contribute to the overall meaning and effect of a text. Identify how different literary and non-literary techniques are used to convey messages and create effects. Examine how contextual significance shapes meaning in texts. Compare and contrast texts across genres, periods, and forms, identifying similarities and differences in how themes, issues, and ideas are presented. Evaluate the effectiveness of different texts in conveying messages, considering both the writer's purpose and the impact on the reader. Develop a deeper understanding of literary movements, such as Romanticism. Develop the ability to read and analyse more sophisticated and abstract texts, understanding layers of meaning and nuance. Critically engage with texts by questioning the reliability of narrators, evaluating arguments, and identifying biases or assumptions. Engage confidently with challenging texts: A modern, dialect play, a full Shakespeare play and an anthology of conflict poetry, using PEAZ or a more holistic approach to constructing responses. HT1 – Conflict Poetry HT2 – A Christmas Carol HT4 – Othello by William Shakespeare HT5 – The Princess and the Hustler (Play) by Chinonyerem Odimba

	Writing	Students will be able to write for different purposes and audiences, such as narratives, descriptions, speeches, letters, arguments. Organise ideas logically, ensuring clarity and coherence in their writing. Use appropriate vocabulary and sentence structures to enhance meaning. Demonstrate awareness of grammar, punctuation, and spelling, with fewer errors. Write creatively, developing characters, settings, and plot in their own descriptive and narrative writing. Use figurative language and descriptive techniques to engage the reader. Write persuasive texts, presenting arguments logically and supporting points with evidence, using persuasive devices. Review and revise their writing, looking for spelling, punctuation, and grammatical accuracy, improving their own work. HT1 – Cirque Du Freak by Darren Shan HT3 – Community Issues HT6 – Stories of the World	Students will be able to write effectively for a variety of purposes and audiences, including descriptive, narrative, argumentative, and informative texts. Organise writing logically, using paragraphs to develop ideas coherently, with clear introductions, body paragraphs, and conclusions. Develop writing to engage readers in a more challenging way - using techniques such as suspense, tension, humour. Create detailed and engaging stories, with well-developed characters, settings, and plots. Experiment with different narrative forms and genres, and multiple perspectives. Use more complex figurative language (similes, metaphors, personification) to create vivid imagery and convey emotions. Write more sophisticated persuasive texts, using rhetorical devices like ethos, pathos, and logos. Construct arguments that are well-supported by evidence, including facts, statistics, and examples. Refine their ability to debate or argue a point, considering counter-arguments and effectively addressing opposing views. Edit writing for clarity, coherence, and style, improving word choice and sentence structure to enhance meaning. Self and peer-review their writing, focusing on grammar, punctuation, and spelling, and refining content for clarity. HT2 – Ghosts and Ghouls HT6 – Campaign for a Cause	Students will write for a broad range of purposes and audiences, including narratives, descriptive writing, analytical essays, arguments, and persuasive texts. Organise and structure writing effectively, with clear introductions, well-developed body paragraphs, and conclusions that tie together the main points. Use a variety of sentence structures, including complex and compound sentences, to enhance readability and effect. Use organisational strategies to develop ideas clearly and coherently. Write engaging stories and narratives, with well developed characters, settings, and plots, paying attention to tension and style. Weaponize figurative language to create vivid imagery and convey emotions. Write balanced, logical, and persuasive texts, using a wide range of rhetorical devices. Develop and defend arguments with clear reasoning, supported by evidence and examples. Engage with counterarguments, recognising different perspectives and refuting opposing views effectively. Revise writing for clarity, coherence, and style, using a variety of strategies to improve drafts, such as reworking ideas for greater clarity or adjusting tone and register to match purpose and audience. HT3 – Othello by William Shakespeare HT4 – World Issues HT5 – Dystopian Fiction
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	Spoken Language	Students will be able to speak clearly in discussions, presentations, and debates. Listen actively, responding appropriately to questions and comments, and ask relevant questions to further understanding. Contribute to group discussions, presenting and supporting their own ideas while also respecting others' viewpoints. Show respect for others' opinions, taking turns and listening attentively.	Students will be able to speak with increased clarity, fluency, and confidence. Use appropriate tone, volume, and pace to suit the situation, and adjust language for different audiences. Engage listeners effectively, using techniques to maintain interest and persuade. Develop more formal presentation skills, delivering clear, persuasive, and engaging speeches. Use a wide range of vocabulary to communicate more precisely.	Students will be able to speak confidently and fluently in a wide range of contexts, speaking with clarity. Contribute meaningfully to group discussions, sharing ideas, offering support for opinions, and engaging with others' viewpoints, taking the lead when necessary. Use a wide range of vocabulary, language, and rhetorical devices to enhance clarity and impact.
	Spelling, Punctuation and Grammar	Students will have revisited sentence structures, used a range of punctuation accurately, revised the sentence types: statements, questions, exclamations, and commands. In redrafting their own work, they will be able to spell a wide range of words correctly and use strategies for spelling unfamiliar words. Students will remember how to use punctuation marks correctly to clarify meaning and improve readability, including apostrophes.	Students should use a wide range of sentence types and structures, including complex and compound sentences, to create variety and sophistication. Students should spell complex and subject-specific words accurately. In written work they should use punctuation accurately, including commas, semicolons, colons, quotation marks, and apostrophes, to enhance clarity and effect.	Students should use advanced grammar and sentence structures and apply grammatical rules consistently to ensure clarity and cohesion in writing. Students will spell a wide range of words, including irregular and subject-specific terms, with accuracy. Use punctuation confidently and accurately and to create specific effects, such as suspense.

	Assessment	HT1 Final: Write the exposition, rising action and climax of a story in which someone steals something precious. HT2 Final: How does Shan use language to present a change in the character of Darren? HT3 Final: Write a speech, pitching a new product that would address an issue in your community. HT4 Final: How does Dharker present power in 'A Century Later'? HT5 Final: How does the writer structure the text to create tension? HT6 End of year assessment: Write a description of a place as suggested by one of these images OR write a narrative about arriving in a foreign land. Writing Workout tasks planned weekly.	HT1 Final: To what extent is Dracula presented as a lonely character, in this extract and in the play as a whole? HT2 Final: Write the exposition, rising action and climax of a gothic short story, using the skills developed this half term. HT3 Final: Using 'Havisham' and 'Porphyria's Lover', compare the ways in which the poets portray unhealthy relationships. HT4 Final: How does Shakespeare explore the presentation of gender stereotypes in the play? HT5 Final: Write the exposition, rising action and climax for a story in which someone is at risk. HT6 - End of year assessment: Write a speech campaigning for a cause that is important to you. You need to persuade your English class to support your campaign.	HT1 Final: Compare the effects of conflict in Out of the Blue and one other poem. HT2 Final: Compare how the writers convey their similar perspectives and feelings on prisons. HT3 Final: 'Gender stereotypes in Venetian society are unfair and limit progress. The government should be responsible for preventing extreme views and regulating prejudice laws.' Write a letter to the duke in which you argue for this statement. HT4 Final: Q5 – 'Choosing a future career should be based on helping others and making a positive contribution to society, not achieving status or making lots of money.' Write an article for your school or college magazine in which you argue your point of view on this statement. HT5 - Final: Having read this extract, a student said: 'The scythe does not sound very menacing. Citra and her family should not be scared to let him in to their home.' To what extent do you agree? HT6 - End of year assessment: In Act 3 Mavis says, 'You free to be anything'. How does Odimba explore ideas about freedom and oppression in 'Princess and the Hustler'?
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