



Key Stage 5 English Curriculum Maps (Language and Literature)

Notes: Intent of the English Curriculum at Littlelover Community School

The English curriculum is designed to develop confident, capable communicators who appreciate the value of language in academic, social and cultural contexts. Its purpose is to equip students with strong literacy skills and to nurture a lifelong enjoyment of reading, writing, speaking and listening.

Through wide and varied engagement with texts, students deepen their understanding of literature, broaden their vocabulary and develop analytical thinking. The curriculum supports students in writing clearly and effectively for a range of audiences, ensuring they can express themselves with accuracy and coherence.

Students are encouraged to communicate thoughtfully and participate in discussions and presentations, recognising effective speaking and listening as essential life skills.

The curriculum also aims to build cultural awareness, connect English learning to the wider world and future careers, and provide inclusive opportunities for enrichment. Support and challenge are built in to help all learners thrive.

KS5 – Literature

	AUTUMN															SPRING											SUMMER																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39									
YEAR 12 – SIDE A	Topic – Poems of the Decade Assessment – A Level style comparison of two PoD poems (Unseen introduced in Spring 2) – (AO1, AO2, AO4). S – 15/20 Poems: Gun, Genetics, Eat Me, Passage, History, Nine, Blindness, Chainsaw, Distances, Minor, Hireling, Giuseppe, Material, Deliverer, Effects. S - Poetic forms and methods: villanelle, ballad, tercets, blank/free verse, enjambment, figurative language, perspective. P – Comparison skills, developing links, evaluating writers’ purposes Sk – Essay writing.															Topic – Doctor Faustus – Christopher Marlowe Assessment – A Level-style Paper 1 Section B (AO1,AO2,AO3) S – Plot, characters (major and minor), renaissance and reformation context, morality play vs tragedy, Marlowe’s life, competing religious views. S – Terminology: major and minor plot/characters, convention, monologue, chiasitic structure, verse forms/syllables. P – Use of contextual features to develop ideas, drawing on criticism to inform personal response. Sk – Essay writing.											Topic – Exam Preparation Assessment – A Level-style comparison question unseen with PoD (AO1, AO2, AO4) S - Final 5/20 poems: Dover, Urn, Bag, Hold, Journal P – Responses to unseen poetry, interpretations, systematic analysis for language, structure and form features, annotation. Sk – Essay writing											Topic – Introduction to Larkin Assessment – N/A S – 6/29 poems: Church Going, Toads, I Remember, I Remember, Born Yesterday, Deceptions. S – Relevant contextual information about Larkin’s life and critical reception: attitudes to race, gender, politics; interests in jazz and photography; key members of ‘The Movement’ and its aims; Britain in 1950s. P – Research skills – selection from wide range of sources, including audio and moving image.										

						Sk – Presentation skills demonstrated in feeding back to group.
YEAR 12 – SIDE B	<p>Topic – Prose - Frankenstein</p> <p>Assessment – Analysis of the novel focusing on AO1, AO2, AO3, but no comparison (AO4).</p> <p>S – Plot, characters, science and society features, themes, narrative approaches (voice, setting, symbolism).</p> <p>S – Context – gothic literature, feminism, Shelley’s personal life and influences, development of science, revolutionary Europe, scientific developments, such as evolution, philosophy, Marxist theory.</p> <p>P – Reading and note-making, developing links, evaluating the writer’s purpose.</p> <p>Sk – Essay writing.</p>	<p>Topic – Prose – The Handmaid’s Tale</p> <p>Assessment – Initially analysis of text on its own (AO1, AO2, AO3), then with comparison to make it an A Level-style response (added AO4).</p> <p>S - Plot, characters, science and society features, themes, narrative approaches (voice, setting, symbolism).</p> <p>S – Context – dystopian novel, second-wave feminism, 20th Century attitudes and values, including the Cold War, Christianity and interpretations of the Bible, Atwood’s personal life and influences, North American politics.</p> <p>P – Development of integrated comparative analysis.</p> <p>Sk – Essay writing.</p>	<p>Topic – Coursework preparation</p> <p>Assessment – NEA – AO1, AO2, AO3, AO4, AO5</p> <p>S – Study of The Great Gatsby to model coursework process and allow some scaffolding for students at grade c and below.</p> <p>S – Coursework skills: style and structure, craft features, contextual research, critical engagement, choice of second text.</p> <p>P – Research skills and independence – use of exemplar essays for modelling.</p> <p>Sk – Essay writing.</p>			
YEAR 13 – SIDE A	<p>Topic – Larkin</p> <p>Assessment – N/A</p> <p>S – Two more poems from remaining 23.</p> <p>Sk – Essay writing.</p>	<p>Topic – Othello</p> <p>Assessment – A Level-style response from choice (AO1, AO2, AO3, AO5) – Assessment first week of Spring 1.</p> <p>S – Key characters, features of tragedy (built on from Faustus), critics’ views.</p> <p>S - Renaissance Venice/Cyprus contextual information, including: race, status, culture, role of Venice as trading city, Ottoman Empire, Christianity.</p> <p>P – Use of criticism to create argument and debate.</p> <p>Sk – Essay writing.</p>	<p>Topic – Larkin</p> <p>Assessment – A Level-style Paper 3 Section B (AO1,AO2,AO3)</p> <p>S – Remaining 21 poems, often taught in pairs (see SOW).</p> <p>S – Continued contextual understanding of Larkin’s life: loves, lifestyle, attitudes; poetic form features of ‘The Movement’ – Britishness, traditional, vernacular.</p> <p>P – Writing about two poems, but not necessarily comparing them</p> <p>Sk -</p>	<p>Topic – Revision – PoD,</p> <p>Assessment – Mock-style questions for PoD</p> <p>S – Revision of poems, themes, ideas, methods.</p> <p>P – Essay writing skills and approaches to the comparison unseen element – use of exemplar essays.</p> <p>Sk – Essay writing</p>	<p>Topic – Continued revision – Faustus.</p> <p>Assessment – Mock-style questions for Faustus</p> <p>S – Revision of character, theme, ideas, context.</p> <p>P – Understanding the approach for this exam versus Paper 1 Section A.</p> <p>Sk – Essay writing.</p>	

YEAR 13 SIDE B	Topic – Coursework preparation	Topic – Revision of Prose texts
	Assessment – NEA – AO1, AO2, AO3, AO4, AO5 S – Students independently analysing chosen texts with guidance from teacher. S – Coursework skills: style and structure, craft features, contextual research, critical engagement, choice of second text. P – Research skills and independence; drafting and redrafting processes – use of exemplar essays for modelling. Sk – Essay writing – two draft deadlines (first 1000 words, whole essay) before final submission.	Assessment – A Level-style comparison of two texts (AO1, AO2, AO3, AO4) S – Plot, theme, character, style, structure, craft, context. P – Making links between two novels. Sk – Essay writing.

KS5 – Language

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YEAR 12 SIDE A	Topic – Individual Variation (an introduction to key frameworks) Assessment – Paper 1 Section A-style exam (AO1, AO2, AO3, AO4) S – Linguistic terminology relevant to the key frameworks (lists available in glossaries): pragmatics, lexis, discourse, semantics, phonology, syntax, grammar. P – Annotation and analysis of unseen texts. Sk – Essay writing.															Topic – Individual Variation Assessment – Paper 1 Section A-style exam (AO1, AO2, AO3, AO4) S – Development of linguistic understanding from introduction. S – Understanding of different factors behind identities and key theories/concepts: age, geography, power/status, gender, socio-economic background; these include: Giles’ accommodation theory, Trudgill’s work on prestige and accents, Fairclough’s points on power, Brown and Levinson’s ‘face’ theory, maxims of politeness and conversation from Grice, Lakoff and Leech, and gender-specific theories from Cameron, Tannen and others. P - Comparison of different ‘identities’ through interpretation, representation and demonstration (features). Sk – Essay writing										Topic – Variation Over Time Assessment – Paper 1 Section B-style exam (AO1, AO2, AO3, AO4) S – Understanding key elements of change over time: initial representations, lexis/semantics, graphology/orthography, grammar/syntax. Scaled down knowledge to act as introduction – terms specific to allocated text. S – Side A ONLY – research into patterns of change from 1550 to present day. P – Systematically modelled approach to analysing texts on a similar theme but differentiated by time period. Sk – N/A													
YEAR 12 SIDE B	Topic – Child Language – Spoken Development Assessment – Paper 2-style analysis (AO1, AO2, AO3) S – Speech-specific frameworks and linguistic features: phonology (organ of articulation), lexis (CVC, syllables), syntax (SVO, negation), discourse/pragmatics (ego-centric, conversational floor),															Topic – Coursework Sample 1 Assessment – Drafting genres					Topic – Child Language – Written Development Assessment – Paper 2-style analysis (AO1, AO2, AO3) S – Writing-specific frameworks, with emphasis on orthography (spelling error types, such as salient sounds, phonologically plausible spelling) and graphology ((directionality, linearity), as well as revisiting of other frameworks from a written perspective.					Topic – Coursework Sample 2 Assessment – Drafting genres					Topic – Variation Over Time Assessment – Paper 1 Section B-style exam (AO1, AO2, AO3, AO4)				Topic – Coursework Preparation Assessment – Original Writing and Commentary S – Devices to use for audience and purpose.				

	<p>S – Speech-specific theory and concepts: stages (babbling, holophrase etc), development theory (cognitive, social interaction, behaviourism, nativism) and associated theorists, consonant development, grammar development, virtuous errors, Child Directed Speech, role of caregiver etc.</p> <p>S – Knowledge of phonemic reference chart.</p> <p>P – Analysis of transcribed data.</p> <p>Sk – Essay writing (developed by AO).</p>	<p>S – Features of short stories, monologues and feature articles.</p> <p>P – Engage and entertain in various forms.</p> <p>Sk – Creative writing.</p>	<p>S – Writing-specific theory and concepts: Systematic Synthetic Phonics (SSP), role of teacher, including age-related expectations.</p> <p>P – Analysis of written data, including handwriting (new skill); applying age-related contextual knowledge to texts.</p> <p>Sk – Essay writing.</p>	<p>S – Features of speeches, reviews, travel writing and blogs.</p> <p>P – Engage and entertain in various forms.</p> <p>Sk – Creative writing.</p>	<p>See above – mirrored teaching using different set of texts.</p>	<p>S – Preferred choice of genre.</p> <p>P – Research into genre – compilation of style-models.</p> <p>Sk – Creative writing.</p>
YEAR 13 – SIDE A	<p>Topic – Variation Over Time</p> <p>Assessment – Paper 1 Section B-style exam (AO1, AO2, AO3, AO4)</p> <p>S – Deliberate focus on grammar/syntax features, as well as spoken texts and phonology (includes Freeborn’s three attitudes).</p> <p>P – Use of phonemic reference sheet to analyse phonological features.</p> <p>Sk – Essay writing.</p>	<p>Topic – Revision – Individual Variation Over Time</p> <p>Assessment – Paper 1 Section A-style exam (AO1, AO2, AO3, AO4)</p> <p>S – Revision of key frameworks.</p> <p>P – Responding to unseen data.</p> <p>Sk – Essay writing.</p>	<p>Topic – Investigating Language</p> <p>Assessment – Paper 3-style analysis of unseen data and essay question (two sections).</p> <p>*Begins with a three-week introduction to research skills relevant to the independent project.</p> <p>S – Understanding of key research concepts and skills: representative, ethical, methodical, hypothesis, data analysis, empirical, systematic, sample-size, primary and secondary sources, citation.</p> <p>P – Apply synoptic knowledge from A Level to own research project – lots of modelling and scaffolds.</p> <p>Sk – Essay writing.</p>	<p>Topic – Language Variation Revision (Paper 1)</p> <p>Assessment – N/A</p> <p>S – Key frameworks and linguistic features.</p> <p>P – Use of exemplar essays to model high-level analysis.</p> <p>Sk -Essay writing.</p>		
YEAR 13 SIDE B	<p>Topic – Coursework production (first drafts)</p> <p>Assessment – Original Writing and Commentary</p> <p>S – Writing to engage suitable for audience and purpose.</p> <p>P – Logging of deliberate crafting choices in order to facilitate commentary writing.</p> <p>Sk – Creative writing.</p> <p>*Variation Over Time may be taught alongside this, such as use of single lessons or doubles during drafting process.</p>	<p>Topic – Revision – Variation Over Time</p> <p>Assessment – Paper 1 Section B-style exam (AO1, AO2, AO3, AO4)</p> <p>S – Focus on lexis (neologisms, initialisms etc), discourse types (articles/letters), orthography and graphology (long ‘S’, u and v etc)</p> <p>S – Aitchison’s metaphors – crumbling castle etc, the influence of technology – printing press, internet).</p> <p>P – Analysing unseen texts independently/applying knowledge of language change features.</p>	<p>Topic – Coursework production (second and final drafts)</p> <p>Assessment –</p> <p>S – Continued creative writing.</p> <p>P – Drafting process.</p> <p>Sk – Creative Writing</p>	<p>Topic – Child Language Revision</p> <p>Assessment – Paper 2-style analysis (AO1, AO2, AO3)</p> <p>S – Revision of key frameworks and concepts from earlier in the course.</p> <p>P – N/A</p> <p>Sk – Essay writing.</p>		

		Sk – Essay writing (marked by Side A only due to coursework demands).			
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